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is ESG-compliant

# Educational Oversight Review

New York University in London

April 2025

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## About this review

This is a report of an Educational Oversight Review conducted by the Quality Assurance Agency for Higher Education (QAA) at New York University in London (NYUL).

EOR consists of a number of components. The Full component is a review of a provider's arrangements for maintaining the academic standards and quality of the courses it offers against the 12 Sector-Agreed Principles contained within the UK Quality Code for Higher Education (2024) (the UK Quality Code). A Full component review will assess a provider against the core requirements of the Home Office in relation to educational oversight and the UK Quality Code as a common UK framework. Further information about the Full component of EOR can be found in the [Educational Oversight Review Guidance for Providers](#).

The review took place from 1-3 April 2025 and was conducted by a team of three reviewers, as follows:

- Dr Ana-Maria Pascal (Reviewer)
- Dr Inna Pomorina (Reviewer)
- Matthew Kitching (Student Reviewer)

The QAA Officer for this review was Simon Ives.

In Educational Oversight Review (Full component), the QAA review team:

- determines an outcome against each of the Sector-Agreed Principles outlined in the UK Quality Code for Higher Education
- identifies features of good practice
- makes recommendations
- identifies areas of enhancement activity
- determines an overall judgement as to whether the provider is fully aligned with the Sector-Agreed Principles of the UK Quality Code for Higher Education.

The QAA website gives more information [about QAA](#) and its mission. A dedicated section explains the method for [Educational Oversight Review](#) and has links to other informative documents. QAA reviews are evidence-based processes. Review judgements result from the documents review teams see, and the meetings they hold, and draw upon their experience as peer reviewers and student reviewers.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide the framework for internal and external quality assurance in the European Higher Education Area. QAA's review methods are [compliant with these standards](#), as are the [reports we publish](#). More information is available on our [website](#).

This review was conducted in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

## Executive summary

New York University in London (NYUL) is one of New York University's (NYU) Study Away Sites allowing students to study in London while earning credit towards their NYU degree. NYU validates all of the academic programmes taught at NYUL at undergraduate and graduate levels and is the awarding body.

As part of NYU's global network, NYUL provides an educational experience that combines the academic expectations of NYU with the cultural and professional opportunities available in London. This arrangement allows students to engage with the city's rich history, arts, and industries while furthering their academic goals. Undergraduates generally stay between one semester and up to one year in London, with graduate students staying for up to 50 percent of their study duration. The operations in London follow NYU's larger mission to enable students to study in other countries as part of a global network designed to allow academic faculty and students to enrich their research and learning by offering immersive study centres while staying fully connected to the rest of the university.

NYUL operates under the accreditation of the Middle States Commission on Higher Education (MSCHE) and aligns with the Sector-Agreed principles of the UK Quality. NYUL has an effective record of addressing recommendations from past QAA reviews, demonstrating its commitment to continuous improvement and furthering good practice. These external reference points guide its processes and ensures alignment with national and international educational standards.

NYU in London was established in 1999 in Bedford Square, recently moving in September 2024 to 265 Strand, providing greater accommodation and a state of the art environment for learning, and anticipates for future growth in student numbers.

In April 2025 NYUL had 533 undergraduate and 11 master's students studying at the London campus. Students are supported by 26 staff members and approximately 102 faculty academics, mainly drawn from universities in the Greater London area, who are responsible for teaching specific courses. Two programmes are taught for the full academic year: the Liberal Studies First Year Away Program and the Stern First Year London Program.

In reaching conclusions about the extent to which NYUL meets the Sector-Agreed Principles, the QAA review team followed the evidence-based review procedure as outlined in the guidance for Educational Oversight Review (July 2024). NYUL provided the review team with a self-evaluation and a significant amount of supporting evidence. During the review visit, which took place 1-3 April 2025, the review team held a total of seven meetings with the senior management team, academic staff, professional support staff, and with students.

In summary, the team found nine examples of good practice and identified five recommendations for improvement.

## Conclusions

The QAA review team reached the following conclusions about the higher education provision at New York University in London.

The QAA review team determines that New York University in London:

- **requires action to be fully aligned** with the Sector-Agreed Principles of the UK Quality Code for Higher Education.

## Good practice

The QAA review team identified the following features of **good practice**:

- The systematic and collaborative approach to the alignment of NYUL provision with the NYU global ethos, standards, policies, and practices (**Sector-Agreed Principle 1**).
- The experiential learning course, managed with an external organisation (EUSA), that provides real world experience, including effective integration between taught elements and internships, and helpful careers advice (**Sector-Agreed Principle 3**).
- The systematic oversight by the Office of Global Programs, in collaboration with NYU Schools, for the design, delivery, monitoring and review of programmes and courses, allowing adaptations related to local need (**Sector-Agreed Principle 7**).
- The coherent approach to establishing partnerships with other UK higher education providers which enables students' access to a wide range of academic and social facilities (**Sector-Agreed Principle 8**).
- The comprehensive and highly effective student support, in particular for first-year students, that combines onsite services in London, remote support provided from New York, and sessions delivered by visiting academic and professional support staff (**Sector-Agreed Principle 10**).
- The extensive and collaborative cultural and social programme that enriches students' study abroad experience (**Sector-Agreed Principle 10**).
- The highly experienced and qualified academic faculty and the small group teaching which effectively supports students' academic achievement (**Sector-Agreed Principle 11**).
- The robust and collaborative approach to addressing the use of artificial intelligence involving a wide range of staff (**Sector-Agreed Principle 11**).
- The readily available support and guidance provided online and in person for academic writing and mathematics as required by students (**Sector-Agreed Principle 12**).

## Recommendations

Where the provider requires action **to be fully aligned** with the Sector-Agreed Principles of the UK Quality Code for Higher Education the QAA review team makes the following recommendations:

- The review team **recommends** that NYUL takes immediate action to ensure that signed written agreements are in place for all partnerships which cover the

lifecycle of the partnership and arrangements for their termination (**Sector-Agreed Principle 8**).

For recommendations that relate to areas for development and enhancement that do not impact on the Sector-Agreed Principle being met, the QAA review team makes the following recommendations:

- Strengthen arrangements to ensure the feedback loop is closed and students are informed about actions taken in response to their feedback (**Sector-Agreed Principle 2**).
- Introduce a more strategic approach to systematically communicating opportunities for professional development for all staff, including part time academic faculty (**Sector-Agreed Principle 3**).
- Establish a clear process for communicating the data collection and management policy and ensure that all staff understand its implications (**Sector-Agreed Principle 4**).
- Ensure students are provided with explicit information about complaints during orientation at NYUL, specifically the Redress of Grievances Policy, and how it applies to NYUL (**Sector-Agreed Principle 12**).

## Financial sustainability, management and governance

The financial sustainability, management and governance (FSMG) check has been **satisfactorily** completed. The outcome of the FSMG check for **institution** is that **no** material issues were identified.

## Explanation of the findings – Sector-Agreed Principles

### Principle 1: Taking a strategic approach to managing quality and standards

**Providers demonstrate they have a strategic approach to securing academic standards and assuring and enhancing quality that is embedded across the organisation.**

#### Findings

1 New York University in London (NYUL) operates under the awarding powers and academic standards of New York University (NYU). NYU is accredited in the USA by the Middle States Commission on Higher Education. All NYUL students are working toward NYU degrees. Therefore, the ultimate responsibility for the setting and maintenance of academic standards offered at NYUL rests with NYU, as the awarding body. NYUL works closely with the Office of Global Programs (OGP) and the relevant schools of the university to deliver semester, year-long, and summer courses in a wide range of subjects. Centralised policies on all aspects of programme delivery, including pedagogy, staff opportunities, and student experience, are adopted and used effectively.

2 NYUL has opportunities to input on how best to implement central university policies, for instance by adapting academic content and student life to the local cultural context. Expanding partnerships within the London professional and academic network is one of three strategic priorities. A further priority is the commitment to enhance the student experience, for example by integrating innovative technologies and resources to support academic excellence. Staff and students testify to the robustness of technological support provided both locally and from headquarters. This includes tools aimed at safeguarding academic integrity, which is communicated to students from orientation and confirmed by both senior and teaching staff. The effective use of artificial intelligence is addressed as good practice under Principle 11. Both central administration and individual schools are involved in setting guidelines on academic integrity.

3 NYUL adheres to NYU's Global Academic Policy, which includes guidelines on paper submission, grading, and academic honesty. There is a strong collaborative engagement between NYUL and NYU to ensuring that quality and standards are maintained. There is effective use of student data and evaluation feedback, and staff participation at global pedagogic events. Students confirm that their teaching and learning is orientated to US systems, with a process of continuous assessment, the use of US terminology in classes, and regularity of meetings with New York based advisors. This approach is similar for both semester students and the year long Stern First-Year in London programme.

4 There is ample evidence of regular visits by NYU staff to the London campus, which helps ensure continuity in both academic delivery and institutional support and providing a wider academic perspective. This engagement includes visits by the Board of Trustees, the Faculty Director of the College of Arts and Science Core Curriculum, and regular visits by the Assistant Vice-President for Academic Planning. Staff in London meet regularly to discuss academic planning both at academic meetings and senior management levels.

5 There are regular opportunities for strategic review and evaluation, and for enhancing provision. These include syllabi reviews by sponsoring departments when faculty staff are appointed. In the case of Stern school of business reviews take place each semester. Course feedback is reviewed both locally and by the Office of Global Programs. There is meaningful engagement at senior leadership level for example, by having Deans' reflections

on what works and on areas for growth in study abroad provision which is shared with the Office of Global Programs. Outcomes are discussed at senior leaders meeting. The commitment to growth is reflected in staffing levels required in light of projected increase in student numbers. As a result of the increase four new positions in the academic team, student life and finance teams were made during the 2024-25 academic year. These new posts provide significant support for the growth of existing cohorts, with four more staff members expected to join in 2025-26 to support delivery of new programme offerings as these are devised. All teaching staff have access to global development opportunities, both in the form of travel grants and virtual access to NYU Centres for Teaching and Learning. The systematic and collaborative approach to the alignment of NYUL provision with the NYU global ethos, standards, policies, and practices is **good practice**.

6 NYUL has partnerships with a number of well-established UK higher education providers, including the London School of Economics and Political Science (LSE), King's College London (KCL), Royal Academy of Dramatic Art (RADA), National Film and Television School (NFTS). These partnerships provide students with opportunities to access a wide range of libraries, laboratories, equipment, clubs and societies. A partnership agreement is in place with EUSA, for purposes of providing academic internships as part of an experiential learning curriculum. The coherent approach to establishing and using partnerships is addressed as good practice under Sector-Agreed Principle 8.

7 The strategic approach to quality assurance and enhancement is evident in the practice of reviewing course materials on a regular basis by the relevant schools. This practice is confirmed by both senior staff and academic faculty, and it is a part of the institution's larger programme review process, which includes a requirement for individual schools to submit assessment reports of both academic and co-curricular learning outcomes. There is extensive information on Academic Program Review and Assessment processes and practices. The Global Academic Policy includes information about how the global NYU requirements apply in London, with regard to key academic issues such as assessment submissions, grading rubrics, and penalties for plagiarism.

8 Overall, the review team concluded that NYUL demonstrates a strategic approach to managing quality and standards of its programmes and this approach is well embedded at all levels of the institution. NYUL therefore **is aligned** with the Sector-Agreed Principle.



## Principle 2: Engaging students as partners

**Providers take deliberate steps to engage students as active partners in assuring and enhancing the quality of the student learning experience. Engagement happens individually and collectively to influence all levels of study and decision making. Enhancements identified through student engagement activities are implemented, where appropriate, and communicated to staff and students.**

### Findings

9 Student engagement is strategically led and NYUL makes use of a wide range of opportunities for students individually and collectively to influence approaches to study and to take part in processes that inform decision making throughout the organisation. There is a range of surveys which garner student feedback and students are involved in institution wide deliberative committees and meetings, which are supported by informal mechanisms to gather and act on student feedback.

10 NYUL makes use of pre and post study Student Experience Surveys. These surveys include questions identifying students' reasons for studying abroad, their preferred geographical location and the support given through pre-arrival advice and guidance. A thorough analysis of this feedback has provided detailed data on student preferences and the reasons students select NYUL.

11 While there is no formal student representative system, owing to the short duration of study the student abroad period, NYUL facilitates regular individual meetings, student leader engagements, and town hall sessions creating direct channels for students to provide input and influence decision-making. These extensive interactions enable NYUL to identify and address concerns and implement changes during the semester, fostering a responsive and student-centred culture. Minutes of town hall meetings show consideration of student feedback and identify explicit actions designed to improve the student experience. For example, the assessment model in the Stern School of Business has been recalibrated based on student feedback. Students also commented on changes to staffing and the extra-curricular programme based on their feedback, as well as being able to influence the institution's work surrounding decolonisation.

12 There is a newly implemented course feedback system which was introduced in 2023. This aims to improve the user experience, reduce bias, and give academic faculty different ways to access and review their own course feedback data. The new system allows NYU to customise options for questions for all levels of the institution, automate email distribution and pop-up messaging, and establish advanced security features and real-time dashboards. Senior staff confirmed that this had assisted them in conducting more efficient analysis of student feedback. Collated course feedback and evidence from teaching staff regarding changes made in response to feedback, including changes in assessment methods, demonstrates that the institution's approach is effective, and the majority of respondents are satisfied with their experience.

13 NYUL makes use of a range of student led leadership roles to help engage students, including remotely, through support provided at the New York campus. These include Peer Mentors attached to the Wasserman Center for Career Development and Student Peer Mentors. Additionally, Undergraduate Student Resident Assistants provide peer support, fostering a sense of community. NYUL also fosters student leadership through roles such as Student Government Site Ambassadors and Global Equity Fellows.

14 However, despite the wide-ranging feedback mechanisms, and clear evidence of NYUL taking action to enhance the student experience, the team heard from students that they are not routinely informed about what is done in response to their feedback. The team recognises the challenge for the institution, given the short duration of students' programmes. NYUL acknowledges the potential to strengthen the feedback loop. The review team **recommends** that NYUL strengthens arrangements to ensure the feedback loop is closed and students are informed about action taken in response to their feedback.

15 Overall, the review team concluded that NYUL has wide range of mechanisms in place to engage students as active partners in assuring and enhancing the quality of the student learning experience. Students are aware of these channels, feel able to provide feedback and consider their views are considered seriously. Notwithstanding, the need to strengthen arrangements for closing the feedback loop, student feedback is clearly acted upon. NYUL therefore **is aligned** with the Sector-Agreed Principle

### Principle 3: Resourcing delivery of a high-quality learning experience

**Providers plan, secure and maintain resources relating to learning, technology, facilities and staffing to enable the delivery and enhancement of an accessible, innovative and high-quality learning experience for students that aligns with the provider's strategy and the composition of the student body.**

#### Findings

16 NYUL ensures that students have access to the resources, learning technology, facilities, and academic support necessary to thrive during their study-away experience. These provisions are based on budget planning strategically aligned with NYU's Mission Statement, Strategic Aims and academic standards, with an emphasis on accessibility, inclusion, continuous improvement, and a high-quality student journey.

17 The new campus at 265 Strand in central London serves as the hub for NYUL's operations. Students are also housed in halls of residence: Byron Court; Guilford House and Urbanest. The Strand campus offers comprehensive high quality, well-equipped teaching spaces. NYUL maintains one large computer laboratory where students can study independently and classes can be held at 265 Strand. There are small clusters of computers in student study lounges in both Byron and Guilford House residence halls. The Residential Resource Centre at Guilford House facilitates pastoral interaction across the residences. Regular student and staff engagement occurs across these sites, fostering a sense of community and enhancing the learning experience, as mentioned by students.

18 IT services, computer labs, and printing facilities are available at both the Strand and the residences. In addition, the Senate House Library, London University, partnership ensures in-person access to extensive academic resources which students stated they use extensively. Students also benefit from the virtual services of the NYU Global Library and the NYU Global Writing Centre based in New York. NYUL employs a local writing tutor, who in conjunction with the online support tutor from New York, tracks engagement and offers individual support to ensure academic development. The readily available support and online guidance for academic development is addressed as good practice under Sector-Agreed Principle 11.

19 The academic faculty at NYUL is highly qualified, with most holding Doctoral qualifications, or equivalent. Where professional training is the core of course delivery (such as in the MA programme) faculty are active practitioners and specialists, providing real-world insight in areas like landscape design, architectural preservation, and the re-use of historic structures. Undergraduate students engaged in specialist programmes, such as those provided with RADA, also benefit from industry-informed teaching. Academic faculty hiring is conducted through NYU's online platform, with appointments reviewed by NYU academic departments to ensure appropriate qualifications, pedagogical expertise, and alignment with NYU's teaching philosophy. Faculty induction and ongoing development opportunities are embedded into practice, fostering excellence in teaching and learning. NYUL supports academic staff with funding for conference attendance, projects and professional development from the Global Faculty Fund, that supports the enhancement of teaching and learning. Initiatives such as all-staff development away days, including the faculty writing retreat, emergency preparedness simulations, and team building activities promote a positive and engaged staff culture. The Staff Wellness Committee and the Green Committee provide wellbeing support and encourage sustainable practices, often involving student participation.

20 While many staff are engaged in professional development activity there is limited evidence of this being formally planned, monitored or evaluated and it is not clear how resources for this are allocated. Academic faculty staff are not engaged in an appraisal process as their contracts are for semester long teaching. The review team **recommends** that NYUL introduce a more strategic approach to systematically planning and communicating opportunities for professional development for all staff, including part time academic faculty.

21 A deep commitment to inclusion is evident in NYUL's collaboration with the Moses Centre for Student Accessibility, which facilitates equitable support for students with disabilities. The Academic Office ensures all students accommodation needs are clearly communicated and implemented. Support includes note-taking assistance, scribe facilities for the visually impaired, and physical accessibility features. Online learning materials are regularly reviewed for digital accessibility and support services, including private medical insurance, counselling services, and a 24/7 duty phone. These resources ensure that both academic and pastoral needs are met. Two on-site wellness counsellors in London liaise with NYU's Wellness Exchange in New York to offer comprehensive support.

22 Student feedback is central to NYUL's enhancement of academic quality. A high rate of engagement with mid-term surveys and course evaluations allows timely identification of issues and recognition of effective practices. Feedback is reviewed collaboratively by the Director and Associate Director for Academic Affairs, OGP staff, and NYU departments to drive improvements each semester. Evaluation meetings facilitate active monitoring and rapid response to academic concerns. This process of systematic review is reinforced by the Annual Academic Program Review (APR) process which aligns strategic planning and resource allocation with student and staff needs. The integration of student surveys, staff conversations, and performance data ensures continuous responsiveness to evolving academic demands.

23 NYUL's academic model supports seamless integration with the broader NYU curriculum. For example, a student taking Principles of Microeconomics in London can continue with study at NYU in New York without interruption. This inter-operability is made possible by rigorous faculty recruitment and shared academic expectations across NYU sites.

24 The partnerships with external institutions such as Senate House Library, RADA, NFTS expose students to professional practice and outcomes aligned with their career trajectories. These programmes are taught by practising professionals with affiliations to leading heritage and conservation organisations, ensuring that learning is directly applicable to future employment.

25 Students spoke of the opportunities provided by the highly effective experiential learning course, managed with an external specialist academic internship provider (EUSA) based in London. The internship experience as part of the Experiential learning course provides real world experience, including highly effective integration between taught elements and internships, and helpful careers advice from NYU and support from NYUL academic team. Students are encouraged to apply for Wasserman Centre Internship grant of \$1200, which students can use for transportation or other internship-related expenses when studying in London. The review team identified this as **good practice**.

26 Overall, the review team concluded that NYUL effectively plans, and maintains resources relating to learning, technology, facilities and staffing which demonstrate its commitment to student success through robust infrastructure, and highly qualified faculty. There are inclusive support mechanisms, and a strong culture of feedback and continuous improvement. Resources are strategically aligned with NYU's global standards, ensuring that

the student journey is both rigorous and enriching. NYUL therefore **is aligned** with the Sector-Agreed Principle

## Principle 4: Using data to inform and evaluate quality

**Providers collect, analyse and utilise qualitative and quantitative data at provider, departmental, programme and module levels. These analyses inform decision-making with the aim of enhancing practices and processes relating to teaching, learning and the wider student experience.**

### Findings

27 NYUL aligns with the NYU approach to the collection, use and management of data. The Administrative Data Management Policy stipulates that all members of the University community and affiliates are responsible for appropriately using and safeguarding that data. To coordinate the management of all data, NYU has established a Data Governance Initiative organised centrally through the Office of Institutional research and Data Integrity (OIRDI). This framework includes details on the structure and responsibilities for data sharing within the institution, including data trustees, stewards, and custodians. A key aspect of the policy on data management is adherence to relevant legislation, most notably the Family Education Rights and Privacy Act (FERPA); an annual notice about this is sent to students.

28 NYUL's data protection process is overseen by NYU's Global Chief Privacy and Data Officer, and entails compliance with all relevant national legislation, in particular FERPA and General Data Protections Regulation. NYU centrally conducts an annual user audit, to establish that all users with administrative access to NYU Connect database still require this access.

29 All key policy documents are available on the NYU website, and senior managers are familiar with their requirements. However, when, where and how data collection and management policies are communicated to staff and students at NYUL remains unclear. All newly appointed academic and professional support staff are required to undergo FERPA training in order to access certain data sets and FERPA principles are embedded in operational requirements. The start-of-term email to faculty, which includes information about syllabi, attendance, and guest lectures and a summary of feedback for each course, does not include information about data sharing, and staff were unclear on the process. There is limited student and staff awareness of the manner in which data is collected, managed and utilised. Staff induction material for new faculty does not mention the data management policy. The review team **recommends** NYUL establish a clear process for communicating the data collection and management policy and ensure that all staff understand its implications.

30 Some partnership contracts include a commitment to comply with data protection legislation and approaches to sharing data. Senior managers confirm that such stipulations are included in all contracts, as and when they are updated; as partnerships are renewed, this is becoming an additional area for clarification. Data collection is used as part of a process for the understanding of student needs and OGP staff analyse the demographic features of student cohorts.

31 Overall, the review team concluded that NYUL has a robust policy on data sharing and using data to inform, evaluate and enhance the quality of the learning experience. Further work needs to be done, however, to establish a clear process for communicating the data collection and management policy to staff and students. NYUL therefore **is aligned** with the Sector-Agreed Principle.

## Principle 5: Monitoring, evaluating and enhancing provision

**Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.**

### Findings

32 The Statement of Accreditation Status (SAS) is the official statement of the MSCHE and outlines strategic principles for monitoring and evaluation and ensures consistent application across all operational contexts. NYUL's overarching approach to systematically applying monitoring and evaluation processes is underpinned by those of NYU.

33 The monitoring, review and enhancement policies are operationalised through regular Program Review Records, which include course, module and programme level reviews, promoting reflection, continuous improvement, and alignment with international academic standards. Additionally, each semester, Academic Affairs teams review all syllabi to ensure NYU's core curricular standards are met. Special attention is given to newly introduced or significantly revised courses, which are reviewed by the Assistant Director for Academics. These efforts are complemented by external reference points, like MSCHE, external organisations, student feedback, and through consultation with senior staff for specialist programmes. This multi-tiered approach ensures both compliance and enhancement in course design and review.

34 Staff and student participation is central to NYUL's monitoring culture. Evidence from student and staff training records confirm that structured guidance is provided to promote meaningful engagement in quality assurance processes. Students contribute actively to quality enhancement through feedback logs, course evaluations, and mid-term feedback surveys. The latter are used for new academic faculty, or where performance concerns have been flagged. These reviews are followed up with observation and discussions led by the Office for Global Programs (OGP) and the Director and Assistant Director for Academics.

35 Faculty engagement is demonstrated through regular staff consultations ongoing dialogue with NYU departments, and regular faculty meetings. Moreover, NYUL Site-Specific Advisory Committee, comprising Global Coordinators and senior faculty from NYU departments, frequently engage with NYUL through online and in-person visits. Visits include observing classes, reviewing coursework, and supporting academic alignment. This process was highlighted in the QAA monitoring report of 2019 for its robust oversight and ongoing contributions to upholding academic integrity. There is an extensive commitment to collecting a wide range of student feedback, including that related to new academic faculty, using expertise from NYU Schools to drive enhancements.

36 Outcomes of evaluation processes are widely shared through Governance Meeting minutes and External Stakeholder Reports. These documents provide evidence that results are reviewed by senior leadership and external partners to guide policy and practice. Additionally, regular student and staff bulletins disseminate findings in accessible formats, reinforcing institutional transparency and accountability.

37 NYUL embeds equality, diversity and inclusion (EDI) values into its evaluation processes. Through Monitoring reports NYUL ensures that EDI, and sustainability are reflected not only in curriculum and services but also in quality assurance practices. These evaluations inform recruitment, course development, and learning environment

enhancements. The appointment of Wellness Counsellors provides ongoing student support through the Wasserman Center, and involvement of students in the Green Committee.

38 The Course Feedback System plays a crucial role in capturing real-time student insights. This system, supported by the OGP collects feedback anonymously and ensures that data is reviewed after grade submission to maintain objectivity. Where feedback highlights issues, follow-ups are conducted with academic leaders and sponsoring academic units. The Graduate Coordinator for the MA works in close collaboration with the Director of Programmes, senior staff, and the art history department at NYU to implement program changes. External collaborations, such as with RADA and NTFS, support ongoing innovation and relevance, especially in professional fields like dramatic arts and media. Additionally, frequent academic visits reinforce alignment. The Tisch School of the Arts routinely reviews premises and planning for programmes, as well as regular visits from Vice President for Academic Planning. These exchanges provide critical cross-campus validation of academic quality.

39 Overall, the review team concluded that NYUL demonstrates a robust, multi-layered approach to quality enhancement through strategic oversight, stakeholder engagement, transparent feedback systems, and alignment with both US and UK academic frameworks. This ensures academic parity with NYU's global campuses while maintaining a high standard of inclusivity, sustainability, and responsiveness. The NYUL therefore **is aligned** with the Sector-Agreed Principle.



## Principle 6: Engaging in external review and accreditation

**Providers engage with external reviews to give assurance about the effectiveness of their approach to managing quality and standards. External reviews offer insights about the comparability of providers' approaches and generate outcomes that providers can use to enhance their policies and practices. Reviews may be commissioned by providers, form part of a national quality framework or linked to professional recognition and actively include staff, students and peers. They can be undertaken by representative organisations, agencies or professional, statutory and regulatory bodies (PSRBs) with recognised sector expertise according to the provision being reviewed.**

### Findings

40 NYUL's approach to monitoring and evaluation is embedded in both US and UK regulatory frameworks. It is guided by the SAS from the MSCHE and QAA accreditation documentation. These requirements provide strategic direction and ensure consistent application of quality assurance standards across all academic activities and contexts at NYUL.

41 NYU is accredited by the MSCHE in the US. The MSCHE Statement of Accreditation and supporting correspondence confirm the most recent reaffirmation of 2024 and lists NYUL campus among its locations, confirming NYUL's adherence to MSCHE's standards. These documents underscore NYUL's commitment to maintaining rigorous academic standards and its alignment with international quality benchmarks.

42 NYU's self-study report submitted in preparation for the last accreditation round includes a chapter on NYU global sites and the ethos of this provision. The OGP engages thoroughly with the accreditation review, which includes regular visits to NYUL campus and effective ongoing monitoring and interaction.

43 The most recent QAA annual monitoring report of 2024 confirms that NYUL has made commendable progress in monitoring and enhancing its provision. The recommendations included in the Higher Education Review (HER) report of 2021 related to partnership contracts and assessment feedback had been fully and effectively addressed. Senior staff confirm that engagement with the QAA has led to improvement initiatives at NYUL and inform enhancement.

44 NYUL does not engage directly with external professional, statutory or regulatory bodies for any of its courses or programmes. All courses follow the standard guidelines set by the sponsoring department on the NYU home campus which meet US standards for health and safety as well as academic content. These include those related to activities delivered through partners for chemistry, STEM subjects, and film and media. There are no external reviews by professional bodies.

45 NYUL does, however, have an agreement with EUSA, a QAA reviewed internship provider specialising in customized, academically-directed, programmes. This arrangement extends to the internship placement arrangements only. Students' academic coursework requirements are typical of all credit-bearing classes taught at NYUL with academic practice, content, and reporting following standard oversight procedures. EUSA provides guidance and support to the students, together with NYUL, and the NYU home campus. NYUL staff work closely with the staff in OGP after students are accepted into the programme. There is

a clear delineation of responsibilities and many touch points between EUSA London staff, NYUL staff, EUSA headquarters in Boston and OGP in NY.

46 Overall, the review team concluded that NYUL engages with the external reviews conducted by its US and UK accreditation bodies, whose reports confirm the effectiveness of its approach to managing quality and standards. NYUL therefore **is aligned** with the Sector-Agreed Principle.

## Principle 7: Designing, developing, approving and modifying programmes

**Providers design, develop, approve and modify programmes and modules to ensure the quality of provision and the academic standards of awards are consistent with the relevant Qualifications Framework. Providers ensure their provision and level of qualifications are comparable to those offered across the UK and, where applicable, The Framework of Qualifications for The European Higher Education Area.**

### Findings

47 NYUL adheres to NYU's global academic protocols, which ensure that all programmes and courses align with national and relevant international qualifications frameworks. There is a structured approach to designing and approving new programmes, at the initiative of individual departments or the OGP. Decisions to introduce new programmes at NYUL are made in the US, and communicated to London management. The rationale behind the continuous efforts to develop and diversify the programme offering is NYU's goal to offer each of its students the opportunity to study abroad. Following such decisions, OGP works closely with NYUL management to plan the start of the new offering by recruiting relevant staff.

48 The development of the BSc Music Business, offered by the Department of Music, provides a recent example of new programme development. This includes courses at NYUL, for both first-year and upper-level students. Proposals for new degrees that include offerings at NYUL are discussed in a collaborative manner. NYUL staff have input in decisions about how best to implement decisions made centrally or at NYU school level. Senior staff from both NYU and NYUL fully understand and explained this collaborative process. Current programme developments include launching courses in London for a new Urban Studies major and for students minoring in computer science.

49 In addition to new programmes or courses, modifications and adaptations are introduced. These are concluded as a result of discussions between NYU centrally and the global delivery site. Such adaptations include, for instance, summer or two-credit courses, and are a way to help students plan their degree and to support effective progression. Staff confirm that they take part in programme review and development activity, which has led to changes, for example, in legal studies, working closely with the Abu Dhabi campus, and often introducing changes as a result of these conversations.

50 Curriculum committees regularly undertake course and programme review and implement changes, in line with departmental norms at degree awarding campuses. Faculty academic staff often make suggestions for curricular change through senior staff who work with the OGP and the sponsoring unit to review existing provision. Recent examples are the introduction of team-teaching in the course on the History of British Fashion, and that of fieldtrips in the Political Economy course.

51 The flowchart of how new programmes or courses are developed shows clearly this interaction of the OGP and the study away site. Once a new programme is decided, the NYUL staff facilitate a search for appropriately qualified academic faculty on behalf of the course sponsoring academic unit. The latter is illustrated by the recent recruitment of part-time academic faculty in Media Studies.

52 Rigorous analysis of pre-departure student surveys and course evaluations feed into discussions about programme review and development. Examples of recent surveys are

provided and staff confirm engagement with this review processes. The outcomes of evaluations are shared with the OGP and sponsoring schools.

53 Faculty academic staff also introduce curriculum modifications at course level in their individual syllabus, in line with the required learning outcomes. Variations are allowed in subject topics, reading lists and up to 20 percent of assignments. Several teaching staff confirmed that they have enacted this in their courses, either from the beginning, or as a result of student feedback. More substantial modifications require a full academic rationale proposal and a review of the existing syllabus with the sponsoring department. At NYUL faculty academics always review proposed changes with the Associate Director of Academic Affairs.

54 At every stage of the new programme development, there is a consistent, systematic oversight from the OGP, in collaboration with NYU schools, for the design, delivery, monitoring and review of programmes and courses, allowing adaptations related to local need. The curricular development process is presented in detail in the Curricular Planning, which includes a timeline for hiring local faculty. The OGP takes the lead in developing new programme ideas and starting consultation with NYUL; following consultation stage, the OGP representative works closely with NYUL management to design and plan the delivery of new offering. The systematic oversight by the Office for Global Programmes (OGP), in collaboration with NYU schools, of the design, delivery, monitoring and review of programmes and courses, allowing adaptations related to local need is considered by the review team to be **good practice**.

55 Overall, the review team concluded that NYUL has a robust approach for designing, developing, approving and modifying programmes, which is consistently implemented, as attested at all staff meetings and supported by the evidence regarding recently introduced programmes (e.g. Music, computer science). The NYUL therefore **is aligned** with the Sector-Agreed Principle.

## Principle 8: Operating partnerships with other organisations

**Providers and their partners agree proportionate arrangements for effective governance to secure the academic standards and enhance the quality of programmes and modules that are delivered in partnership with others. Organisations involved in partnership arrangements agree and communicate the mutual and specific responsibilities in relation to delivering, monitoring, evaluating, assuring and enhancing the learning experience.**

### Findings

56 NYUL has established and maintained a broad range of strategic academic partnerships which support students' academic, personal, and professional development. Many of these partnerships are long standing arrangements and relate to academic engagement, reciprocal teaching and the provision of resources for learning.

57 The range of partnerships provides robust support for students who study at NYUL irrespective of the time they spend at the London campus. Partnerships are strategically managed and provide valued support for the learning environment. Formal agreements and Memorandums of Understanding (MOUs) are in place with well-established UK based higher education institutions including: Birkbeck, University of London; the University of Hertfordshire; the London School of Economics (LSE), and King's College London (KCL), alongside specialist providers such as the Royal Academy of Dramatic Arts (RADA), the National Film and Television School (NFTS), and third-party internship provider EUSA. These agreements outline mutual responsibilities, programme expectations, lifecycle terms, and provisions for monitoring and termination.

58 NYUL continues to deliver innovative student experiences through its partnerships. For instance, internships delivered with EUSA have supported students' professional development through placements integrated into academic coursework on the experiential learning course, addressed as good practice under Sector-Agreed Principle 3. These placements are overseen by academic supervisors and operate under semester-based contractual arrangements. Partnership governance is subject to ongoing monitoring through annual reviews and comprehensive record-keeping, ensuring that partnerships continue to meet strategic, academic, and regulatory objectives. Regular evaluations, including student experience surveys and course feedback, are used to assess the quality of partner-delivered provision and inform improvements. These mechanisms ensure student satisfaction and uphold academic standards.

59 Transparency and communication are core to NYUL's partnership approach. Student-facing materials clearly outline partners' responsibilities, available support services, and expected standards. Partnerships offer reciprocal teaching arrangements, shared library and virtual learning environment access, alongside joint academic experiences. The partnership with Senate House Library has provided students with access to comprehensive academic resources, including subject-specialist librarians, reserved stack space for required texts, and NYU's online library services. Students positively mentioned regular access to Senate House Library as playing a key role in supporting their research and academic success. This relationship reflects NYUL's commitment to supporting the learning environment across its external collaborations.

60 Students spoke highly of the value of their membership of social clubs and societies at LSE and KCL and the opportunities they provide for social and cultural interaction. Students also value highly the academic opportunities offered by their regular use of Senate House Library, London University. The coherent approach to establishing partnerships with other

UK higher education providers which enables students' access to a wide range of academic and social facilities is **good practice**.

61 Governance and due diligence underpin the formation and renewal of each partnership. Prior to finalising agreements, NYUL undertakes rigorous due diligence in collaboration with NYU's Office of General Counsel, the Director of Strategic Partnerships within the OGP, and, where appropriate, local legal counsel. Enterprise Risk Management teams ensure regulatory compliance and risk mitigation. Once established, partnerships are reviewed annually to ensure alignment with evolving academic and operational objectives. Following the recommendation emanating from the HER review of 2021, NYUL reviewed and updated all except one partnership agreement.

62 The written agreement with RADA expired in August 2024 and a continuation document had not been agreed at the time of the review. Students have been recruited in 2024-25 onto a programme whose delivery agreement had already expired. In this specific NYUL is not meeting the sector agreed principle or key practice that written agreements between partners cover the full lifecycle of the partnership, including details about closing a partnership and that there should be adequate student protection arrangements in place at all times. Senior staff at meetings with the review team confirmed that no continuation agreement had been formalised, although work was in progress to. Therefore the that review team **recommends** that NYUL takes immediate action to ensure that signed written agreements are in place for all partnerships which cover the lifecycle of the partnership and arrangements for their termination.

63 Overall, the review team concluded that NYUL demonstrates a strategic, compliant, and student-focused approach to managing academic partnerships. Its partnership governance model supports academic integrity, enhances student experience, and reflects sector best practice. However, one partnership agreement is out of date and therefore NYUL **is not aligned** with the Sector-Agreed Principle 8.

## Principle 9: Recruiting, selecting and admitting students

**Providers operate recruitment, selection and admissions processes that are transparent, fair and inclusive. Providers maintain and publish accurate, relevant and accessible information about their provision, enabling students to make informed choices about their studies and future aspirations.**

### Findings

64 Students study at NYUL as part of their NYU degree and are therefore already enrolled students at NYU and earn credits toward their four-year undergraduate degree at one of three degree-granting campuses (New York, Shanghai, and Abu Dhabi). Consequently, NYUL does not participate in formal recruitment and admissions. Retention, completion, and pass rates are areas of responsibility of the home campuses.

65 In order to apply to study abroad students make applications to NYU's OGP to express their interest. The key study eligibility requirements for NYUL include that students are typically registered as a full-time undergraduate student at NYU, have completed their first year of study, and will be 18 or older prior to beginning their period of study away. Students must also be making sufficient academic progress as defined by the NYU home school. Any students on academic or disciplinary probation are ineligible to study at NYUL. A number of schools also admit first-year students directly to programmes in London.

66 NYUL holds annual meetings with OGP and schools to review overall school plans, especially all new student entry programmes in London. These are within four academic units across three NYU schools: Liberal Studies, Steinhardt, and Stern. NYU schools certify students are making satisfactory academic progress and school advisors assess each student's transcript to ensure specific course requirements are met along with the above criteria.

67 Once accepted to study at NYUL students are supported through the visa application process by OGP and NYUL administrative staff. There are clear and detailed pre and post arrival checklists in place to support students admitted to the Global Programme. Checklists include the provision of emergency contact details by students, accommodation, orientation and health and safety arrangements. Students confirmed that support throughout the application and orientation period is timely and effective, and queries are responded to promptly.

68 There is an effective overview of students from each school studying at NYUL, as evidenced in data reports. NYUL also participates in a research partnership with the Consortium for Analysis of Student Success through International Education (CASSIE), which has shown that students who study abroad are substantially more likely to graduate within four and six years, and to have higher cumulative GPAs upon graduation than their peers who did not.

69 NYUL's approach to recruitment, selection and admissions processes is transparent, fair and inclusive. The undergraduate admissions office offers in person and virtual information sessions, in addition to an extensive web and social media presence. OGP also offers in person and virtual study away information sessions at all three degree granting campuses, some of which are school or academic unit specific. Information on course curricula is available more than 18 months in advance to enable students to plan with their academic unit adviser. Students confirm that this approach is effective in helping them prepare to study abroad.

70 Overall, the review team concluded that there are clear criteria governing student applications and acceptance, which are adhered to throughout the process. Students have access to a range of support to assist them with their application and during their stay in London. The NYUL therefore **is aligned** with the Sector-Agreed Principle.



## Principle 10: Supporting students to achieve their potential

**Providers facilitate a framework of support for students that enables them to have a high-quality learning experience and achieve their potential as they progress in their studies. The support structure scaffolds the academic, personal and professional learning journey, enabling students to recognise and articulate their progress and achievements.**

### Findings

71 NYUL provides a wide range of support for students, including that provided by home schools in New York. Support includes wellbeing and pastoral services ranging from counselling and careers advice to academic and professional development activities and an academic advisory system.

72 Support arrangements are communicated to students in a variety of ways, including at induction and through student handbooks. Information in handbooks details programme structures, support services, and opportunities for personal and academic development. Orientation schedules clearly demonstrate that students are inducted into wellbeing services, and presentations further confirm that they are informed about co-curricular trips, accommodation, library and study resources, visa assistance, counselling, student affairs and student safety. In addition, students are provided with comprehensive information about healthcare, cultural programming and access to resources at other partners such as the partnership with LSE Students' Union. Relevant information is also available for students through the Student Portal and NYU Connect.

73 Academic advisors provide personalised guidance for new students, and study-away participants. Advisors meet with students in-person and/or remotely, with some New York based advisors travelling to London to meet with their study abroad tutees. Advisors provide support designed to help students navigate broader degree programme planning, with NYUL-based staff providing welfare and logistical support related to study in London. Students also have access to a writing tutor who is based at the London campus and provides guidance with academic writing. Students confirmed that the support they receive from advisors is timely and helpful.

74 There is a comprehensive range of career support and guidance available for students. The Wasserman Center in NYU offers on-site visits, career workshops, and year-round online services, ensuring students are well-prepared for professional opportunities. The Director for Global Programs Inclusive Engagement assists NYU's global site students through virtual and in-person coaching and workshops on topics including, Presenting Your Global Story to Employers, Global Networking, Global Resume and Cover Letter Preparation. The Wasserman Center also works to facilitate classroom visits to first-year and experiential learning classes, as well as networking events and alumni and employer panel discussions. Additionally, NYU has Global Career Week, comprising a series of seminars and coaching sessions intended for NYU Study Away Students.

75 For students with specific needs, the Moses Center for Accessibility and Inclusivity provides support, ensuring smooth transitions and equitable access to resources. Students stated that they receive valuable assistance and reasonable adjustments when declaring a disability. The Global Admin Diversity Equity and Inclusion has delivered drop-in sessions at the London campus that are well subscribed. The comprehensive and highly effective student support, in particular for first-year students, that combines onsite services in London, remote support provided from New York, and sessions delivered by visiting academic and

professional support staff is **good practice**.

76 There is a wide range of clubs and student organisations, which are complemented by those made available through a service level agreement with the Students' Union at the LSE. The agreement entitles NYUL students to associate membership at LSE Students' Union and there is extensive evidence of demonstrable engagement by students. Cultural and social activities have included theatre trips, days trips to locations including the Cotswolds, Bath and Brighton, afternoon tea events and comedy nights. Students also referenced Eid celebrations, and gaming, law and business and business clubs. The team consider that the extensive and collaborative cultural and social programme that enriches students' study abroad experience is **good practice**.

77 Staff working in student support are provided with suitable training and offered professional development opportunities. Staff Training Records and Professional Development Logs highlight continuous efforts to equip staff with the necessary skills to provide high-quality academic and pastoral support. This has included first aid training, attendance at conferences and programmes to support holding difficult conversations.

78 Student support arrangements are the subject of a variety of feedback mechanisms. Student feedback surveys indicate that that students are aware of, and actively use, NYUL support services. NYUL also maintains event attendance records that further demonstrate the extent of student engagement in workshops and professional development activities.

79 Overall, the review team concluded that NYUL provides a wide range of effective support services that are available on campus and remotely from New York. Support provision is clearly communicated to students and underpinned by the partnerships with other providers. Staff receive suitable training, and the support services are subject to feedback and monitoring. The NYUL therefore **is aligned** with the Sector-Agreed Principle 10.

## Principle 11: Teaching, learning and assessment

**Providers facilitate a collaborative and inclusive approach that enables students to have a high-quality learning experience and to progress through their studies. All students are supported to develop and demonstrate academic and professional skills and competencies. Assessment employs a variety of methods, embodying the values of academic integrity, producing outcomes that are comparable across the UK and recognised globally.**

### Findings

80 NYUL states that it facilitates a collaborative and inclusive approach to teaching, learning and assessment. This is intended to be achieved through a dual structure with course learning outcomes and curricula content primarily developed by NYU's degree-granting centres. The London campus primary focus is on course delivery which is adapted and contextualised by academic faculty subject specialists and through specific case studies relevant to the UK context. There are thorough rigorous institutional processes and a student-centered approach which ensures high academic standards across programmes and courses.

81 Teaching staff are highly qualified, with most holding Doctoral qualifications or professional equivalents. Academic faculty appointments are approved by NYU's academic departments, based on teaching experience, research output, and subject expertise. NYUL invests in a range of staff development activity including induction sessions, academic away days, and funding for conference attendance. New faculty receive handbooks and access to online teaching and learning resources, reinforcing teaching standards and expectations. Mid and end of semester student evaluations contribute to ongoing teaching improvement. Academic faculty also receive updates on examples of good practice and policies and procedures.

82 Teaching and assessment are grounded in current research and scholarly activity. Academic faculty bring real-world expertise to their teaching, particularly in the MA programme, which is led by professional practitioners. Students benefit from learning that connects academic theory with professional application. They spoke highly of the expertise and subject specialist knowledge demonstrated by their tutors, their readiness to respond to students' feedback, and the opportunities for effective academic engagement. Students also reported high satisfaction with teaching and the supportiveness of faculty, particularly in small-group settings (class sizes at the London campus are generally much smaller than at the home campus) that foster discussion and peer learning. The review team acknowledges as good practice the highly experienced and qualified academic faculty and the small group teaching which effectively supports students' academic achievement.

83 NYUL provides comprehensive support to help students navigate academic transitions. Pre-departure resources, academic advising and mentoring ensure students are well-prepared on arrival. Course materials, including detailed syllabi online defining learning objectives, assessment tasks and marking criteria, are distributed before arrival, and are reinforced through handbooks, orientation sessions, and academic guidance.

84 Ongoing support is available through the Student of Concern process, the Bias Hotline, and targeted initiatives such as the First-Generation Students Program. Career planning is embedded within some courses, including EUSA internship opportunities and specialist sessions in the MA programme. Students are well-supported in preparing for

further study or professional careers, with evidence suggesting improved outcomes for study-away participants, including higher grade point average (GPA) and on-time graduation.

85 There is significant provision of specific support for academic writing with tutoring available to all students in person on campus and online. A recent appointment of a full-time writing support tutor has been made to further embed this support. There is specific support provided for students whose course requires proficiency in mathematics. The readily available support and guidance provided online and in person for academic writing and mathematics as required by students is **good practice**.

86 NYUL makes effective use of technology to support teaching and learning. Students have access to NYU's digital library, online wellness support, and virtual contact with mentors and tutors. Course materials are available through digital platforms, enhancing accessibility. NYUL has introduced clear policies on the use of generative AI, with guidance issued by the Provost's Office. Students are informed about appropriate use and must declare when AI tools have been used. This policy is reinforced by faculty and integrated into course expectations to maintain academic standards.

87 Standardised course templates and regular programme reviews ensure that assessment practices remain relevant and rigorous. Assessments are designed to be fair, inclusive, and relevant to course content. A variety of assessment methods such as essays, presentations, group work, quizzes, and exams, allow students to demonstrate learning in multiple ways. Assessments are clearly linked to learning outcomes and marked using criteria aligned with NYU standards. Complaints and appeals are handled through transparent processes. When concerns arise, students can access academic advisers, the Associate Director for Academic Affairs, and formal appeal mechanisms. Evaluation meetings review academic delivery and resolve any issues related to assessment or student experience.

88 Timely, actionable feedback is central to the student experience. Academic faculty are encouraged to return at least one marked assignment with feedback by the semester midpoint, enabling students to adjust their approach before final assessment. While assessment feedback varies in quality and depth, training and monitoring mechanisms are in place to improve consistency across departments.

89 Academic integrity is a cornerstone of NYUL's academic culture and is promoted through clear policies communicated through syllabi, handbooks, and orientation. The introduction of a university-wide academic integrity database allows for coordinated oversight and case tracking, reinforcing ethical academic conduct. Students receive guidance through course syllabi, institutional policies, and orientation sessions. Staff are expected to uphold integrity in marking and feedback, and the institution tracks cases centrally to ensure consistency. Handbooks provide information on plagiarism, citation standards, grade appeals, and ethical practices. Students clearly understand these expectations and feel supported in maintaining high standards in their academic work.

90 NYUL integrates technologies to support academic excellence, including training for staff on all platforms used for teaching and academic administration. A new management information system is used extensively to collect and analyse student feedback in real time. Students confirm that they feel well supported through technological systems, including through NYUL's electronic depository for course material, the Moses Centre for disability support, and NYU Connect for scheduling appointments with advisors, support staff from schools etc. New academic faculty go through an induction process for training purposes on NYUL systems. Additional support is provided in one-to-one meetings. NYUL has a dynamic approach to using artificial intelligence (AI) and promoting its ethical use in teaching and

learning. NYUL acknowledges that different instructors and subject areas will take divergent approaches to the use of AI in class assignments, but use this divergence to sound academic effect. This dynamic approach encompasses a Teaching with generative AI policy and a frequently asked questions list is issued by the central Office of the Provost. NYUL have further adapted this guidance into its own policies for student and staff use of AI. Staff and students confirm familiarity with this dynamic approach to the use of generative AI and find it invigorating. It has given them significant guidance on how AI can be used as a learning tool. In some courses, students are required to engage with AI (for instance, in media and communications) in order to understand how AI can be useful in certain contexts. All faculty have access to remote pedagogic workshops at the three degree granting campus centres for teaching and learning, alongside key resources provided by NYU headquarters. The robust and collaborative approach to addressing the use of artificial intelligence involving a wide range of staff is an example of **good practice**.

91 Overall, the review team concluded that NYUL demonstrates a robust combination of institutional oversight, research-informed teaching, effective assessment practices, and comprehensive student support. The NYUL therefore **is aligned** with the Sector-Agreed Principle 11.

## Principle 12: Operating concerns, complaints and appeals processes

**Providers operate processes for complaints and appeals that are robust, fair, transparent and accessible, and clearly articulated to staff and students. Policies and processes for concerns, complaints and appeals are regularly reviewed and the outcomes are used to support the enhancement of provision and the student experience.**

### Findings

92 There are a number of policies and procedures for complaints and appeals in place at NYUL many of which emanate from NYU central systems. These processes cover the arrangements for complaints, student concerns and discipline and academic appeals.

93 Complaints are addressed in accordance with the Student Grievance Procedure, which is in operation across all NYU campuses. The procedure includes processes for informal, formal, appeal and final review stages. Students are encouraged to seek informal resolution with the individual or department where an issue has arisen. Where grievances cannot be resolved informally students are required to raise a formal grievance with the Dean or Unit Head. Any subsequent appeals are submitted to the University Senate Community Standards Committee and subject to final review by the Office of the Provost. The procedure includes clear timeframes for each stage and students are signposted to appropriate support.

94 Students are aware of the processes for academic grade appeal, bias and conduct procedures. NYUL syllabi templates include a section that references all standard academic policies, including academic integrity. These policies are also available on the main NYU website. Students are also made aware of relevant policies and procedures through email messages, online and hardcopy posters, and orientation.

95 Students seeking to appeal a grade must do so within one month of the grade being published and are required in the first instance to discuss the matter with relevant academic faculty. Where students remain dissatisfied, they can contact the Associate Director for Academics with a written statement. The Site Director is responsible for the final judgement. Students were clear about the process and how to advance a grade appeal.

96 Students are encouraged to contact the NYU Bias Response Line to share or report experiences and concerns of bias, discrimination, or harassing behaviour that may occur within the university community. The institution also maintains a record of concerns raised about individual students, for example whether they have been the victim of a crime or there is a concern about their physical health.

97 During orientation students are reminded that all existing NYU policies apply during the study abroad period, and that the home campus school informs students about the Student Grievance Policy as part of their initial induction. However, the team found that students were unaware of the policy and uncertain about the formal process for raising complaints. The review team **recommends** that NYUL ensures that students are provided with explicit information about complaints during orientation, specifically the Redress of Grievances Policy and how it applies to NYUL.

98 Overall, the review team concluded that notwithstanding the need to improve communication surrounding the applicability of the Student Grievance Procedure, the institution has established policies and procedures for complaints and appeals that are

robust, fair, transparent and accessible. The NYUL therefore **is aligned** with the Sector-Agreed Principle.

## Enhancement initiatives

### Commentary on institutional approach to enhancement

99 The review team identified nine areas of good practice which demonstrates a culture of improvement and enhancement. NYUL has robust and highly effective processes for the monitoring, evaluation and review of programmes and courses. Students' views are fully considered and feedback mechanisms are varied and well established at programme and institutional level. Students and professional support and academic staff state they have meaningful engagement at both course and campus level. Feedback and review activity leads effectively to improvements and the enhancement of students' learning opportunities.

100 There is a thorough process for NYUL to engage with the wider NYU organisation through regular visits from senior staff based at the main NYU campus. The Office for Global Programs is effective in providing robust oversight of provision at the London campus while engaging fully with representatives of the NYU home departments which support enhancement. This collaborative activity allows for improvements and enhancements to be made at NYUL which are shared in the wider global context and lead to improvements in the quality of students learning opportunities.



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Southgate House, Southgate Street, Gloucester GL1 1UB  
Registered charity numbers 1062746 and SC037786

Tel: 01452 557000  
Web: [www.qaa.ac.uk](http://www.qaa.ac.uk)