International Quality Review

Mid-Cycle Review

Amity University
Uttar Pradesh

Review Report

January 2026

Contents

About this mid-cycle review

This is a report of a mid-cycle review conducted by the Quality Assurance Agency for Higher Education (QAA) in January 2026 for Amity University Uttar Pradesh (AUUP or the University hereafter). The mid-cycle review is desk-based and was conducted by a team of two, as follows:

- Professor Jeremy Bradshaw
- Dr Irene Ainsworth.

The full International Quality Review (IQR) in May 2023, resulted in a published report. In May 2023, the QAA review team concluded that Amity University Uttar Pradesh met all 10 standards set out in Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The team identified 10 features of good practice and made eight recommendations.

This mid-cycle review evaluates progress against the key actions since the IQR and considers any significant changes that may impact on the ability of Amity University Uttar Pradesh to continue to meet the ESG standards.

Outcome of the mid-cycle review

From the evidence provided, the mid-cycle review team concludes that the University is making **satisfactory progress** since the May 2023 International Quality Review and that the period of validity of the IQR be continued to June 2028. Two of the eight recommendations have yet to be fully addressed although progress has been made as follows.

Regarding the evidence submitted in response to the recommendation to include explicit reference to consideration of the implications for support service units in the process documents for approval of new programmes, and for periodic review of existing programmes (ESG Standard 1.2), while consideration of any implications for the student support units, such as academic and personal support, financial assistance, health care, careers advice and so on, may be included in these processes, they are not explicitly referenced, as required by the recommendation (see paragraph 13).

In response to the recommendation to amend the academic staff appraisal form to ensure that there is an explicit record of the reflective discussion between the appraiser and the appraisee (ESG Standard 1.5), the University has agreed to maintain records of the verbal discussions from the next cycle of appraisals (see paragraph 16).

Summary of IQR outcomes

Overview of the institution

1   Amity University Uttar Pradesh is part of the Amity Education Group. Established and incorporated as a teaching and research university sponsored by the Ritnand Balved Education Foundation through the Amity University Uttar Pradesh Act 2005 passed by the State Legislature and assented by the Governor of Uttar Pradesh.

2   The University's main centre is in Noida and it has other campuses in Lucknow and Greater Noida. It also has offshore campuses in Dubai (UAE) and Tashkent (Uzbekistan). The University has 15 Faculty of Studies, 16 departments, one distance education programme and 296 programmes with 400+ specialization pathways.

The University vision is:

Building the nation and the society through providing total, integrated, and trans-cultural quality education and to be the global front runner in value education and nurturing talent in which Modernity Blends with Tradition.

The University mission is:

To provide education at all levels in all disciplines of modern times and in the futuristic and emerging frontier areas of knowledge, learning and research and to develop the overall personality of students by making them not only excellent professionals but also good individuals, with understanding and regard for human values, pride in their heritage and culture, a sense of right and wrong and yearning for perfection and imbibe attributes of courage of conviction and action.

3   The University's strategic plan is structured around the following 12 broad-based goals or priorities:

- Academic excellence
- Foster Inclusivity, Diversity, Accessibility and Equity
- Student Learning, Achievements, Success and Experience
- Strengthen Research and Innovation for Social Impact
- Advancing International Perspective and Collaborations
- Recruit, Retain, Develop, Support, and Engage Outstanding Faculty and Staff
- Sustainable Plans for Expanding Social, Environmental, and Economic Viability
- Embracing New Competency-Based Models for Upskilling Students and Enhance Employability
- Operational and Educational Excellence Leveraging Information Technology
- Strengthen Learning and Support Resources and Infrastructure
- Impactful and Meaningful Engagement with Industry, Alumni & Society
- Effective, Ethical and Outcome-focused Governance and Leadership

4   Key challenges identified by AUUP include the need to attract and retain quality faculty in the context of competition for staff from new universities established nearby and industry demand for staff with specific subject expertise; the implications of fast changing industry requirements for the skills required of graduates; changing student aspirations; and attracting research funding and grants from government and industry. Mitigation measures have been adopted to address these challenges.

Good practice identified by the 2023 International Quality Review

5   The QAA review team in 2023 identified the following features of good practice at AUUP:

- The University's commitment to equality and diversity, non-discrimination, social and educational inclusion, and disability support (ESG Standard 1.1).
- The Mentoring programme and the extent to which this supports student progression (ESG Standard 1.4).
- The breadth of valued initiatives that assist students in their transition to graduate employment (ESG Standard 1.4).
- The continued rapid and effective establishment of the Tashkent Campus (ESG Standard 1.6).
- The expeditious and student-centred response to the COVID-19 pandemic (ESG 1.6).
- The comprehensive arrangements for addressing student feedback, in particular at programme level (ESG Standard 1.6).

- The wide-ranging and comprehensive scholarships that support student retention (ESG Standard 1.6).
- The Amizone system is an example of good practice of interest to the international higher educational sector (ESG Standard 1.7).
- The enhanced Academic Planning Worksheet, which is an effective tool for supporting student course choices (ESG Standard 1.7).
- The extensive arrangements for stakeholder engagement that enable the University to respond to the needs of industry (ESG Standard 1.9).

Recommendations of the 2023 International Quality Review

6   The QAA review team in 2023 made the following recommendations to AUUP:

- Construct and maintain a risk register to facilitate the management of the entire risk portfolio (ESG Standard 1.1).
- Include explicit reference to consideration of the implications for support service units in the process documents for approval of new programmes, and for periodic review of existing programmes (ESG Standard 1.2).
- Create integrated policies and procedures for the handling of mark reduction for late submission of assessed coursework, academic misconduct and extenuating circumstances to support the equitable treatment of students (ESG Standard 1.3).
- Create an explicit policy and procedure for academic appeals as distinct from other types of grievances (ESG Standard 1.3)
- Amend the academic staff appraisal form to ensure that there is an explicit record of the reflective discussion between the appraiser and the appraisee (ESG Standard 1.5).
- Consider the inclusion of all teaching staff in peer observation to promote consistency of good practice in teaching and learning (ESG Standard 1.5).
- Establish greater involvement among professional support staff in the development of strategy for student support in order to ensure all employees understand and can articulate the University's approach (ESG Standard 1.6).
- Ensure that each support service unit is comprehensively reviewed on a periodic basis (ESG Standard 1.9).

Changes since the last IQR review visit

7   There have been some significant changes since the 2023 IQR, including development of the Uttar Pradesh campus, adjustments to the senior leadership team, and changes to the status of the Dubai campus.

8   On the Uttar Pradesh campus, a Masscom studio and exhibition centre have been constructed at K-2 Block, a hostel block and an academic block have been demolished, and new hostel blocks and a student activity centre are being built. An animal house has been established, and additional car parking has been created.

9   The senior management team has been extended with the appointment of four Additional Pro Vice Chancellors to support the Vice Chancellor. Their areas of responsibility are Academics, Research, Student Success and Student Research. The appointment of these Additional Pro Vice Chancellors is intended to strengthen the Vice Chancellor's office and enable more effective decision-making and streamlined implementation of new initiatives.

10   The University's campus in Dubai has been operating as an offshore campus of AUUP, offering programmes approved by the University Grants Commission and the

Knowledge and Human Development Authority of the United Arab Emirates. In 2022, the campus applied for accreditation of management programmes by the Ministry of Higher Education and Scientific Research through the Commission for Academic Accreditation (CAA). Since that time, all programmes delivered by the Dubai campus have received CAA accreditation, except for two law programmes, BA LLB and BBA LLB, which are still being offered under AUUP.

Findings from the mid-cycle review analysis

11   As noted above, the 2023 IQR resulted in eight recommendations. To date, six of these recommendations have been addressed and two remain open.

12   The recommendation to construct and maintain a risk register to facilitate the management of the entire risk portfolio (ESG Standard 1.1) has been fully addressed with the development of a Risk Management Framework that identifies various categories of risk, provides templates for reporting and recording them and assigns ownership. The resulting risk register is reviewed every six months by the University Risk Identification and Mitigation Committee. 30 key risks, spanning the academic, finance, research, administrative, student support, infrastructure, safety, and outsourced service domains, are monitored by the University Internal Quality Assurance Cell chaired by the Vice Chancellor. In March 2025, 187 participants attended a university-wide risk identification workshop designed to provide guidance on risk identification, reporting and mitigation. This recommendation has been addressed.

13   In order to ensure that the quality of student support, including academic, personal, career and health wellbeing, is not adversely affected by expansion in the number or diversity of the academic programmes, the 2023 IQR report recommended that the University should include explicit reference to consideration of the implications for support service units in the process documents for approval of new programmes, and for periodic review of existing programmes (ESG Standard 1.2). The IQR mid-cycle review submission lists various student-facing units, such as the library, IT department and admissions office, and provides examples of ways in which support service units ensure that their provision is adequate for the delivery of academic programmes. This is supported by documentary evidence. The process for approval of new programmes includes consideration of the resource implications, including learning resources, infrastructure and human resources. The IQR mid-cycle review submission cites the role of the Boards of Faculty in updating curricula and the process for periodic review of programmes is described in the response to written questions included within the QAA team's request for additional documentation. However, while consideration of any implications for the student support units, such as academic and personal support, financial assistance, health care, careers advice and so on, may be included in these processes, they are not explicitly referenced, as required by the recommendation. This recommendation, therefore, remains open.

14   The recommendation to create integrated policies and procedures for the handling of mark reduction for late submission of assessed coursework, academic misconduct and extenuating circumstances to support the equitable treatment of students (ESG Standard 1.3) has been addressed. The policies for addressing the above are described in the Regulations on Conduct of Examinations, Scheme of Evaluation and Discipline among Students in Examinations and Guidelines for Non-Teaching Credit Courses (Registration, Conduct, Supervision, Progress Monitoring, Assessment and Grading). The University reports that a major review of the regulations is currently underway and is due to make recommendations to Academic Council at the beginning of the next academic session. This review will include further integration of policies.

15   In terms of the recommendation to create an explicit policy and procedure for academic appeals as distinct from other types of grievances (ESG Standard 1.3), the IQR mid-cycle review submission states that there is a clear distinctiveness between an academic appeal and general grievances. However, no evidence is provided to support this assertion; the two documents cited cover grievances and appeals against disciplinary actions. The University website provides some additional information. The Student Charter states that "All students have access to a set appeal procedure. There are, however, timescales for making appeals. Further information is available in the Student Handbook or online". The AUUP Student Handbook (2025-26) presents the circumstances under which a student may request that an assessment is checked. The rules prohibit the reappraisal of any piece of assessed work but does allow for checking that no arithmetical error has been made in the sum of component marks to calculate the overall grade. This information is extracted from the Examination Regulations. While this may be a very narrow interpretation of academic appeal, compared to international practice, it does meet the expectations of the recommendation.

16   It was recommended that the University should amend the academic staff appraisal form to ensure that there is an explicit record of the reflective discussion between the appraiser and the appraisee (ESG Standard 1.5). Since the 2023 IQR, the process for academic appraisals has changed so that it now mostly takes place online. Relevant data are assembled automatically from various data sources. These data are checked for accuracy by the faculty member, before being reviewed by the appraiser, who makes recommendations. There is still an element of reflective discussion between the appraiser and appraisee, but no record of these discussions is maintained. The University has agreed to maintain records of the verbal discussions from the next cycle of appraisals. The recommendation, therefore, remains open until this is actioned.

17   The sixth recommendation asked the University to consider the inclusion of all teaching staff in peer observation to promote consistency of good practice in teaching and learning (ESG Standard 1.5). All teaching faculty are now included in the peer review process, according to the IQR mid-cycle review submission and document G-78: Policy Guidelines for Peer Review of Teaching Evaluation. Supporting evidence seen by the team comprises a list of peer review teams and a reporting form that includes a list of assessment parameters. Implementation of the peer review process is overseen by the Academics Office. This recommendation has been addressed.

18   In response to the recommendation to establish greater involvement among professional support staff in the development of strategy for student support in order to ensure all employees understand and can articulate the University's approach (ESG Standard 1.6), the IQR mid-cycle review submission points to the inclusion of support service staff in more of the decision-making bodies of the University, including the Student Grievance Redressal Committee, Internal Complaint Committee, Anti-Ragging Committee & Squad, Proctorial Board, Amity Centre for Guidance and Counselling, Amity Help Desk for Women, and Students' Discipline Committee. The membership of each of these committees is available on the University website. This recommendation has been addressed.

19   The 2023 IQR recommended that the University should ensure that each support service unit is comprehensively reviewed on a periodic basis (ESG Standard 1.9). The responsibilities of the Quality Assurance and Enhancement Department include internal audits of all units and departments. Support service departments and administrative units are included in this process and undergo annual internal audits according to a schedule released at the beginning of the academic year. Audit reports include a Corrective Action Plan and an audit will be planned to verify whether the actions have been implemented satisfactorily. This recommendation has been addressed.

20   The 2023 IQR identified 10 features of good practice. Each of these has been continued and enhanced since the review, as described in the following paragraphs.

21   The University's commitment to equality and diversity, non-discrimination, social and educational inclusion, and disability support (ESG Standard 1.1) was commended by the 2023 QAA review team. Since then, the University's Guidelines for Equity, Diversity, and Non-Discriminatory Policy were revised in 2024 to align with the University Grants Commission Regulations on Promotion of Equity in Higher Educational Institutions and Guidelines 2024 for Socio-Economically Disadvantaged Groups. This underpins the University's commitment to equity and inclusion across admissions, teaching and learning, research, placements, and campus life. Data presented in the IQR mid-cycle review submission show the enrolment of students with disabilities (though this represents much less than one percent) and students with non-binary gender, the introduction of bridging courses, provision of scholarships, training and awareness sessions to promote gender diversity, community outreach partnerships and programmes, and the development of a barrier-free campus.

22   The Mentoring programme and the extent to which this supports student progression (ESG Standard 1.4) was noted as good practice in the 2023 IQR. The mentoring programme continues; every student is assigned a mentor to guide and support them through their time at Amity University and to prepare them for life after they complete their studies. In addition to the Faculty Mentors, Programme Leaders and Heads of Institutions contribute to the programme by identifying and initiating academic interventions as required.

23   The University continues to develop the breadth of valued initiatives that assist students in their transition to graduate employment (ESG Standard 1.4), identified as good practice in the 2023 IQR. Students benefit from a structured programme that includes aptitude, soft-skills and language training, and discipline-specific sessions. There are workshops, mock interviews and apprenticeship programmes. Recent developments include the introduction of artificial intelligence resume builders and mock interview platforms that provide personalised training and support to students. The Amity Technical Placement Centre and the Corporate Resource Centre continue to support internship planning and placement preparation, and the Psychology and Counselling Cell supports emotional and mental well-being. Alumni Mentors and Industry Mentors are available to provide career guidance and professional networking. Success Stories of Student Entrepreneurs bear testament to the effectiveness of these interventions.

24   The continued rapid and effective establishment of the Tashkent Campus (ESG Standard 1.6) has resulted in an increase in student numbers from 638 in 2023-24 to 925 in 2025-26. In response to the National Education Policy 2020 and University Grants Commission guidelines, the portfolio of courses offered has been consolidated, resulting in a drop from 130 to 117. This has been accompanied by a drop in full-time faculty from 27 to 24 and an increase in the number of external experts from industry, academic and the Government. Other data supplied in the IQR mid-cycle review submission reveal developments in teaching and course delivery, student support, research and entrepreneurship, community engagement and a number of other areas.

25   The 2023 QAA review team identified as good practice the expeditious and student-centred response to the COVID-19 pandemic (ESG Standard 1.6). While the pandemic ended some years ago, the University continues to operate some of the interventions introduced in response to COVID-19. These include the Covid Financial Assistance Scheme that supports students who lost their family's main wage-earner during the pandemic, flexible study and work patterns such as virtual laboratories for students and working from home for staff, and mental health and emotional wellbeing workshops.

26   During the 2023 Review, the QAA review team commended the comprehensive arrangements for addressing student feedback, in particular at programme level (ESG Standard 1.6). It was noted that feedback was sought from students, parents, faculty, staff and alumni, that students reported several examples of action taken in response to their feedback, and that a published 'Escalation Matrix' informs students about how to progress concerns where they fail to receive satisfactory resolution. The University continues to gather feedback, principally through post-commencement and pre-examination surveys, first year student surveys and exit surveys, and to use it to enhance its provision.

27   The 2023 IQR report lists examples from the wide-ranging and comprehensive scholarships that support student retention (ESG Standard 1.6) that was identified as good practice. The University continues to provide a variety of scholarships based on academic performance, financial hardship and other factors, and to facilitate the award of Government and private sector scholarships, though the number and total value of the University scholarships fell by approximately 12 percent between 2023 and 2024, the total cost to the University is approaching £3.5 million.

28   The 2023 IQR team identified the Amizone system as an example of good practice of interest to the international higher educational sector (ESG Standard 1.7). Although the IQR mid-cycle review submission does not explicitly address the continued development of this resource, the frequent reference to Amizone functionality throughout the whole report makes it clear that it is used in the review of courses and programmes, for recording and publicising committee membership, for submission of grievances by students, for the Academic Planning Worksheet described below, and it has been developed to become an integral part of the Annual Academic Planning System at institutional and discipline levels.

29   The enhanced Academic Planning Worksheet, which is an effective tool for supporting student course choices (ESG Standard 1.7), was identified as good practice in the 2023 IQR, as a valuable and accessible tool to enable students to plan their studies, allowing them flexibility in their course choices, while ensuring that the minimum credit requirements for their degree are maintained. Further development of the worksheet has enabled students, from the beginning of the current academic year, to choose two majors by the end of their first semester, and a minor by the end of their second. Once each student has completed their Academic Planning Worksheet, it must be approved by the Programme Leaders, before their personalised timetable is made available on Amizone.

30   The extensive arrangements for stakeholder engagement that enable the University to respond to the needs of industry (ESG Standard 1.9) were identified as a feature of good practice in the 2023 IQR report. The IQR mid-cycle review submission lists 11 different modes of interaction between the University and the industries it supports. These are:

- guest lectures by corporate experts and industry leaders
- internships and apprenticeships
- skill development initiatives that include national skill development missions and specialised industry-aligned courses such as advanced technology and domain-specific training modules
- executive development programmes
- training of graduates for high-demand areas to strengthen faculty-industry engagement, technology transfer, commercialisation of university technologies in partnership with industry stakeholders
- faculty start-ups
- incubation support
- over 300 industry memoranda of understanding
- continuing education for professionals to upgrade their skills without interrupting their careers

- specialized corporate training to leading public sector units and multinational corporations provided by the Amity Institute of Training and Development
- project-based learning with government-funded and industry-sponsored projects that include collaborations with major global companies.

31 Together, these ensure the University produces graduates with skills aligned to the industries in which they seek employment. Since the 2023 IQR, the University has taken on board the requirements of the National Education Policy 2020 including the shift to four-year undergraduate programmes with options for multiple entry and exit, and the introduction of a mandatory, credit-bearing apprenticeship of 24 credit units to all undergraduate programmes. Programme Review Outcome Assessment Committees are now required to focus explicitly on the development of career-ready skills, and there is now an enhanced emphasis on proactive, annual content updates to reflect changes in industry trends and to integrate faculty research findings.

Development of quality assurance and enhancement procedures

32 The IQR mid-cycle review submission describes developments to the quality assurance and enhancement procedures since the 2023 IQR, bringing practice into closer alignment with the international sector. These include the following features.

33 In alignment with international practice in the sector, the agendas for meetings of the Institutional Quality Assurance Cells of each campus now follow a standard format and are circulated in advance of each meeting. The Quality Assurance and Enhancement team monitors compliance and records the frequency of meetings.

34 Internal audits are now conducted during a five-month period each year, making it easier for the Quality Assurance and Enhancement team to monitor the closure of recommendations. Draft internal audit reports are shared with the Heads of Institutions for checking of factual accuracy. Once finalised, progress with any recommendations is reviewed by the University level Institutional Quality Assurance Cell. Programmes that are subject to external inspections undergo a pre-inspection audit in advance of each inspection visit. There are now regular compliance checks of teaching classes, examinations, sanitation and hygiene, cafeterias and the University website.

35 An automated annual academic planning system has been developed within Amizone. It has been used for the 2025-2026 planning process. It operates at both institutional and domain levels and includes designation of the individual with responsibility for each planning area, together with identification of which committee or office will validate the plan.