Teaching Excellence Framework 2023
Northeastern University – London (10048199)
Provider Submission

Part I - Provider Context

1. Introduction

Northeastern University London scores materially above benchmark in 4 out of 5 student experience measures, and 1 out of 3 student outcome measures; we excel at teaching, assessment, academic support, student voice, and progression.

In this document, we speak in support of the strengths highlighted by the TEF data. We also delve into our institution's uniquely rapid evolution over the past three years and its plan for the future, to set out the measures we are taking to improve weaker areas.

The TEF data set is uneven because the data often does not reach the criterion for statistical significance. This is especially the case with continuation and completion data. We supplement the TEF data with internal student surveys, data from the 2022 NSS, External Examiner reports, surveys of applicants' motivations to study at the University, University data on student demographics, staff survey data, and internal continuation, completion and progression data. As a small institution, our data sets are potentially volatile. Where available, we present data for the past 4 completed academic years. Otherwise we present data from the past 1, 2 or 3 years, indicating where this is the case.

The data does not tell the whole story of who we are and where we are going. We are therefore supporting the data that is available with qualitative evidence, including internal documentation, substantive comments from the 2022 NSS and internal student satisfaction surveys, and qualitative course review forms.

2. Institutional Mission and History

"Northeastern University London is where the power of learning and discovery of limitless global connections are unleashed."[1]

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[1] 'Northeastern University London Strategic Plan 2020-2025.' Available at https://www.nulondon.ac.uk/wp-content/uploads/2022/12/Northeastern-University-London-Strategic-Plan-2020-2025-2.2.pdf

As set out in our Strategic Plan, we seek to provide a **personalised** and **experiential** education that supports diverse learners and empowers them for personal and professional success and to make a meaningful impact in the world. We seek for our graduates to be:

agile across disciplinary boundaries, combining rigorous discipline-specific knowledge and skills with the wide-ranging competencies across disciplines that are needed to address complex 21st Century problems;

entrepreneurial & innovative, able to identify pressing real-world challenges, and apply academic knowledge and skills effectively in diverse contexts to collaboratively pursue actionable, ethical solutions;

networked locally and globally, included and inclusive members of an open, lively, and diverse global and local alumni, student, employer, and research community.

This is the direction that our staff, students and alumni have set for us in our Strategic Plan for 2020-25. Two years into this journey finds us amid a transformation remarkable in terms of speed and scale. Yet, our transformation is less a radical break from the past than the unfolding of a promise.

New College of the Humanities (NCH) was founded by Professor Anthony Grayling in 2011, with the key priorities to deliver outstandingly responsive and personalised teaching in a strongly supportive learning environment and to enable our students to unleash the power of the humanities and liberal arts for their personal, professional, and intellectual fulfilment.

NCH's first students enrolled on University of London distance learning degree programmes from 2012 until 2019. From 2015-16, NCH undergraduate degrees were delivered in partnership with Solent University. NCH added taught postgraduate provision in 2017-18 in partnership with the University of Swansea.

NCH was acquired by Northeastern University in February 2019, becoming 'NCH at Northeastern' (NCHNL). We registered as a provider with the OfS in May 2019 and were granted taught degree awarding powers in February 2020 (August 2020 indefinite) when 131 level 4 and 5 students were transferred to NCHNL degrees. Two undergraduate cohorts (2021, 2022) have graduated with NCHNL. In April 2020, NCHNL was approved onto the Register of Apprenticeship Training Providers to deliver degree apprenticeships. The first cohort of apprentices commenced their programmes in 2020-21.

In June 2022, the Office for Students and Department for Education granted University title, and the institution was renamed Northeastern University - London. The University, in partnership with the University of Kent, will enrol 20 doctoral research students between January and May 2023, and welcome its first cohort of double degree undergraduate students in September 2023.

Student numbers are growing steadily. Currently, the University has 324 undergraduate students on domestic programmes and 146 degree apprentices. The University has 48 students on taught postgraduate programmes. The University also welcomes students under Northeastern University's 'Mobility' programmes[2]. In 2022-23, 662 students are studying in London on mobility programmes. Although our submission does not include mobility students, they must be understood as part of the trajectory to our double degrees.

In 2012-13, 56 students were enrolled on five programmes, whereas In 2022-23 we have 1177 students enrolled on 66 programmes.[3]

We have been able to broadly maintain or quickly turn around dips in student satisfaction levels throughout this period of fast-paced institutional change and growth and diversification. This is testament to our clear and distinctive educational mission. ("Northeastern University London is where the power of learning and discovery of limitless global connections are unleashed.")[4]

PART II - Student Experience

3. Teaching and Learning

TEF indicators for teaching and learning, at 91%, are above the threshold on the comparative benchmark of 85%. Discipline specific satisfaction tracks materially above the benchmark of comparable institutions, ranging from 88% (Economics) to 92% (Politics and International Relations), with Economics still performing 8% above the TEF benchmark.

Data at a year level reveals a drop to 86% in year 3 from 92% in year 2. This drop, which never dips below benchmark, tracks with the first phase of our ambitious institutional change strategy. In an almost universal pattern, we bounce back in year 4 when satisfaction moves to 87%, a level maintained in the 2022 NSS (based on a 73% response rate from 55 eligible students).[5] In fact, across 97 eligible UG courses in the years 2020-21 and 2021-22 our External Examiners found 56% of our teaching to be of outstanding or very high quality (20% outstanding and 36% very high).[6]

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[2] Northeastern University matriculated and pre-matriculated accredited programmes for a single semester or two semesters in London.

[3] 'Active Student Headcount All Students 13 -01-23.' Unpublished. Held in the Registry document management system.

[4] 'Northeastern University London Strategic Plan 2020-2025.' Available at https://www.nulondon.ac.uk/wp-content/uploads/2022/12/Northeastern-University-London-Strategic-Plan-2020-2025-2.2.pdf

[5] 'NSS Data 2022 for NU London.' Held in the Quality Team document management system.

[6] 'External Examiner Reports UG 20-21,21-22 Qualitative Coding Exercise.' Unpublished. Held in the Teaching and Learning document management system. [Qualitative Data from External Examiner Reports has been coded manually, using inductive coding methods. In total UG 157 courses were examined (81 in 2020-21 and 76 in 2021-22). We excluded courses where external examiners did not

We will focus on four elements that speak to the very high quality of our student experience:

3a Personalisation, Collegiality & Diversity

Our students have considerable freedom to curate their studies for their degree. The nature of delivery across all programmes favours responsive and student-led formats, such as highly interactive lectures, small seminars, and tutorials. All of our students discuss their regular formative essays in 1:1 or small group tutorials, where students see their ideas take centre stage.[7] A report by YouthSight, commissioned by the University in 2019 to investigate application and conversion trends, noted that students who applied to study with us in 2019-20 (64 from a sample of 218 "prospects") cite personalisation via 1:1 tutorials (80%) and small class sizes (77%) as key motivations.[8]

"I love how small and personalised the University is with the tutorial system and major/minor system that hardly any UK universities employ. I love how you can get the Oxbridge style experience in a less selective, and therefore, more inclusive place." (Applicant for 2019-20 admission)[9]

For us, **personalisation** and **collegiality** are inextricably linked. We attract an increasing number of students from underrepresented demographics. The number of undergraduate students who meet widening participation criteria has risen steadily to 28% in 2022-23.[10] The number of mature students has increased year-on-year, from 18% (n=72; 2018-19) to 43% (n=334; 2021-22).[11] The percentage of commuting UG students has remained constant, being 38% (n=72), 39% (n=122), 34% (n=251) and 41% (n=334) for 2018-19, 2019-20, 2020-21 and 2021-22, respectively.[12] The percentage number of UG students with disabilities ranges from 53.3% (n=72; 2018-19) to 33.8% (n=334; 2021-22).[13]

This increasing **diversity** in our student body is one of the reasons why we prioritise universal design solutions. Methods that support underrepresented students have been embedded in all of our programmes for all of our students. Students receive assessment planners for each major/minor combination, comprising their formative and summative deadlines (as well as work

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meet the threshold of engaging with 70% of the opportunities for giving free prose qualitative feedback on the form. Using these criteria, we were able to include a total of 97 courses (30 in 2020-21 and 67 in 2021-22).]

[7] For an example of teaching patterns, please see 'Economic Development (NCHEC542) Course Descriptor.' Available on the Faculty of Economics VLE Homepage.

[8] 'YouthSight Report on Prospects Conversion 2019 (report 08090419)'. Unpublished. Held in the Marketing document management system.

[9] Ibid.

[10] 'Widening Participation Dashboard 2023.' Unpublished. Available at NU London Hubspot, managed by the Marketing and Admissions team.

[11] 'Mature and Commuter Students Standard and Apprenticeship UG.' Unpublished. Held in the Registry document management system.

[12] Ibid.

[13] 'Disability Head Counts by Year 2017-18 through to 2021-22.' Unpublished. Held in the Registry document management system.

due for the Diploma [see below]), on the VLE (Canvas).[14] This allows advance notice to plan their workflow. Registry also operates a central assessment planner that allows us to prevent deadline bunching.[15] Equally, our commitment to personalisation both within and outside of the classroom enables us to be more responsive and inclusive to students as they progress. All students receive holistic and personalised support for their learning journey in the form of bi-annual Collections. Here students meet with representatives of their Faculty to discuss their attendance and plan any future actions on the basis of short, constructive performance reports provided by all faculty who teach them.[16]

'The lecturers are wonderful; I really felt seen and supported the whole time' (NSS positive comment excerpts 2020-21).[17]

We believe that representation is key to turning **diversity** into **inclusion**. Our **personalised** curriculum provides students with considerable flexibility of focus and empowers them to situate their learning in relation to their own lived experience, values, and goals. Diversity of perspective is granted by our emphasis on team teaching. A review of our UG courses revealed that 32% of 96 UG courses are team-taught, with 39% of 96 of these being taught by more than two faculty members.[18]

"*Diverse lectures allowed for an introduction to many concepts of IR, allowing students to see which one may be best suited to them*" (First Year Politics & International Relations Student).[19]

Pairing team teaching with individual office hours (introduced from the academic year 2020/1), allows students to build on individual or small-group tutorial discussion with members of faculty who specialise in the aspects of the course that most speak to them.

Faculty actively diversify our taught curricula, not only in terms of content but also through the critical apparatus utilised. Indeed, attention to diversity, as well as inclusive teaching and learning strategies, is a key category for consideration as part of the peer review process for teaching[20], as well as new course development.[21] This is underpinned by the creation of the

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[14] '2022-2023 Level 6 Law with Psychology Formative and Summative Assessment Planner.' Available on the Faculty Canvas pages.

[15] '2022-23 Master Formative and Summative Assessment Planner.' Unpublished. Held in the Registry document management system.

[16] See 'Collections Report M 2022-23_RedactedExample.' Unpublished. Held in the Teaching and Learning document management system.

[17] 'Student Satisfaction Report 2020-21,' p.2.Unpublished. Held in the Quality document management system.

[18] 'Team Teaching Overview UG.'Unpublished. Held in the Teaching and Learning document management system.

[19] 'Politics and IR Course and Programme Surveys - Hilary 2021-22', Tab: NCHPIR430 - International Relations Theory and Practice. Unpublished. Held in the Quality document management system.

[20] 'Peer Observation Form,' p.1-2. Held in Teaching and Learning document management system.

[21] 'Application for New Taught Programme Form 2 (NPP2).' Held in the Quality document management system.

Diversity and Equality Working Group (2020-22) and now the Head of EDI (2022-). The smaller size of our institution has sometimes provided a challenge to representing a truly global curriculum. Nonetheless, currently 23% of our UG courses (96 surveyed) have an explicitly stated EDI or sustainability focus.[22] Art History is a good case study of this. Courses such as *The Art of the Islamic World* and *The Art of the Byzantine World*, often not taught elsewhere, have been included in their degree. In addition, since 2019 the Art History Research and Professional Pathways Seminar, which gives esteemed speakers from across the cultural heritage sector a platform to present their research and personal career trajectory, have afforded a small programme team the opportunity to further diversify its taught material and include a greater diversity of voice and representation.

3b Local and Global Networks: Employability, Entrepreneurship, Experiential

All Faculties exploit our central London location for contextualised learning at every level. The History and English Faculties offer explicitly London-focused courses. On *London: Literature, Culture, Identity*, students consider London dynamically through a number of spatial perspectives - vertically from Sky Garden (the highest freely accessible point in London) and horizontally by travelling by foot and train from London Bridge to Lewisham - to consider the experience of London's migrants, amongst other things.[23] All six Faculties make frequent use of study visits. Politics students taking Introduction to Concepts and Methods of Political Science, for example, visit the United Nations International Maritime Organisation to learn about specific themes in global governance such as sustainability of the seas.[24] Students have the opportunity to situate their learning within real-world contexts. There is a particularly strong emphasis on this on the 23% of our 96 UG courses that have an explicitly stated EDI, global, or sustainability focus.[25]

" I think that the study visits gave us the opportunity to put our newfound knowledge into practice when seeing the objects in person." (Second Year Art History Student) [26]

All UG students are enrolled in the compulsory industry-engaged LAUNCH programme, part of the non-credit bearing NCH Diploma. Beyond focusing on careers and key professional skills, such as communication, teamwork, and financial literacy, LAUNCH scaffolds students' job-market readiness year on year. Students work on their CV, Personal Development Portfolio and LinkedIn profile in their first year, so that they can draw on these for securing internships or

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[22] 'Diverse Curricula Survey.' Unpublished. Held in the Teaching and Learning document management system.

[23] 'London: Literature, Culture, Identity Canvas Page' Available on our VLE.

[24] 'Introduction to Concepts and Methods of Political Science Canvas Page.' Available on our VLE.

[25] 'Diverse Curricula Survey.' Unpublished. Held in the Teaching and Learning document management system.

[26] 'The Art of the Byzantine World Course Satisfaction Survey 2021-22.' Unpublished. Held in the Quality document management system.

graduate jobs in their second and third year.[27] Industry speakers and industry mentoring are a part of this provision, with dedicated societies and events to support key entrepreneurial and challenge-addressing capabilities. We benefit in this area from significant cross-fertilisation with our apprenticeship programmes. Apprentices can, for example, access supplementary credentials and microcredentials through a partnership with ServiceNow. Apprentices also participate in mandatory bootcamps; intensive two-week blended learning activities with microcredentials. Furthermore, the core course, Business Fundamentals, which all apprentices take, links to four certificated Bloomberg micro modules.

3c. A Broad, Interdisciplinary Academic Context

Since we gained the ability to design and teach our own degrees in 2015, students have been empowered to develop a full range of intellectual capacity through our major/minor system allowing them to study for honours degrees across key humanities and social sciences subjects. The non-credit bearing NCH Diploma complements this broad intellectual outlook by teaching students' skills in Critical Reasoning, Science Literacy, and Applied Ethics. Our course offering has expanded to include more than 10 new subject areas in the last four years, including mobility programmes, with the addition of Computer Science, Psychology and Business being offered as part of our double-validated degrees from 2023-24.

Students are able to explore their interests through both cross-disciplinarity and interdisciplinarity. Beyond the Diploma, all students have the option of attending additional courses as "tourists," without taking the assessments. In our new degrees, we build on this strength by integrating a greater range of cross- and interdisciplinary elective opportunities into our credit-bearing offerings. This breadth brings new perspectives and contexts for students' scholarship and application of knowledge. Students value interdisciplinarity. Research by YouthSight in 2019 established it, at 84% (based on 64 applicants for 2019-20 admission), as the most important motivator for applying to the University.[28]

This breadth does not come at the expense of depth. The 2022 NSS cohort, (73% of 55 eligible respondents) recorded 94% satisfaction in response to question three about intellectual stimulation, with no subject scoring under 90%.[29]

This is commended by external examiners, and acknowledged by students:

"Students are given opportunities to show what they know, but also to develop their own critical voices" (English External Examiner Report 2021-22).[30]

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[27] Please see 'LAUNCH Year 1 2019/20 Canvas Page'; 'LAUNCH Year 2 2020/21 Canvas Page'; 'LAUNCH Year 3 2021/22 Canvas Page.' All available on our VLE.

[28] 'YouthSight Report on Prospects Conversion 2019 (report 08090419)'. Unpublished. Held in the Marketing document management system.

[29] 'NSS Data 2022 for NU London.' Held in the Quality Team document management system.

[30] 'ENGLISH Subject External Examiner Annual Report 2021-22,' p. 5. Held in the Quality document management system.

"There is considerable critical thinking in many of the courses, especially in the NCH545 course on political thought. Dissertations revealed inventiveness in finding primary sources and critical skills in evaluating them" (History External Examiner Report 2021-22).[31]

"I have been able to explore my areas of interest in depth and accomplish things which I wouldn't previously have thought myself possible" (Student Satisfaction Report 2020-21).[32]

Increasing emphasis on self-directed learning as the students progress in our current programmes unleashes opportunities for intellectual deepening and discovery. The 2022 internal survey recorded 84% of respondents (21% of 211 eligible students on standard undergraduate programmes) felt intellectually stimulated by their studies. This grows incrementally as the students progress through their programme.

The research culture within the University has grown as a direct result of both the expansion of the Faculties and the research opportunities afforded through the Research and Learning Development Initiative and then Tier (internal research funding) programmes at Northeastern University (accessible since 2019). This has resulted in interdisciplinary and translational applied research which is integrated strongly in teaching, such as Technology and Human Values from our MSc Artificial Intelligence. A related Level 4 version course will be available for the first time in 2023-24 on the BA Philosophy, and BSc Philosophy and Computer Science programmes.

3d Innovation in Teaching and Learning

Our drive to build on our very high student experience and deliver very high student outcomes is underpinned by teaching and learning continuous professional development for all faculty.

The Faculties reflect on teaching styles and provision through peer reviews of teaching and annual course reviews. They promote best practice whenever this arises. This is typically documented at individual Faculty meetings, shared at the Teaching, Learning and Enhancement Committee (TLEC) via Faculty Annual Reviews, then implemented through owned actions.[34] In addition, the individual appraisal process constitutes a regular, formal and collaborative chance

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[31] 'HISTORY Subject External Examiner Annual Report 2021-22,' p. 9. Held in the Quality document management system.

[32] 'Student Satisfaction Report 2020-21,' p.2. Unpublished. Held in the Quality data management system.

[34] As an example, please see 'TLEC Agenda 03 June 2021.' Copy held in the Registry document management system.

to review faculty members' achievements and aspirations with regard to teaching. Opportunities for promotion via the teaching and scholarly activity pathway have parity with those based on research.

Teaching and learning indicators are strong across all Faculties and, as shown above, there are no significant outliers. Taking advantage of our small size, we have fostered a culture of interfaculty exchange in teaching and learning practices. Because all faculty share one communal work area, cross-faculty collaboration and teaching and learning cross-fertilisation often happens organically. We also seek to support this culture of curiosity and collaboration structurally. Teaching observations are, for example, organised at a University level rather than a Faculty level. Our newly set-up Experience/Education sessions offer faculty a non-hierarchical space where they can showcase their practice and try to solve their teaching conundrums. Recent sessions have addressed classroom craft, co-creation and tech-powered flipped classrooms. In a January 2023 survey, which was circulated to all faculty and to which 12 responded, 50% of respondents felt that these sessions are an example of outstanding or very high support for embedding excellent academic practice at the University. 75% of respondents felt that the series supported them in using research, innovation, scholarship, and professional practice in providing an outstanding academic experience for our students.[35]

"It's inspiring to see how other staff operate and how other departments teach, particularly when something is the 'norm' for some departments but a new idea for the rest of us."
(Experience/Education Session participant, Dec 2022)[36]

During the pandemic we ensured best practice in online learning by convening a cross-disciplinary Online Learning Group. This ensured the very high quality of our pandemic provision. In fact, in 2020-21 and 2021-22 External Examiners for all Faculties commended us for our pandemic provision.[37]

"Staff involved in teaching English at NCH have clearly made a huge commitment during the pandemic to ensure that high standards were maintained across all courses offered. It is clear that students benefit from high levels of online interaction and support. I have no concerns whatsoever about any aspects of the programme / courses examined this year" (English External Examiner 2020-21). [38]

We have taken best practice from our pandemic response and adapted and developed this to become "business as usual." Even after a return to face-to-face teaching, Creative Writing built

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[35] 'Experience/Education 2022 Review (Responses).' Unpublished. Held in the Teaching and Learning document management system.
[36] Ibid.
[37] 'External Examiner Reports UG2020-21, 2021-22 Qualitative Coding Exercise.' Held in the Teaching and Learning document management system.
[38] 'ENGLISH Subject External Examiner Annual Report 2020-21,' p. 4. Held in the Quality document management system.

on and consolidated hybrid flipped and collaborative learning models in their delivery and instructional design.

"*The pre-lecture tasks were really helpful to get some practice in and see each other's work…. I really appreciate the detail in ….. pre-lecture videos too…. the pre-lecture tasks often had opportunities for us to engage with tasks which would help us develop the skills in the syllabus*" (First Year Creative Writing Student).[39]

Their model was in turn disseminated through an Experience/Education session before materially feeding into other disciplines' practices.

"In the flipped classroom session,   gave some tips for implementing the flipped classroom approach in our classes which have resulted in better preparation from my students" (Experience/Education Session participant, Dec 2022).

4 Assessment and Feedback

At 83%, the University is 13% above the benchmark value on the TEF Dashboard (70%) for overall student satisfaction with 'assessment and feedback'. This is reflected in discipline specific student satisfaction across our provision, ranging from 75% (Law) to 88% (Philosophy), and with Law still tracking at 11% above the TEF benchmark.

A positive response to question 9 in the 2022 NSS on the fairness of assessment and marking at 86% (based on a 73% response rate from 55 eligible students) places us 17% above the national benchmark.[41] The 2021-22 internal student survey recorded a 90% positive response amongst level 5 students (based on 30 responses out of 103 eligible students), putting us in a favourable position for NSS 2023.[42]

We will focus on three elements that speak to very high quality of student experience in assessment and feedback:

4a Developmental Approach to Assessment

We take a developmental approach to assessment which integrates formative and summative assessment for learning. We surveyed 64 major Level 4-6 courses across all our Faculties in a representative academic year, not taking into account Dissertation or Research Methodology courses. Only two courses did not have any formal formative assessments and 58% of these courses had more, and often significantly more, formative than summative assessments.

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[39] 'The Writer's Craft Course Satisfaction Survey 2021-22.' Unpublished. Held in the Quality Team document management system.

[41] 'NSS 2022 Data for NU London.' Held in the Quality Team document management system.
[42] 'Student Satisfaction Report 2020-21.' Held in the Quality Team document management system.

Twenty courses had a 1:1 formative to summative assessment ratio, 10 had a 2:1 ratio, 14 a 3:2 ratio and 13 a 4:1 ratio.[43] Formative assessments engage students in a personalised journey where they can discuss their ideas with faculty and peers in 1:1 or small group tutorials. They also create invaluable opportunities for students to learn from "failure", develop strengths, and work on any areas they find particularly challenging.

"The classroom just felt like a safe space where mistakes could be made and you felt secure enough to be open about things you didn't understand." (First Year Law student 2021-22)[44]

At its best, formative assessment feeds directly into a summative piece, where students are able to demonstrate how they have reflected and acted upon their tutors' advice. This is commonly practised in Philosophy, for example. Students test ideas and interpretations, and are challenged to evidence arguments robustly through detailed source analysis.

4b Assessment Scrutiny: Putting the Student at the Centre of Assessment

All summative assessment briefs and assessments are subject to intense scrutiny. They are checked centrally to ensure they meet the intended course and programme learning outcomes. A scrutiny panel, chaired by the Registry's assessment team, undertakes final checks to ensure alignment with the University's 'Academic Quality Framework (AQF) 7: Academic Regulations for Taught Awards', with strong focus on how referred or deferred students will be (re)assessed and how well the proposed assessment can be protected against plagiarism and other forms of academic misconduct.[45] In 2022-23 we held 56 panels for 298 assessments.[46] This improves the student experience by creating clarity, transparency and inclusivity on how they will be assessed and minimises bunching. Assessment strategies are explained at the start of the academic year with formative and summative assessments posted on Canvas so that students can familiarise themselves with what is expected of them.

These practices are an important feature of our personalised approach to all aspects of the student experience, and its success is reflected in students' positive responses in the NSS about the fairness of assessment and marking (see above), and external examiner comments. In 2021-22 External Examiners found 27% of our courses to have assessment of outstanding quality and 31% of very high quality (this data refers to 67 courses out of a possible 76).[47]

"Good range of assessment methods used. This…allows the College to fairly treat all learning styles [...] It is very good practice to list learning outcomes in assignment briefs, as the College

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[43] 'Formative/Summative Assessment Survey UG 2022-23.' Held in the Teaching and Learning document management system.

[44] 'Employment Law Course Satisfaction Survey 2021-22.' Unpublished. Held in the Quality Team document management system.

[45] 'AQF7 Academic Regulations.' Available at https://www.nulondon.ac.uk/about-us/academic-handbook/academic-framework/aqf7/

[46] 'Scrutiny Panel and Assessments Trackers." Held in the Registry document management system.

[47] 'External Examiner Reports UG 2020-21, 2021-22 Qualitative Coding Exercise.' Held in the Teaching and Learning document management system.

does, and helped me ensure there is a link between the two." (Economics External Examiner 2021-22)[48]

4c Personalised Feedback

The Faculties actively deliver formal and informal feedback on course and programme performance throughout the year. All students attend a Collections meeting at the end of each term, where they receive a summary of feedback on their attendance, participation, and performance. Personalised and general feedback is given continuously via individual or small group tutorials, faculty office hours, and revision classes. This is mirrored in our apprenticeship provision. All our apprentices' activities are logged and discussed at tripartite reviews, and learners reflect on how participation has impacted on their work-based practice and progression. In 2020-21 and 2021-22 External Examiners found 47% of our UG courses provided outstanding and 115 very high quality feedback (this data refers to 97 courses out of a possible 157).[49] This is reflected in positive levels of student satisfaction to question 11 "I have received useful comments on my work" (78%) in the 2022 NSS, which is 9% above the national benchmark (based on a 73% response rate from 55 eligible students).[50]

5. Student Voice and Academic Support

Personalisation is at the heart of our success in maintaining a very high-quality student experience in relation to student voice and academic support.

The TEF dashboard places the University materially above the benchmark of comparable institutions in both student voice and academic support with 78% and 86%, respectively (compared to 69% and 76%). Again, this is reflected at discipline level. Satisfaction with student voice ranges from 70% (History) to 83% (Politics and International Relations), with History tracking in line with the TEF benchmark. Academic support indicators range from 82% (Law) to 89% (Economics), with Law tracking 12% above the TEF benchmark.

Students have opportunities to give feedback via a number of routes. The Student and Staff Liaison Committee (SSLC) is the formal space for staff-student dialogue between student reps, Associate Dean of Teaching and Learning, Academic Registrar, and Quality Lead for Student Voice. Actions, timelines, and lead responsibilities are agreed.[51] Responses to this feedback are disseminated via Canvas, by course leaders, and at all faculty meetings.

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[48] 'Economics Subject External Examiner Annual Report 2021-22,' p. 7. Held in the Quality document management system.
[49] 'External Examiner Reports UG 2020-21,2021-22 Qualitative Coding Exercise.' Held in the Teaching and Learning document management system.
[50] 'NSS 2022 Data for NU London.' Held in the Quality Team document management system.
[51] 'SSLC Action Plan Trinity 2022.' Held in the Quality document management system.

We have an active and motivated cohort of student subject representatives Students' Union officers who combine their responsibilities with their study. We work collaboratively with them to set up focus groups to discuss and agree on strategies. Students are represented on Academic Board (the key academic decision-making body) by the President of the Students' Union. They are supported and mentored in this role by the Registrar, Director Academic Services and Chief Executive Officer. Student representatives on TLEC receive support from the Academic Registrar and Associate Dean of Teaching and Learning. Students also contribute to programme approval and periodic review panels. They are supported by the Head of Quality, in line with the University policy on student engagement in quality assurance processes.[52] All of this gives students direct access and input into the University's strategic planning, policy review processes, and curriculum design.

The speed and extent of the transition from NCH to Northeastern University London has, nonetheless, presented a significant challenge in this area. Students had a strong sense of what it meant to be a student at NCH, and we are engaging the students in an open dialogue about how we create a strong sense of what it means to be a student and graduate of Northeastern University London. This includes clear articulation of how our students benefit from being part of a global community which gives them opportunities to access Northeastern University systems, network with alumni, and engage in economic and social entrepreneurship. Since 2022, the Dean and the Associate Dean of Teaching and Learning have fortnightly meetings with the President (SU) to discuss issues, and share details on and gather student input into ongoing activities to support and enhance the student experience. The Associate Dean of Teaching and Learning and Director of Undergraduate Studies are developing a stronger student-facing focus, including student voice cafes based around specific themes, bookable and drop-in office hours for all students, plus more frequent one-to-one meetings with student representatives so they can flag and respond to concerns more efficiently. These will be documented with actions and timelines for completion allocated, and mechanisms for feedback agreed.

Our strong emphasis on personalisation and collegiality in teaching and learning is undergirded by a holistic approach to student wellbeing. The Student Support and Development (SSD) team comprises 10 staff, of which three (2.6FTE) are Mental Health Advisors. This reflects the increasing demand for student mental health and wellbeing support and intervention, and acknowledges that mental health is the largest single identifier of illness or disability among our students with Learning Support Plans. In 2021-22, 52 UG and PG students had initial meetings with a Mental Health Advisor. There were 264 ongoing appointments with a Mental Health Advisor. We also provided 40 appointments for disability support, eight for money advice, as well as 173 general support appointments.[53] There were also 11 support to study appointments. The Support to Study process seeks to engage our most vulnerable students by triangulating support between faculty and SSD. Students are given the opportunity to share their sense of the

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[52] 'Guidance for Student Panel Members Involved in College Approval and Periodic Programme Review Events.' Available at https://www.nulondon.ac.uk/wp-content/uploads/2020/09/1.0-Guidance-for-Student-Panel-Members-February-2020-1.pdf.

[53] 'Student Support Appointments Sept 2021- Sept 2022.' Held in the SSD document management system.

barriers to their engagement, and, in conjunction with staff, set targets and goals for their learning and welfare. This is done through regular check-ins to track progress and review the continued relevance and effectiveness of support, with the process concluded when all parties agree the goals have been met. Since 2020-21, this programme works alongside our weekly reviewed risk register and monitors students' wellbeing so that support and interventions are regularly evaluated and revised to reflect changing circumstances.

This personalised, responsive, and adaptive approach, is reflected in high levels of satisfaction among our disabled students and our students on Deprivation Quintiles 1-2 and 3-5, compared to similar institutions, and chimes with our commitment to quality of experience for all students. On the TEF indicator, the only area where we track below the benchmark is for learning resources. However, at 66% and 69% respectively, satisfaction, this is part of a narrative of improvement which is evident in increasing overall student satisfaction for this area. Otherwise, the lowest level of satisfaction from disabled students (81%) and the lowest for Quintile 1-2 students (83%) both track over 11% above the TEF benchmark.

6. Learning Environment

6a Library & Learning Resources and IT

This area has presented significant challenges, and these are reflected in the University's TEF indicator (65%) being materially below the benchmark of comparable institutions (81%). Key factors expressed by students in their substantive comments in the 2022 NSS are the move to Devon House, which means their principal source of hard copy texts, Senate House Library, is now a 25-minute journey away by public transport and an initial unfamiliarity with Northeastern's online resources.

While the levels of student satisfaction in this area drop markedly in year 3 on the TEF data dashboard (2021, the year we moved to Devon House), year 4 shows we are turning a corner, and NSS data from 2022 shows strong and encouraging improvement. Positive responses to questions 19 and 20 have increased from 54% and 55% in 2021 (based on an 81% response rate from 69 eligible students) to 66% and 64%, respectively (based on a response rate of 73% from 55 eligible students). This is indicative of students receiving clearer guidance and more targeted support on how to make the most out of Northeastern University Boston's vast online library resources.

Over the past three academic years, usage of the digital library resources held by Northeastern University has increased significantly. This can, in part, be attributed to the exponential increase

in student numbers, but we also believe it represents students' increased confidence in navigating the resource and the growth of relevant available sources over the past year.

We adopt a dual approach to facilitate access to resources. Firstly, we raise awareness of the resources that exist through regular and ongoing promotion. The Library Officer organises physical and virtual library tours and online workshops with NU librarians. Email blasts to students let them know about library-related information. Updates about library resources are provided in the University's ScruNCH newsletter and via the digital screens around campus. Secondly, students receive targeted support to access the resources. The Library Officer can be contacted via email or will arrange face-to-face meetings with students to resolve any issues they have accessing resources.

Working closely with students and faculty is key to our growth in this area. On request of our Law students we have significantly expanded the package of UK Law resources available through the Westlaw, Lexis+ and Cambridge Core databases. Responding to student concerns, Politics and International Relations have put in place several and regular actions for improving access and use of resources. These have been well received by students, as evidenced by their 71% satisfaction with learning resources in the 2022 NSS, compared to the institutional average of 61% (based on 16 responses from 21 eligible students).[55] We will adapt other best practice spear-headed by the Politics Faculty, for example an entry on every course Canvas pages that signposts the accessibility of learning resources, running a dedicated introductory skills session in the very first week of Year 1, and continually seeking student feedback on access problems at Faculty meetings, by strengthening collaboration between the University Library Officer, Faculty Library Officers and students.[56] Some of these, such as reviewing all reading lists to ensure that all core readings are still either available online or as a physical copy (and with an increasing number available at Devon House), has already been adapted throughout the University. We have also responded to student requests for a stronger physical library on campus and have provided an additional 200 reference texts in the first term of 2022-23. Following positive feedback from students at all Faculty and SSLC meetings in December 2022, this reference book collection has received funding in excess of £15,000 to facilitate continued growth. We will facilitate continued growth in this area and will survey students on the impact of these and any future interventions.

In 2019-20, we replaced the VLE Moodle with Canvas and started an intense training for faculty on how to get the most out of it. This move allowed us to streamline student access to a plethora of resources, in addition to making our instructional design more student-engagement centred. This has been supported by the appointment of an Academic Developer who works with members of faculty across our programmes to support best practice (since 2022). In our apprenticeship provision team, we have a strong group of Learning Technologists who ensure the very highest quality of online learning materials. This is also exemplified by the pandemic-

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[55] 'NSS 2022 Data for NU London.' Held in the Quality Team document management system.

[56] 'Library orientation for Politics and International Relations with Northeastern Library Team.' Available on the Politics and IR Canvas Faculty Page.

work of the Online Learning Group and the way best practice has subsequently been widely adopted.[57]

7b. Classroom Spaces and Equipment & Study Space

The move to our new building in 2021 provided a blank canvas to design modern teaching and learning spaces which are fully accessible and representative of the teaching and learning activities which take place within them. A challenge with our former location at Bedford Square was access for disabled students. That is not an issue at Devon House, which is almost six times the size of our previous home. Accessibility and flexibility are woven into the fabric of the building. Desks and chairs are light and easily movable, meaning classroom design can be quickly changed to make best use of space, and accommodate the learning activity being undertaken. All desks can be raised and lowered to accommodate wheelchairs, and wipe boards are orange to make text visibility clearer for dyslexic students.

Study spaces are available throughout the campus. We have a mixture of private booths and communal workspaces to accommodate different students' needs and learning styles, and to facilitate independent and collaborative learning. The silent study room, the repository for recently requested core text purchases, is very popular with students.

Part 3 - Student Outcomes

8. Positive Outcomes

Our personalised student experience challenges all students to achieve exceptional outcomes. Our students are ambitious high achievers.[58]

Graduation Cohort	Cohort Size	First Class Honours	Second Class Upper Division Honours	Good Degrees
2019	55	31%	51%	82%
2020 (Covid no detriment)	53	49%	42%	91%
2021	68	47%	45%	92%
2022	48	48%	41%	89%

Table showing NCHNL undergraduate degree classifications

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[57] 'Online Learning Guidance.' Held in the Teaching and Learning document management system.
[58] 'Degree Outcome Data.' Held in the Registry document management system.

Supported by our personalised and agile support programmes, disabled students perform exceptionally. They have a strong completion record (93% in 2020-21); broadly in line with the TEF indicator benchmark of 92%). In 2021-22, 90% of 20 disabled students achieved "good" degrees.[59]

Small data sets mean we lack adequate information on attainment gaps for BAME and Quintile 1 and 2 students, and do not have completion data for disabled students prior to 2021-22. We will employ best practice in this space to ensure that we have clearer data and agile responses to it.

Strong progression data (87% compared to the TEF benchmark of 74%) is supported by DHLE and Graduate Outcomes surveys. Our students achieve highly competitive graduate career destinations, including graduate programmes at Accenture, the Civil Service Fast Stream, Clifford Chance, Deloitte, Grant Thornton, KPMG, M&C Saatchi, PwC, TeachFirst, and Universal Music. Those who choose to further their education continue to prestigious institutions, such as the Universities of Cambridge, Chicago, Edinburgh, Oxford, the London School of Economics and Political Sciences, and University College London. The overall percentage of students progressing to graduate level employment or postgraduate education is comparable to the Russell Group, Oxford and Cambridge, as are the employers and Universities listed by our graduates.[60] The DHLE Graduate Outcomes figures for the 2018, 2019, and 2020 graduating cohorts have held firm, at 92%(30 from 37 eligible respondents), 98% (26 from 41 eligible respondents), and 94% (24 from 33 eligible respondents) respectively, despite the challenging circumstances of the pandemic. [61]

Our first cohort of apprenticeship learners will graduate in 2023. Historically smaller cohorts in January, April, and July mean data have been more volatile. However, continuation is strong and improving, with extremely high continuation rates between Levels 4 and 5 for October 2021 and January 2022 starters, and progression between Levels 5 and 6 at 89% and 100% for October 2020 and January 2021 starters, respectively.[62]

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[59] '2022 Graduation Cohort. Disabled Students' Completion and Good Degree Data.' Unpublished. Held in the SSD document management system.

[60] 'DLHE Graduate Outcomes Report 2018,' p. 5. Held in the Quality document management system.

[61] Ibid.; 'Graduate Outcomes Survey Results 2021'; 'Graduate Outcomes Survey Results 2022.' All held in the Registry document management system.

[62] 'Continuation October 2022 Apprenticeship Starters.' Unpublished. Held in the EDGE document management system.

Cohort	Level 4	Level 5	Level 6
October 2020	14	(64.28.%)	(57.14%)
January 2021		(57.14%)	(57.14%)
April 2021		(80%)	TBD
July 2021			TBD
October 2021	31	29 (94%)	TBD
January 2022	38	38 (100%)	TBD

Table showing student continuation on undergraduate degree apprenticeship programmes

Learners progress professionally while on the apprenticeship programme. At a July 2022 audit point, 21 of the then 88 learners had secured promotion or a more senior position with another employer. This included learners from the January 2022 cohort.[63]

Internal data on continuation and completion rates shows that our small numbers are the most significant factor in our performance being materially below the TEF benchmark.

This shows that students are engaged, motivated, and supported to complete their studies, for example by Support to Study.

Rates of continuation and completion for students on standard undergraduate programmes are turning a corner. The year 4 rates of 91% for continuation and 83.3% for completion show an upwards trajectory and narrowing of the deficit with the TEF benchmark.

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[63] 'Apprenticeship Learner in Course Progression Survey Nov 2022.' Unpublished; 'Oct 2022 Apprenticeship Starters' L4-L5 Completion.' Unpublished. Both held in the EDGE document management system.

9. Educational Gains

9a Intended Educational Gains - Unleashing the Power of Learning and Discovery

Throughout our short but eventful institutional history, our founding principles have remained a part of our DNA. In becoming Northeastern University London, we have refined and developed these values. We think of this as "personalisation meets experience." Northeastern's 2025 academic plan sets out a commitment to rethinking "classrooms, campuses and communities as a global university system of unbounded spaces to experience, understand, and solve challenges in their evolving contexts."[65] The pillars of this academic plan provide the frame for our strategy and for our intended educational gains.[66] As we state above, our students will graduate empowered to make a meaningful impact, and set up for personal and professional success. They will be:

- **agile across disciplinary boundaries,** combining rigorous discipline-specific knowledge and skills with the wide-ranging competencies across disciplines that are needed to address complex 21st Century problems;

- **entrepreneurial & innovative**, able to identify pressing real-world challenges, and apply academic knowledge and skills effectively in diverse contexts to collaboratively pursue actionable, ethical, solutions;

- **networked locally and globally**, included and inclusive members of an open, lively, and diverse global and local alumni, student, employer, and research community.

These key strategic priorities have allowed us to charter our course since 2020. In 2023, half-way through our 2020-25 strategic plan, we will celebrate the important milestone of our new double validated degrees. These degrees exemplify to an even greater extent our founding mission and strategy.

9b Our approach to support these educational gains

- **Agile across disciplinary boundaries**

Historically, we have supported **agility** by providing our students with a **broad interdisciplinary base**, illustrated by our "course tourism," our non-credit bearding Diploma and the fact that more

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[65] 'Northeastern Academic Plan, Experience Unleashed: A revolutionary vision for learning and discovery.''Available at:
https://academicplan.northeastern.edu/#_ga=2.67448081.102245486.1673259519-801908515.1656414482
[66] 'Northeastern University London Strategic Plan 2020-2025.' Available at
https://www.nulondon.ac.uk/wp-content/uploads/2022/12/Northeastern-University-London-Strategic-Plan-2020-2025-2.2.pdf

recently our range of course offerings have expanded beyond the humanities. Here, we are spear-heading ground-breaking programmes, such as the MSc in *Responsible AI*.[67]

In our new double degrees, launching in September 2023, this agility and breadth will become integrated in credit-bearing courses. Building on the NCH Diploma and leaning on Northeastern's revolutionary NUpath core curriculum, we have also embedded eleven Core Competencies (ranging from "analysing and using data" to "understanding societies and institutions" and 'employing ethical reasoning", and "exploring creative expression and innovation" to "conducting formal and quantitative reasoning" and "writing across audiences") across our degrees.[68] Students will be expected to explore other disciplines and thematic areas (e.g., sustainability), and may build pathways, which are recognised on their transcripts. This is done via a combination of elective courses from other disciplines and selected thematic interdisciplinary-courses.

Our small group teaching and regular office hours hone agility in thinking and communication. The **personalisation** of our curriculum empowers student-generated **diversity** programming. Team-teaching and regular office hours are key. Equally, being afforded the opportunity to situate themselves in relation to the material enables learners to start to see themselves as researchers and explorers empowered to chart their own educational journey. Students also gain agility by an increasing number of courses that centre diversity in subject matter or approach and teaching and learning methods that are regularly scrutinised for their inclusivity.

From 2022-23 our first year UG students also have access to an Academic Advisor. Since the beginning of the year, 52 students (16% of total UG student numbers for 2022-23) have booked 85 appointments with the Academic Advisor. 17 students have booked multiple appointments, with seven students having booked three sessions or more.[69] In addition, the University Library Officer is writing a Collection Development Policy to ensure targeted measures to support student engagement with library and learning resources. From March 2023, the Library Officer will have space in the Student Hub where they can be easily and quickly available, several hours a week, to answer students' questions. In addition, NU Library provides a 24/7 LibChat service and one-to-one interaction with subject librarians for NU Library-related queries. We will build a stronger connection between academic and welfare support through the Student Welfare Oversight Group, constituted in 2022-23. This group comprises Academic Registrar, members of SSD, and Associate Dean of Teaching & Learning, and uses both academic and non-academic indicators as early flags for additional support.

Our ambition for our students is that they develop holistically, and move with ease between disciplines, rather than isolate themselves in silos. An outstanding example is "Ignatius Sancho's London," which forms part of Dr Oliver Ayers' wider multiyear Mapping Black London

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[67] Please see 'MSc Responsible Artificial Intelligence.' Available at https://www.nulondon.ac.uk/degrees/postgraduate/responsible-ai/
[68] Please see 'NUpath: learning, knowing, doing, leading.' Available at https://www.northeastern.edu/core/
[69] 'Academic Advisor Domestic Appointments Oct22-Jan23.' Held in the SSD document management system. Note that this figure does not include email contact.

project. This has led to collaboration with the London Metropolitan Archives on their forthcoming exhibition 'Unforgotten Lives' which celebrates the multiracial presence in London in the period 1560 to 1840. The students have contributed research on the life stories that will form part of the exhibition which will run from April 23 to March 24.[70]

The diversity of student researchers on Mapping Black London is just one example of how our learners enhance their graduate prospects by learning how to communicate and collaborate across specialisms and contexts.

All of our new double degrees have been redesigned with diversity in mind. New courses include: Humanity Transformed - The Axial Age in Ancient Eurasia (History); Decolonising International Affairs (Politics & IR); North American Narratives/Counternarratives (English), Feminism (Philosophy), Political Thought Beyond Europe (Politics & IR). World History Until 1945 considers world history from both a global and an environmental perspective.[71] All these courses are themselves the product of an intense co-design process with our US colleagues.

In 2023, we will be developing new mandatory online EDI training (through AdvanceHE) for all faculty. This will be undertaken as an onboarding requirement for all new joiners thereafter. This will be developed upon with further, more nuanced in-person training in Cultural Intelligence during the calendar year.

Development of people at the heart of ongoing **innovation of teaching and learning** and student experience. We have committed funds to support an ambitious programme of growth in the AdvanceHE Fellowship scheme over the next four years. The immediate priority is for 20 members of faculty who currently do not have a teaching qualification or any level AdvanceHE Fellowship to achieve either FHEA or SFHEA, depending on role, by the end of the 2022-23 academic year. To this end, Alison Statham SFHEA, our Associate Dean of Teaching and Learning, and Marianna Koli PFHEA, Dean of Education in Business and Economics, have convened a rigorous programme of development sessions, support and mentoring. A writing accountability buddy system, organised by our writing faculty, aims to support colleagues to carve out the time to write in their busy schedules. We will also increase the number of PFHEA accredited senior academic staff (Dean, Associate Deans, and Heads of Faculty) from one to five by the end of the 2023-24 academic year. We will join AdvanceHE and develop an "in house" accreditation process with a Postgraduate Certificate in Applied Practice (PgCAP) which will have FHEA as an outcome.

- **Entrepreneurial & innovative**

We see student immersion in local networks as key to fostering their **entrepreneurial** and employability skills. History of Art regularly organises object handling sessions behind the

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[70] '*Unforgotten Lives: Rediscovering Londoners of African, Caribbean, Asian and Indigenous Heritage 1560-1860.* A free exhibition at London Metropolitan Archives. Poster Draft.' Unpublished. Held in the History Faculty document management system.
[71] Course Descriptors held in the Quality document management system.

scenes at the Victoria and Albert Museum, the British Museum and private art galleries like the Sam Fogg Gallery in Mayfair which curators which have, for example, led to some work placements in these collections. This type of privileged learning presents an invaluable advantage for our learners, given that principal student destinations upon graduation focus on areas of employment and economic activity for which London is a national and global centre.

On our new degrees, this will be supplemented by our Entrepreneurship Hub on Vine Street (in the City of London). Students will be plugged into local start-up ecosystems and the Hub will also community-led and -engaged projects and outreach, for example Start Summits. This in turn builds on our Apprenticeships' current Skills Bootcamps (part of the Government's Lifetime Skills Guarantee and Plan for Jobs, developed in partnership with employers). This is one example of initiatives which involve local communities that will significantly contribute to us meeting our Access and Participation Plan commits us to increase the percentage of POLAR4 Quintiles 1 and 2 (aggregate) students by 11% (from a baseline of 8%; the 2-year average of 2016-17 to 2017-18), to reach 20% by 2024-25, and to double the percentage of IMD Quintile 1 students (from a baseline of 6%; the 2-year average of 2016-17 to 2017-18), to 11% by 2024-25.[72]

From 2023-24, **experiential learning** will be further enabled through: credit-bearing XN (Experiential Network) projects, which help students engage in experiential learning with real-world partners, expanded internship and co-op opportunities, staff-student research projects, and increased initiatives to bring our partners onto campus, such as 'day in the life of' events.[73] Here we build on our current strengths in employability and entrepreneurship building through LAUNCH (see section 3b).

We provide space for students to pursue extracurricular activities which will enhance their educational gain and employment opportunities. Timetables are designed to free up meaningful capacity to combine independent study with volunteering and paid work, which enables students to enhance their skills, apply their knowledge to real world contexts, and establish networks to make them highly attractive in a competitive graduate market. Apprentices are provided with space to catch up on ServiceNow training. The two weeks of induction at Levels 5 and 6 and the six weeks' learning break between levels are popular times for this activity.

Our current apprentices gain a competitive edge by having access to ServiceNow credentials and microcredentials. This opportunity will also be available to students on our new BSc Applied Technology and Digital Solutions programme, launching in January 2023, and specifically targeted at students without an apprenticeship. We are also securing professional accreditation for our UG courses. The new double degrees in Data Science and Computer Science have been deliberately designed to meet the requirements for accreditation by the British Computer

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[72] 'New College of the Humanities (Northeastern University London from July 2022) Access and Participation Plan 2020-21 to 2024-25.' Available at https://www.nulondon.ac.uk/wp-content/uploads/2022/07/Copy-of-NCH-at-Northeastern-Access-and-Participation-Plan-2020-21-to-2024-25-for-Marketing.pdf
[73] 'The Experiential Network (XN).' Available at https://careers.northeastern.edu/experiential-network/

Society (BCS). We will begin to work with the BCS on the accreditation documentation in January 2023.

A draft application for British Psychological Society (BPS) accreditation is in hand and should be ready for submission in February 2023. Students who then opt to take additional Boston credits on the Association for Behaviour Analysis International (ABAI) track will complete an approved programme, which allows students to sit for initial licensure, and be poised to complete an accelerated Masters' towards full licensure. This is a clear educational gain for those students, who will then achieve recognition to practise in both the United Kingdom and United States. Northeastern University's D'Amore-McKim School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Our new double-validated Business degrees, launching in 2023-24 will benefit from this accreditation, and we will align the School's Assurance of Learning process, which is integral to the accreditation, to our courses. This provides additional assurance to students and graduates that continual reflective review and revision to how we support and enhance their learning experience is integral to our quality monitoring processes.

- **Networked locally and globally**

We will support students in building and maintaining **global networks** by opening global study opportunities in the extensive Northeastern network for them. From 2023-24 students will complete a UK degree programme in three years and have the opportunity to take the US equivalent of an additional 120 credits to achieve a separate US qualification in their discipline. This is achieved through credit transfer, and via a range of study options. Students will choose between taking the additional credits alongside their UK degree or during an additional year of study in Boston. This increases the accessibility of the opportunity, enabling students to design a personalised programme. It will also enhance employability as the double qualification facilitates access to both the UK and US graduate markets.

We will foster students' engagement with local networks by, for example, building on our existing LAUNCH visiting speakers event series and industry mentoring.

9c Evidence of the gains achieved by the provider's students

The articulation of intended gains and credible approaches for delivering these above sets the parameters for our next TEF submission. We are planning to establish robust methods for the collection and interpretation of quantitative and qualitative data. Collected and managed centrally in a data hub, this will build an evidence-based process of managing and improving all aspects covered by the TEF.

We are at the beginning of our journey with this. However, measures will, among others, include:

- Revision of all internal qualitative reports, surveys, reviews and feedback forms to include the capturing of quantitative data.
- Review of our qualitative data collection methods, analysis and dissemination to increase transparency and usability.
- Integration of automatic data-collection systems where possible. For example, the integration of Looker Studio with Canvas will in future allow faculty and professional services to initiate early support for under engaged students, as well as providing additional exercises for fully engaged students.[74]
- Working on building a proactive and positive data culture among students and staff.

We expect to monitor, evaluate, and evidence educational gain via the following non-exhaustive list of indicators:

Agile across disciplinary boundaries	Entrepreneurial & innovative	Networked locally and globally
- Correlation between the number and range of Core Attributes achieved and/or the numbers of electives taken by Single Honours students outside their main degree discipline and "good degrees"/ sector of employment.	-Correlation between apprenticeship learners who engage with additional credentials and micro credentials, with promotion (both in- and post-programme), and "good" degrees. - Correlation between student engagement with XN projects or research assistance projects and continuation, completion, and "good" degrees. - Correlation between students completing a challenge-based elective pathway "Sustainability" and student satisfaction, "good degrees," the number and range of student entrepreneurship and venture creation initiatives, number of Linkedin connections, and employment.	-Number of students opting to progress to the Boston degree. -Progression rates for these students via Northeastern University (Boston) data on graduate destinations. -Percentage of students who opt to take the semester in Boston achieving "good" degrees (UK award). - Percentage of students who enrol in mobility and exchange programmes within the Northeastern global network achieving "good" degrees.
- Completion and continuation rates, and percentage of "good" degrees for disabled, Quintile 1/2, mature, and BAME students, plus continuation and completion rates for commuter students (including where these demographics intersect). - Completion and continuation rates, and percentage of "good" degrees, including "value added" for widening participation admissions. - Completion and continuation rates, and percentage of "good" degrees for students on the Support to Study programme.		

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[74] 'Evidence-based teaching and operations management.' Unpublished. Held in the VLE and Learning Resources Team document management system.