



**Northumbria
University**
NEWCASTLE

Review Framework		Ref: PL.028-v005	
Brief Description & Purpose:	Northumbria internal review processes are driven by the Office for Students (OfS) Conditions of Registration and the Quality Assurance Agency (QAA) UK Quality Code, Advice and Guidance. This Review Framework relates to module, programme and periodic review and to student Learning and Teaching surveys; this is regularly reviewed by Education Committee.		
Applicable to (list cohorts):	Staff: All staff	Students: All students	Third Parties: All who are in a formal relationship with the University
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CONTENTS

1	Introduction	1
1.1	Office for Students (OfS) and the Quality Assurance Agency (QAA)	1
1.2	Continuous Programme Performance Review (CPPR)	1
1.3	Periodic Review (PR).....	1
1.4	Professional Statutory Regulatory Bodies (PSRB)	1
1.5	Learning and Teaching Surveys (LTS)	2
1.6	Abbreviations / Acronyms	2
2	Continuous Programme Performance Review.....	2
2.1	Aims of Continuous Programme Performance Review (CPPR)	2
2.2	Objectives of Continuous Programme Performance Review (CPPR)	2
2.3	Stages and Timeline	2
2.4	Review and Reporting	3
2.5	Documentation and Data	3
2.6	Programme Clusters.....	4
2.7	Continuous Programme Performance Review System	4
2.8	Academic Responsibilities	4
2.9	Student Feedback and Consultation.....	4
2.10	Governance and Responsibilities	4
3	Periodic Review	5
3.1	Introduction	5
3.2	Aims of Periodic Review	5
3.3	Integration of Periodic Review into CPPR	5
3.4	Scope of Periodic Review	7
3.5	Periodic Review Process	7
3.6	The Review Panel.....	8
4	Professional Statutory Regulatory Body (PSRB) Accreditation.....	9
4.1	Introduction	9
4.2	Procedures for reporting programme accreditation	9
4.3	Actions for Quality and Teaching Excellence	9
4.4	Documentation.....	10
5	Learning and Teaching Surveys.....	10
5.1	Introduction	10
5.2	Programme Level Surveys (PLS)	10
6	Appendices.....	11
6.1	Appendix 1 – Abbreviations / Acronyms	11

1 Introduction

1.1 Office for Students (OfS) and the Quality Assurance Agency (QAA)

Northumbria internal review processes are driven by the Office for Students (OfS)¹ Conditions of Registration and the Quality Assurance Agency (QAA)² UK Quality Code, Advice and Guidance. This Review Framework relates to module, programme and periodic review and to student Learning and Teaching surveys; this is regularly reviewed by Education Committee.

1.2 Continuous Programme Performance Review (CPPR)

Continuous Programme Performance Review (CPPR) is a robust student-focused assurance and enhancement tool aligned to the Office for Students (OfS) Quality and Standards, B3 Condition of Registration, and QAA advice and guidance. It is a key element of the following processes:

- Institutional performance review (e.g. alignment with Office for Students (OfS) and Quality and Standards)
- Partner performance review (including Transnational Education, Degree Apprenticeships, Foundation Years)
- Institutional Periodic Review

1.3 Periodic Review (PR)

Periodic Review (PR) is a key part of Northumbria University's quality assurance processes and an integral part of our Review Framework. PR provides a clear indication of compliance with the requirements around the Office for Students (OfS) conditions. It has a 4-year cycle and undertakes a data driven approach to review. A summary of arrangements for PR is provided in Section 3.

1.4 Professional Statutory Regulatory Bodies (PSRB)

Northumbria programmes are accredited by many Professional Statutory Regulatory Bodies (PSRB). An accredited programme is defined as one which is recognised by an accrediting body and may confer membership, chartered status, partial exemption or license to practice. Accreditation may be any process of approval leading to assurance that a programme meets the standards required by a particular profession. The procedure for reporting on programme accreditation is provided in Section 4. Summary information of PSRB activity is published on the Northumbria website³.

¹ See: <https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/>

² See: <https://www.qaa.ac.uk/quality-code/advice-and-guidance>

³ See <https://www.northumbria.ac.uk/about-us/university-services/student-library-and-academic-services/quality-and-teaching-excellence/professional-statutory-and-regulatory-bodies/>

1.5 Learning and Teaching Surveys (LTS)

Learning and Teaching Surveys (LTS) are an integral part of our Review Framework and an effective way of gathering student feedback. A summary of arrangements for Learning and Teaching evaluation questionnaires is provided in Section 5.

1.6 Abbreviations / Acronyms

A list of abbreviations / acronyms used in this Review Framework is given in Appendix 1.

2 Continuous Programme Performance Review

2.1 Aims of Continuous Programme Performance Review (CPPR)

CPPR delivers continuous assessment of quality and standards, academic performance, and student experience and outcomes through the robust evaluation of modules and programmes (and as appropriate subjects) at undergraduate (UG) and Postgraduate Taught (PGT) levels. This is enabled using the presentation of and response to pre-populated performance data at agreed points in the academic year, and the subsequent implementation of actions and prioritisation of resources.

CPPR supports compliance with the OfS Quality and Standards Conditions whilst supporting the Institution to secure the highest-level of Teaching Excellence and Student Outcomes Framework (TEF) rating.

2.2 Objectives of Continuous Programme Performance Review (CPPR)

CPPR drives achievement of upper quartile student outcomes by implementing impactful actions in response to student feedback and student outcome data on retention, progression, achievement, and employability.

CPPR enhances the student academic experience by formalising student engagement and implementing impactful actions in response to student experience Learning and Teaching surveys including the National Student Survey (NSS) data.

2.3 Stages and Timeline

The CPPR process and timeline will be delivered across all undergraduate (UG) and postgraduate taught (PGT) programmes, including apprenticeships and those operating on non-standard academic calendars. This also includes programmes delivered at our London Campus and through Transnational Education (TNE).

CPPR is a cyclical process based on the review of performance data, and implementation and evaluation of actions at agreed points in a given academic year. The focus of each of the review points will be informed by the publication of key datasets throughout the academic year. A data mapping document will detail the publication dates for each dataset and, at each review point, SMART actions in response to an analysis of the data will be agreed and recorded for action.

2.4 Review and Reporting

CPPR review and reporting is informed by the following principles.

- The quality and standards of student outcomes and the student experience is the responsibility of colleagues relative to their role (e.g. module, programme, subject, school, faculty and university levels).
- Performance data provided will reflect the appropriate level of responsibility and will be produced by Strategic Planning and Performance (SPP) and the Student Library and Academic Services (SLAS) Data Team in accordance with criteria informed by the OfS, Higher Education Statistics Agency (HESA) and future TEF requirements.
- Student engagement will be reflective of the stages of review to capture student voice and feedback on learning, teaching and actions taken.
- SMART actions will be developed at each stage and level, as appropriate, to enable impactful interventions as relevant to be implemented, monitored, measured and evaluated within the academic year.

Faculty Associate Pro Vice-Chancellors Education (FAPVCE) and the Pro-Vice Chancellor London Campus are accountable for CPPR in the Faculties and London Campus, and for enabling Education Committee (EC), and its sub-committees to assure quality and standards across the University. Faculty Associate Pro Vice-Chancellors International and Educational Partnerships will be required to provide input and oversight for provision within their area.

Accountability for the delivery and completion of CPPR is held by the FAPVCE reporting to EC, Academic Board (AB), and the Board of Governors, delegated through quality and standards, university, faculty and department structures.

2.5 Documentation and Data

CPPR enables collaborative review at a school level, designed to elicit a continuous improvement narrative. It is focused on an analysis of performance, enabled by an assessment of key datasets, and the evaluation of impact of actions implemented with feedback and discussions on datasets included in the relevant CPPR form.

Key topics covered are.

- Student Feedback (e.g. NSS, internal Learning & Teaching student surveys)
- Graduate Outcomes
- Career Readiness
- Student Performance
- Student Retention
- Academic Misconduct
- Enhancement / Good Practice

Additional datasets, focusing on the Apprenticeship Accountability Framework (AAF) and Qualification Achievement Rates (QAR) are made available for apprenticeship programmes.

Where modules or programmes are delivered by or with partners (e.g. TNE), partner performance must be considered as part of the CPPR process and any resulting actions identified. Not all datasets are relevant for partners but for example, student performance and survey data are also available for TNE.

2.6 Programme Clusters

Related programmes have been grouped together to accurately identify programme variants across the Institution, inform programme portfolio management and provide a streamlined approach to review requirements by allowing programmes to be grouped effectively for meaningful continuous programme performance review, using agreed principles.

It is expected, for example, that all programmes with the same level and title regardless of location or mode (e.g. at Northumbria, London, and UK and Transnational Education partners) will be combined into the same cluster, to ensure that revisions to academic content or reviews of performance can be made to all programme variants at the same time.

These principles are maintained within the Approvals and Revisions team in Academic Registry, and related queries on cluster groupings should be directed to that team.

2.7 Continuous Programme Performance Review System

The CPPR system is driven using the Microsoft Teams platform with a Teams site available per school.

The Teams sites are designed to enable a collaborative space, providing staff with direct access to the relevant CPPR forms, links to datasets and action records.

2.8 Academic Responsibilities

Colleagues from all faculties and schools, the London Campus and partner organisations will interact with the CPPR process as appropriate for their role as detailed in the [CPPR Guidance](#).

2.9 Student Feedback and Consultation

The purpose of student consultation and providing feedback, as part of CPPR, is as follows.

- To demonstrate, to students, the benefit of Learning and Teaching surveys and other data and feedback collection methods.
- Students will be invited to be part of the process and in turn encourage participation engagement.
- To formally embed consultation as part of the process ensuring consistency across stages, programmes and schools.
- To emphasise that CPPR is a co-collaborative approach in working with students as partners.

2.10 Governance and Responsibilities

CPPR reports are approved by Faculty Executive Groups (FEG) before onward reporting to relevant committees and sub-committees including Academic Board.

The responsibilities of Committees and Boards are as described below.

- i. Quality and Standards Sub-Committee (QSSC)

QSSC is a sub-committee of EC, responsible for the management, evaluation and development of CPPR in areas pertaining to quality and standards, including consideration of the FEG minutes relating to CPPR.

ii. Apprenticeship Sub-Committee (ASC)

The ASC is a sub-committee of EC. Its primary purpose is to lead the apprenticeship portfolio, ensuring alignment to the University and Education Strategy, and external regulatory frameworks. It provides a forum for discussion, review and approval (as appropriate) of all issues pertaining to apprenticeships.

iii. Education Committee (EC)

The primary purpose of EC is to provide strategy and policy oversight for teaching excellence and student learning and experience activities at the University. Via its sub-committees it receives high-level summaries of the main university-wide issues identified through the CPPR process, and approves appropriate outcomes as required

iv. Academic Board (AB)

Academic Board receive an annual overview report of the CPPR process, including a summary of any areas of concern that would impact on overall quality and standards.

3 Periodic Review

3.1 Introduction

PR differs from CPPR as it provides the opportunity for schools to consider 4 years' worth of data trends, while CPPR is focussed on shorter term, live trends. Annual CPPR reports are included as part of the evidence base for PR events.

PR provides schools the opportunity to celebrate their achievements over the last 4-year period during the review. Outcomes of PR events are shared throughout the University, to staff and students alike to share best practice while also highlighting areas for development.

3.2 Aims of Periodic Review

PR is a peer review process that assures the quality and standards of programmes within a school. It enables the following.

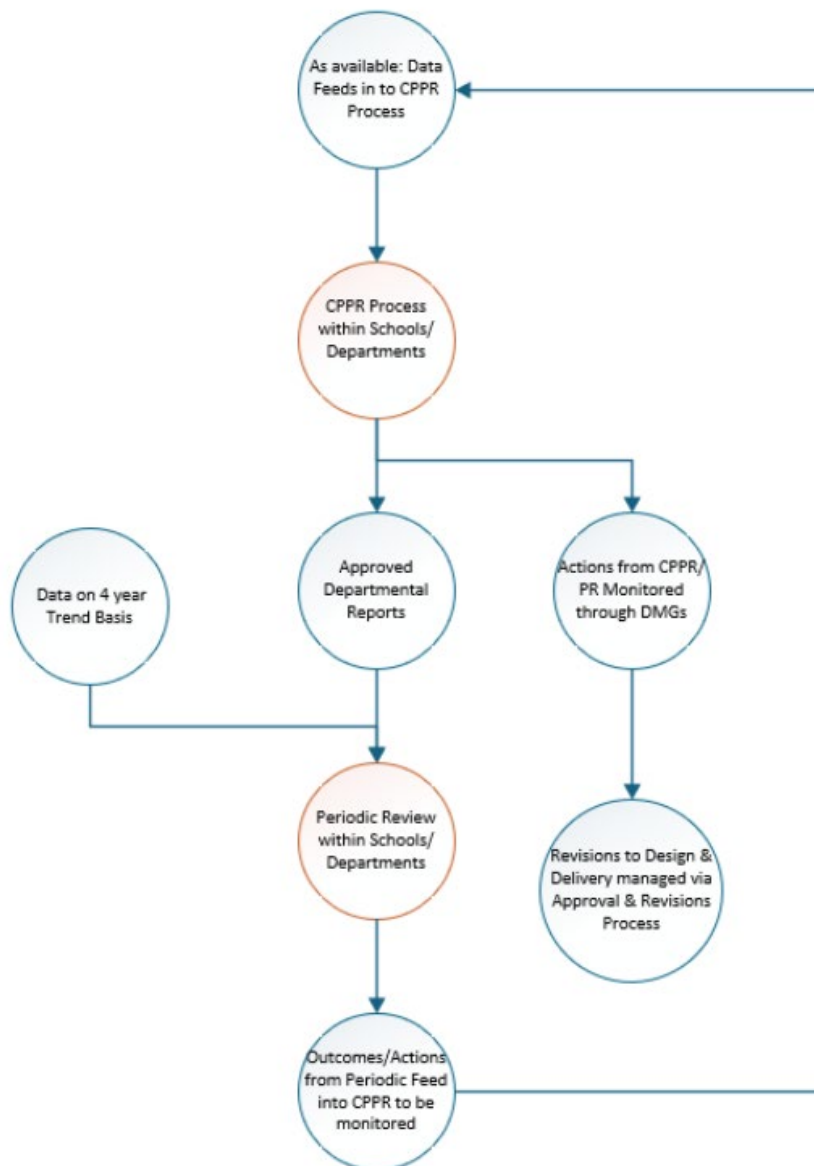
- PR is an opportunity to consider data sets with the perspective of a four-year trend and analyse any trends.
- It helps to provide evidence of impact on student experience and outcomes.
- PR allows schools to celebrate any achievements over the last 4-year period and to identify appropriate actions.

PR is not a process of validation or re-validation; Northumbria programmes (excluding collaborative programmes) are re-validated when required and not on a fixed cycle.

3.3 Integration of Periodic Review into CPPR

PR will feed into the university CPPR process by ensuring any actions/outcomes from the review are fed into CPPR, ensuring that any impact of actions can be monitored.

Figure 1: Flowchart Showing how Periodic Review Feeds into the University CPPR Process



3.4 Scope of Periodic Review

PR covers taught provision within a school or campus, covering the following provision.

- Undergraduate
- Postgraduate
- Apprenticeships
- Transnational Education (TNE)
- Continuing Professional Development (CPD)

During the PR event, each school will deliver presentations, followed by questions from a panel, covering the following.

- Data trends and associated actions.
- Data includes, but is not limited, to an OfS B3 dashboard and CPPR flagged data and reports pertaining to NSS, Graduate Outcomes, Career Readiness and student module performance statistics.
- Explanation as to how the school's delivery aligns with the Education Strategic Delivery Plan and any relevant actions that have been delivered.
- Consideration of Student Feedback and Employer/Partner Liaison.

3.5 Periodic Review Process

A schedule will be defined to confirm which schools/partners will be reviewed in an upcoming academic year. Specific guidance around the process can be found on the [Periodic Review Intranet Page](#).

Preparation for a scheduled review will include, the Quality Review (QR) team contacting the relevant school undergoing review, arrangement of a preparatory meeting between QR and the Head of School and representatives, agreeing a timeline of data release and submission of completed presentations.

Finalised presentations will be shared in advance with the Panel and a pre-event Panel meeting will be held to discuss any questions that may have arisen from the prepared presentation and data.

PR events will normally take place over 1 working day. A typical agenda will be made available to the school but can be nuanced as agreed by the Panel and school staff.

Any recommendations and actions arising from the review will be monitored through the school CPPR report and actions.

3.6 The Review Panel

A PR event Panel will be constituted as follows.

Internal Membership	
Chair of Panel (DFPVC Education/PVC London Campus)	
Non-Faculty Internal Panel Member	
Faculty Internal Panel Member	
Panel Member Internal to Institution - Themed around the data/ specialisms within Dept – e.g. apprenticeships, TNE, Data)	
Graduate Futures	
Students Union Sabbatical Officer	
External Membership	
External Panel Member	
Non-Panel Staff Member Quality Review Team Support	
QTE Manager	
QTE Coordinator	

The review will be facilitated by the QR team, and the size of the Panel and member type may be adjusted as required.

External panel members will be nominated by the school and confirmed to the QR team who will arrange for Faculty approval, via the Faculty Education Committee (FEC). External panel members will not normally have been External Examiners and the University, for the provision being reviewed, within the last five years. External reviewer nomination forms can be provided by the Quality Review Team.

The Students' Union nominee is included as a full panel member to provide a student voice in the review process. The Students' Union will indicate, at the start of the academic year, which of its Sabbatical Officers will undertake this responsibility.

4 Professional Statutory Regulatory Body (PSRB) Accreditation

4.1 Introduction

Professional, Statutory and Regulatory Bodies (PSRBs) are a very diverse group of professional and employer bodies, regulators, and those with statutory authority over a profession or group of professionals. PSRBs set the standards for, and regulate entry into, profession(s) and are authorised to accredit, approve or recognise specific programmes leading to the relevant professional qualification(s), for which they may have a statutory or regulatory responsibility.

Northumbria programmes are accredited by many PSRBs. An accredited programme is defined as one which is recognised by an accrediting body and may confer membership, chartered status, partial exemption or license to practice. Accreditation may be any process of approval leading to assurance that a programme meets the standards required by a particular profession. This is an important aspect of NU provision, given the impact on student employment prospects. In some cases, it provides a licence to practice.

External regulatory review may use PSRB accreditation reports as part of the evidence base in line with – home or international – conditions of registration / requirements applicable.

The following process for Faculty and University oversight of this activity will ensure that it is accurately reported internally and externally. This is particularly important for information on accreditation which contributes to data published on the Unistats website, i.e. for UG programmes with HESA recognised accreditation⁴.

4.2 Procedures for reporting programme accreditation

A range of methods and approaches is used to determine accreditation, as specified by PSRB. For this Framework, any activity which has an impact on programme accreditation/re-accreditation is described as a PSRB event.

When formal notification of the outcome of a PSRB event is received, the Quality and Teaching Excellence team (PSRB) will report to relevant governance committees using a mixture of qualitative feedback and quantitative data, as well as provide a summary of activities undertaken at the end of each academic year.

4.3 Actions for Quality and Teaching Excellence

Student Record System to be updated with relevant outcome and monitoring data.

Education Committee oversight maintained through reports of PSRB activities via its sub-committee(s).

⁴ A list of PSRBs recognised by HESA can be found at:
https://www.hesa.ac.uk/collection/c24061/accreditation_list

Update of PSRB details on University web pages (internal and external).

Completion of annual checking and auditing process.

4.4 Documentation

Full documentation relating to a PSRB accreditation / re-accreditation / recognition event should be retained within Quality and Teaching Excellence (PSRB) and will form part of the evidence base for internal Periodic Review, and may be required for external review, in line with the institutional records retention policy.

Summary information on accreditation and links to documentation relating to this process is available via the Staff Intranet⁵.

5 Learning and Teaching Surveys

5.1 Introduction

Learning and Teaching surveys (LTS) are used to obtain programme and module feedback from students. It is expected that student feedback will be collected and responded to promptly. This will be monitored via CPPR and PR.

5.2 Programme Level Surveys (PLS)

Programmes and modules (unless exempt) will be evaluated by PLS once a semester/term. This evaluation will take place at the mid-point of the teaching semester/term regardless of delivery patterns, subject to Bank Holiday and other vacation dates.

PLS are facilitated via a specific piece of software, Explorance Blue, facilitated by the QR team. Survey results are disseminated via reports from Explorance Blue and satisfaction scores, by category of question, are also incorporated in CPPR statistics.

Results of the approved question set and response to any issues raised are reported in CPPR and results retained by the Programme Leader.

Most final year undergraduate students are externally surveyed by Ipsos MORI for National Student Survey (NSS). The survey is carried out early in the calendar year and results published in the following July on the OfS website⁶. Satisfaction scores (by category of question) are incorporated in CPPR statistics.

⁵ See: <https://livenorthumbriaac.sharepoint.com/sites/slas/qs/Pages/PSRBs.aspx>

⁶ See <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/download-the-nss-data/>

6 Appendices

6.1 Appendix 1 – Abbreviations / Acronyms

Acronym	Full Name
AAF	Apprenticeship Accountability Framework
CPPR	Continuous Programme Performance Review
Department	The area of academic study for Periodic Review
DQB	Designated Quality Body
HESA	Higher Education Statistics Agency
MEQ	Module Evaluation Questionnaire
NSS	National Student Survey
OfS	Office for Students
PR	Periodic Review
PVC (E)	Pro Vice-Chancellor (Education)
PSRB	Professional, Statutory and Regulatory Bodies (PSRBs) are a very diverse group of professional and employer bodies, regulators and those with statutory authority over a profession or group of professionals. PSRBs engage with higher education as regulators. (PSRB is also a Section of Student, Library and Academic Services (SLAS))
QAA	Quality Assurance Agency
QAR	Qualification Achievement Rates
QTE	Quality and Teaching Excellence (Section of Student, Library and Academic Services (SLAS))
Review	Review (Section of Student, Library and Academic Services (SLAS))
SED	Self-Evaluation Document
SITS	Student Records System
SWS	Student Written Submission
SU	Students' Union
SLAS	Student, Library and Academic Services
SPP	Strategic Planning and Performance
TNE	Transnational Education



Version No.	Reviewer	Date	Changes
4.0	Governance and Enhancement Administrator	28/08/2024	Administrative changes to include updated cover sheet to be in line with Policy guidance and include a change log
5.0	Quality Review Team & Registrar	20/05/2024	Policy change to move from PLS & MEQ to PLS at the mid point. Introduction of Closing the Feedback loop,. Updates to CPPR Process and Refreshed PR Process