Section 1: Introduction

1. A risk-based, proportionate, outcome-driven quality and review framework is a vital tool for ensuring the security of academic standards and the quality of learning opportunities for students. UCL’s Quality Review Framework integrates all key processes for monitoring standards, the student experience and strategic quality enhancement activities.
External Context

University College London (UCL) is responsible for the standard and quality of the awards made in its name and the quality of the programmes that lead to those awards. Responsibility for developing and delivering programmes is delegated to Departments which all aspire to excellence on taught or research programmes. These aspirations require regular monitoring, review and constructive peer dialogue to provide the necessary assurance, both to the University and to external agencies such as the Quality Assurance Agency (QAA) and the Office for Students (OfS) about standards and quality.

Purpose of the Framework

The Quality Review Framework should provide assurance to UCL of the following:

- Faculties and Departments have strategic oversight of, and take responsibility for, the academic standards and quality of their programmes, which includes undergraduate, postgraduate taught and graduate research programmes (including professional doctorates).
- All students are treated fairly, equitably and as individuals.
- Students have the opportunity to contribute to shaping their learning experience.
- Students are properly and actively informed at appropriate times of matters relevant to their programmes of study.
- There is sufficient external involvement in the design, approval and review of the curriculum.
- Staff are supported to deliver high quality student experiences.
- Innovation and creativity in the design and delivery of the curriculum is actively supported.

Principles Underpinning the Framework

The following principles underpin the entire Quality Review Framework:

- Processes for monitoring quality ought to be proportionate to the risk to the student experience and academic standards.
- The framework must ensure that the student interest is being served.
- The framework should respect the academic expertise and administrative professionalism of staff in Departments and faculties.
- Students should be engaged in all elements of the framework.
- Processes must be conducted in a consistent and systematic fashion and be underpinned by robust, high quality data.
- The framework should encourage and promote enhancement and sharing good practice.