Bangor

[f]   Progression between different levels of undergraduate courses (Level 4/5/6 & 7), and the

b) Action points for quality enhancement. This section can also be used to indicate the steps the School has identified that it needs to take to enhance quality and/or improve performance.

In addition, the School is asked to write a commentary (no more than 2 sides of A4) reflecting on the major strengths and challenges it has identified.

The scores and comments will be used as a basis for discussion during the audit.

4.1.2   In addition, the following documentation should also be supplied:

(a)   Details of the composition and responsibilities of School and where relevant College level Committees involved in teaching and research.

(b)   A chart or narrative identifying the reporting lines of these groups within the School and College.

(c)   Minutes of the School's Teaching or Quality Committee, Board of Studies and Staff-Student Committee for the previous 3 years, & Scheme of Delegated Authority for the Board of Studies.

(d)   The results of student evaluation of modules in the previous and current (where applicable) academic year.

(e)   Tutor self-evaluation/modular reviews (QA2 forms) for the previous and current (where applicable) academic year.

(f)   The most recent report of a professional body or external organisations (where relevant) on programmes offered by the School, and the School's response to any recommendations or conditions arising from the report.

(g)   A copy of the School's Welcome Week programme.

(h)

5.4 If, following the 12 month up-date, the Quality Assurance Task Group is not satisfied with progress or implementation of the action points, it can request: