

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: