**ACADEMIC PROGRAMMES**

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| Criteria | Score | Comments |
| 1. Academic programmes are rigorous and challenging. |  |  |
| 1. Please specify which external reference points (for example benchmark statements, professional body requirements) are used to define programme learning outcomes and content. |  |  |
| 1. Feedback from students, potential employers and External Examiners is used to inform programme development. |  |  |
| 1. Programmes are designed inclusively to ensure equal access by all students, including those with disabilities. |  |  |
| 1. Students acquire subject specific and transferable skills in a structured and progressive way during programmes. |  |  |
| 1. Programmes incorporate effective formal or informal periods of work-based learning and/or industrial placements as appropriate. |  |  |
| 1. Student engagement with and participation in research forms an integral part of teaching programmes. |  |  |
| 1. Module and programme learning outcomes are set at levels commensurate with levels of learning and award. |  |  |
| 1. Module learning outcomes are clearly mapped on to programme learning outcomes. |  |  |
| 1. Any changes made to programmes and modules since the most recent validation are monitored so that these can be revalidated if required by University regulations. |  |  |
| 1. In any modules that are delivered at two levels the learning outcomes and assessments are different at the two levels. |  |  |

**TEACHING AND LEARNING**

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| Criteria | Score | Comments |
| 1. Students experience a wide and appropriate range of effective learning opportunities. |  |  |
| 1. Teaching and learning aims to develop students as independent learners, researchers and/or practitioners. |  |  |
| 1. Course lecturers make effective use of Blackboard and other e-learning resources to support teaching and student development. |  |  |
| 1. Students have access to adequate library and other resources to support their learning. |  |  |
| 1. Opportunities for bilingual/Welsh medium provision have been identified and developed within the School. |  |  |
| 1. The total number of modules, their credit weightings and class sizes are monitored so that teaching is delivered effectively and efficiently. |  |  |
| 1. The School follows the University guidance in Code of Practice 07: Placement Learning when arranging, managing and supporting work placements for students. |  |  |
| 1. The School has appropriate procedures in place for arranging, supporting and monitoring students undertaking study periods overseas. |  |  |
| 1. The School has appropriate procedures in place for ensuring the accuracy of published information e.g. in the prospectus and the website. |  |  |
| 1. Students are made aware of additional hidden course costs e.g. fieldwork |  |  |

**ASSESSMENT AND FEEDBACK**

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| Criteria | Score | Comments |
| 1. Assessment methods effectively measure and are explicitly linked to achievement of learning outcomes. |  |  |
| 1. Monitoring of the amount and scheduling of assessment within modules and programmes ensures that students are not over or under-assessed and have sufficient time to complete assessed work. |  |  |
| 1. Clear, explicit and appropriate criteria for different grades of achievement are made available to students for each type of assessment. |  |  |
| 1. Assessment methods and requirements including submission deadlines are clearly communicated to students. |  |  |
| 1. Appropriate use is made of formative assessment to support student development. |  |  |
| 1. Reasonable adjustments are made in the design and conduct of assessments to ensure that disabled students are able to demonstrate fairly their acquisition of learning outcomes. |  |  |
| 1. Markers provide informative feedback on continuous assessment within four weeks of submission. |  |  |

**ASSESSMENT AND FEEDBACK continued**

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| Criteria | Score | Comments |
| 1. The School has effective means of identifying unfair practices and deals with them according to the Academic Integrity Procedure. |  |  |
| 1. Student work is double marked according to University guidelines. |  |  |
| 1. ARQUE output is used to monitor assessment and student performance. |  |  |
| 1. The School has effective and careful procedures for considering extenuating circumstances reported by students. |  |  |

**RESEARCH STUDENTS**

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| Criteria | Score | Comments |
| 1. The School has effective measures in place to support the induction and orientation of research students. |  |  |
| 1. Training of research students incorporates planned measures to support their personal development, including the Early Researcher Development Programme or other formal activity. |  |  |
| 1. Supervisors provide appropriate and timely assistance and feedback to students during the various stages of their research. |  |  |
| 1. Appropriate training and support is given to research students involved in teaching and assessment. |  |  |
| 1. Effective measures are in place to monitor and review the progress of individual students, in accordance with Regulation 03: **Regulations for Postgraduate Research Programmes.** |  |  |
| 1. All postgraduate research students undertaking extended periods of study away from the University have a named local supervisor to provide support where they are conducting their research. |  |  |
| 1. Students have opportunities to present their research findings to their peers. |  |  |
| 1. Students are encouraged to publish their research findings in relevant academic journals and to take part in external conferences. |  |  |

**STUDENT PARTICIPATION AND EXPERIENCE**

| Criteria | Score | Comments |
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| 1. The School has welcoming and effective measures for the induction of new students, including students who live at home, mature students and international students. |  |  |
| 1. School and/or programme handbooks are informative and provide accurate reference points for students. |  |  |
| 1. Consideration of health and safety matters, including risk assessment, is an integral part of programme delivery. |  |  |
| 1. Students are made fully aware of what constitutes plagiarism and other forms of unfair practice. |  |  |
| 1. Students are represented on the School Board of Studies and in other fora as appropriate and in accordance with University guidelines. |  |  |
| 1. The School has an active Staff-Student Committee that meets at least twice each semester. |  |  |
| 1. Effective mechanisms are in place for identifying matters that require discussion by the Staff-Student Committee and for communicating its deliberations and responses back to the wider student body. |  |  |
| 1. Appropriate pastoral support for students is provided by an effective tutorial system. |  |  |
| 1. Students on joint honours courses have appropriate identified points of contact in both schools. |  |  |

**STUDENT PARTICIPATION AND EXPERIENCE continued**

| Criteria | Score | Comments |
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| 1. The School has effective means of obtaining, considering and responding to issues raised by students concerning modules, programmes and placements where applicable. |  |  |
| 1. Results of external surveys (NSS, PTES, PRES) are discussed in the School’s Staff-Student Committee and Board of Studies or other committee as appropriate and feedback loops closed by communicating any issues raised and actions taken back to students. |  |  |

**ACADEMIC STAFF DEVELOPMENT**

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| Criteria | Score | Comments |
| 1. All staff participate in peer-observation of teaching on an annual basis, and appropriate records are kept. |  |  |
| 1. Appropriate procedures are in place for mentoring new and part-time teaching staff, and supervisors of research students. |  |  |
| 1. The School effectively monitors the progress of staff registered for the PGCert in Higher Education or for HEA Fellowships. |  |  |

**EXTERNAL EXAMINERS AND EXAMINING**

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| Criteria | Score | Comments |

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| 1. External examiners for taught programmes are provided with sufficient appropriate information about the courses and modules they are responsible for to enable them to fulfil their role. |  |  |
| 1. External Examiners have an opportunity to comment on a representative sample of draft continuous assessment tasks, particularly in instances where they form all or a significant proportion of the assessment of a module. |  |  |
| 1. External Examiners have an opportunity to comment on draft end-of-semester examination questions prior to the examination period. |  |  |
| 1. External Examiner and professional body reports are discussed fully in the School Staff-Student Committee and Board of Studies and/or other committees as appropriate and minuted accordingly. |  |  |
| 1. Any strengths or concerns noted by External Examiners and PSRB’s are documented in QA1 forms. |  |  |
| 1. The School responds in writing to the External Examiner to any concerns noted in his/her report. |  |  |

**COLLABORATIVE PROVISION**

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| Criteria | Score | Comments |
| 1. A signed, current agreement is in place for each of the collaborative programmes that the school is involved in. |  |  |
| 1. The School maintains regular contact with each of its partners via identified individuals, so that the collaboration continues to be managed effectively and in line with the agreements and the University's expectations. |  |  |
| 1. In the case of franchised programmes, any new staff potentially involved in delivering the programme in the partner are notified to and approved by the Bangor School before taking up their role. |  |  |
| 1. The School has mechanisms in place to ensure that any changes in curricula are discussed with and approved by the Bangor School prior to their introduction. |  |  |
| 1. The School has procedures in place to ensure that assessment processes and methods continue to be fit for purpose. |  |  |
| 1. The School has procedures in place to verify that the physical resources for learning in each centre continue to be fit for purpose. |  |  |
| 1. The School has procedures in place to ensure that the academic standards of the course delivered in the partner continue to be commensurate with the level of award and Bangor University requirements. |  |  |
| 1. The School has procedures in place to ensure that feedback from students continues to be sought, considered and responded to. |  |  |