***BSc Accounting & Finance***

There was a six-ppt descent in overall satisfaction, resulting in a score for BSc Accounting & Finance that is equivalent to the University as a whole. Indeed, approval declined on every metric, except for student voice, where there was an improvement of 11 ppts regarding course feedback being acted on (Q25). In the cases of teaching, and assessment and feedback, the fall was negligible – hence the latter was still hitting its University target of 80%, assisted by a ten-ppt increase in feedback to work being timely (Q10). Meanwhile, academic support was hampered by a plunge of 11 ppts on advice being available to make study choices (Q14).
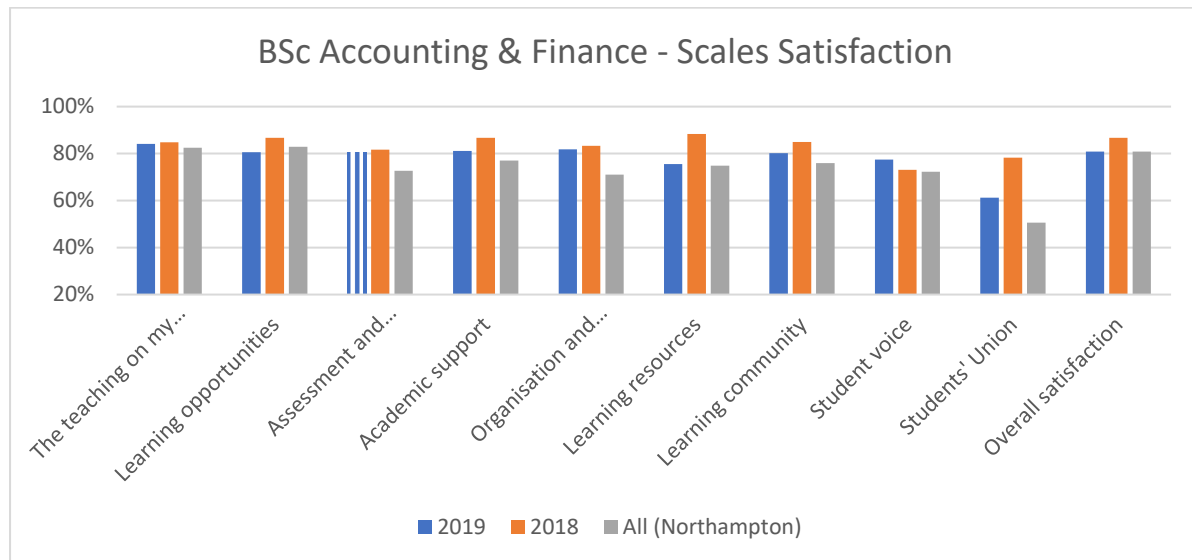
Learning resources came in for criticism, with contentment dropping by 16 ppts on IT (Q18), ten ppts on library resources (Q19) and by 13 ppts on course resources (Q20). Meanwhile, course organisation (Q15) now stands at 72%, down from 85% last year. One student wrote: "The university took us on a trip to Manchester United FC to help us to understand how the football club operates as a business … [which was beneficial for] our learning and financial reporting module." Meanwhile, the topics covered were also praised. Respondents consistently described most of the programme's lecturers as helpful; in addition, they were 'willing to share their experiences for students', together with being 'really engaging'.

However, other academic staff members were criticised (anonymously). One sample member said: "I feel like nobody really understands what he/she wants us to know for the exam." Another assailed the lack of explanation given on topics: "We are told to try [and] work it out on our own." For a third, this led to problems in both the Financial Management and Taxation modules (year two), with several students thus receiving a 'very low grade'. For one project, it was claimed that students were given conflicting messages by academic staff as to what was expected. There were further fulminations about library resources (where '10 are required to share one book', with most of the books not being 'the latest version' that form part of reading lists) and the 'bad' software.

RECOMMENDATIONS: Programme staff must take time, both in and out of the lectures, to explain content as required to students. Both the quantity and quality of library resources should be assessed, while the software used should be current and up-to-date. Assignment briefs should be clearly linked to learning outcomes and be distributed to students.