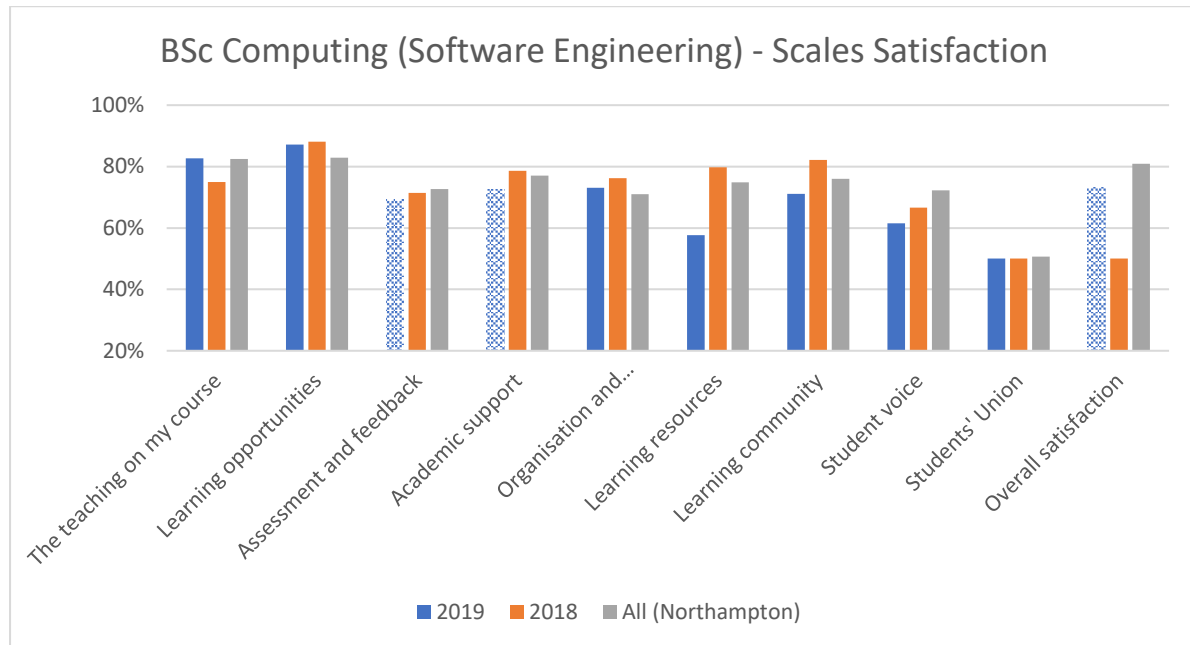


### **BSc Computing (Software Engineering)**

From 2017-18, overall satisfaction augmented by 23 ppts in BSc Computing (Software Engineering), but nevertheless still remains seven ppts below the University's threshold. This is also true for the assessment and feedback, and academic support scales where approval fell. In the latter case, timely and helpful feedback (Q10 and Q11) both posted scores below two-thirds, with contentment plunging by 13 and ten ppts respectively. However, teaching quality did improve to go beyond 80% contentment and be on a par with the University-wide figure.



A collapse of 32 ppts on the query of IT resources (Q18, learning resources scale) was seen, while course organisation (Q15, organisation and management scale) is only marginally above 60% satisfaction. Some troubling statistics were evident regarding student voice – for the most part, respondents believed that feedback mechanisms were in place (Q23), but were sceptical that staff valued their opinions (Q24) and were unaware what had been actioned as a result (Q25).

Commenters asserted that the tutors were 'very supportive', while 'most of the lecturers are really passionate about the subjects they teach'. A couple of respondents noted ease with contacting staff, with one adding: "Some lecturers have organised exterior events out of university so to help with learning on the degree."

However, sample members mostly criticised computers and software. In particular, one felt that there were 'a lack of computer facilities' at Waterside, with another requesting 'higher access levels to be able to install programmes'. A third stated: "Some modules teach out-of-date technology." Course organisation was also cited – a commuter who had one lesson a day stated 'more structured or organised timeframes of the module' was needed. Also, someone said that they could wait 'over a month' for results to be given.

**RECOMMENDATIONS:** Programme staff must ensure that the software used is current and up-to-date. Students must be given timely and clear feedback on their work, with explanations on how they can improve in future assignments. Moreover, the feedback loop needs to be closed – if no action has been taken on the back of student opinions, the reasons for this must be communicated to students.