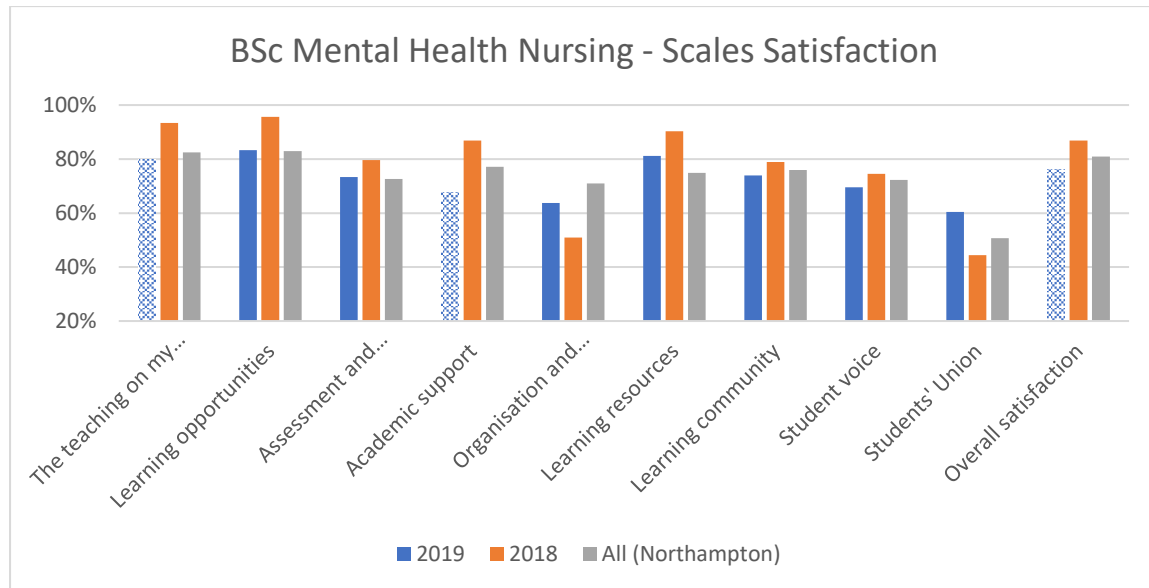


### **BSc Mental Health Nursing**

There was an 11-ppt drop from 2018 in overall satisfaction for BSc Mental Health Nursing, which took the programme below the University's threshold. Problems were also witnessed on the three other, key metrics, with teaching quality and academic support also under their respective thresholds. The latter suffered a 19-ppt collapse in rating, as now less than two-thirds claimed that they had received sufficient advice on their course (Q13) or study choices related to the course (Q14). Meanwhile, the statistic for teaching was hampered by a fall of 18 ppts as to whether the course was intellectually stimulating (Q3). On assessment and feedback, 65% thought that the marking criteria were clear (Q8), two ppts more than the figure for fair marking (Q9).



Despite organisation and management improving, just over half asserted that the course was well-organised (Q15); for student voice, 61% opined that student feedback had been acted on (Q25).

Respondents appreciated the range of placement opportunities available – indeed, one said: “[My positive] is [the] more experience [gained] especially in placement, which has helped me to be more competent and confident.” Another added: “The course was extremely informative, and the placements enabled me to develop my skills.” However, there were several complaints regarding students finding out about placements too late. One said: “Numerous times, I found out my placement area later than my peers did which was frustrating, when being a single parent and I also found my location was also not taken into account.” On a slightly different theme, another added: “Sometimes, you are given a place to go, you prepare, and you do your learning objective and then, a week before placement, you are told you have been moved to a different place.” Other points raised included deadline clashes, ‘last-minute’ changes to timetables and unclear marking criteria. Someone also suggested that marking could be made more fair with a system similar to anonymous marking.

**RECOMMENDATIONS:** The fair marking issue provides evidence for the introduction of anonymous marking across the institution, where possible. Students must be given the correct details and sufficient notice of their placements. Assignment briefs should be clearly linked to learning outcomes and be distributed to students. Better promotion of the MyNorthampton app to staff is required, so that they send out notifications to students in the event of room changes.