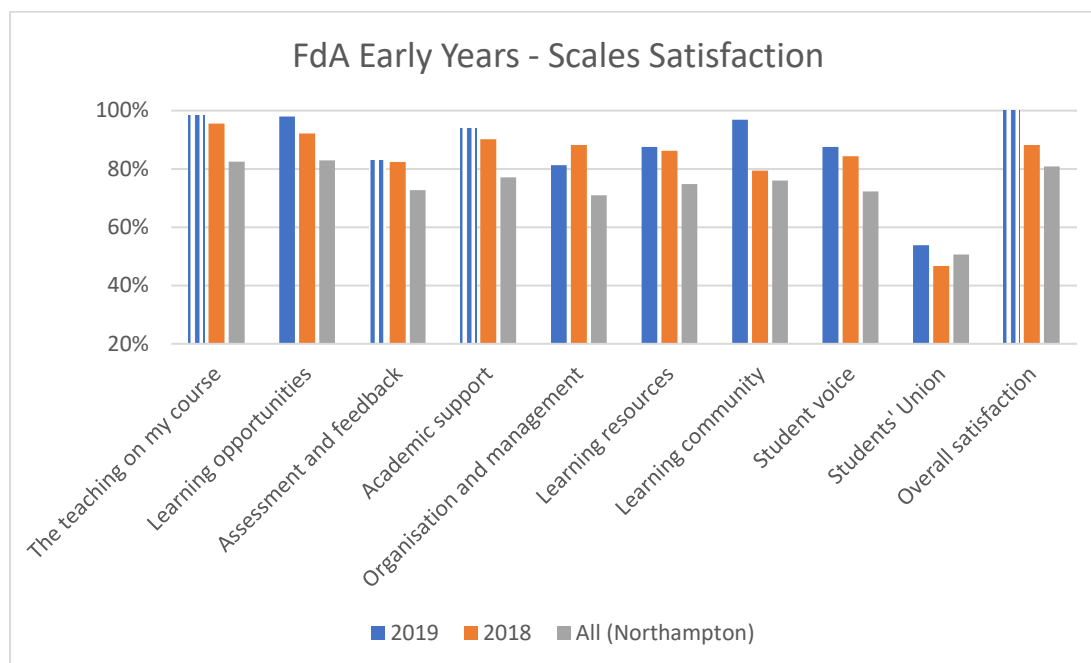


### **FdA Early Years**

Overall satisfaction for FdA Early Years augmented by 12 ppts from last year to now attain a maximum score. The other three key metrics of teaching quality, assessment and feedback, and academic support also saw an enhancement in support, with all exceeding the University's respective targets. In the case of teaching, three out of the four questions were awarded 100% approval from the sample. However, for assessment and feedback, there remains a relatively-minor problem with clear marking criteria (Q8) whose statistic was 75% (despite a modest rise of four ppts); further, there was a plunge of 13 ppts on feedback being timely (Q10).



As it turned out, contentment grew on every scale except for organisation and management, which suffered a descent of seven ppts. Here, only half concluded that the timetable worked efficiently (Q16) – a massive fall of 38 ppts. Meanwhile, there was still a little uncertainty as to how student feedback had been acted on (Q25, student voice scale), as a score of 69% was returned.

Yet, it was gratifying to see increases on questions where other courses have struggled:

- IT resources (Q18, learning resources scale): 88% (up by 11 ppts);
- Feel part of a community (Q21, learning community scale): 94 ppts (up by 17 ppts).

**RECOMMENDATIONS:** Better promotion of the MyNorthampton app to staff is required, so that they send out notifications to students in the event of room changes. 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.