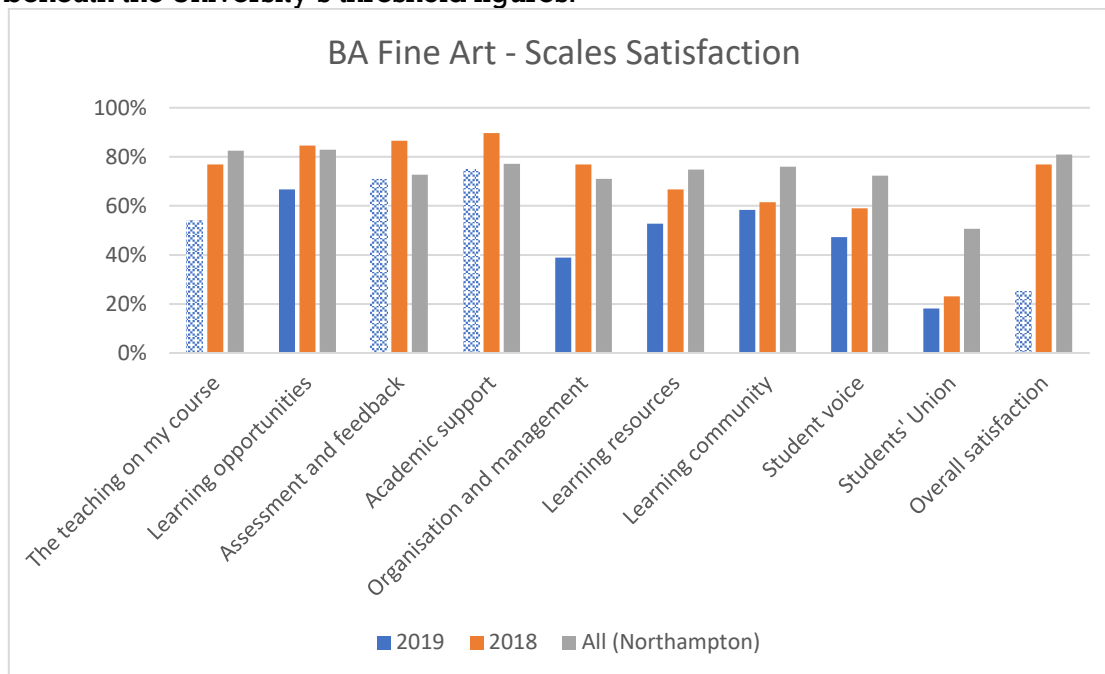


BA Fine Art

For BA Fine Art, satisfaction scores were, frankly, catastrophic. The overall statistic has nosedived from last year by a scarcely-believable 52 ppts, with only a quarter of respondents now expressing approval. Indeed, contentment has fallen on every scale, and consequently, course teaching, assessment and feedback, and academic support are all beneath the University's threshold figures.



Meanwhile, satisfaction for course organisation and management was almost halved from 2018; on this scale, approval collapsed by at least 34 ppts on each question. Moreover, only 25% could see how their feedback had been acted on (Q25, student voice scale). In amidst the chaos, there was a 14-ppt augmentation regarding accessibility of course resources (Q20, learning resources scale).

The comments helped to highlight the issues. One respondent wrote: “There was a very noticeable decrease in the number of taught sessions and lectures that we used to have, which used to be approximately twice a week and became around once every two to three weeks in my third year.” On the same theme, another added: “There has been a lack of cover for lectures missed by tutors. For our theory module in second year the tutor did not turn [up], nor was cover supplied. This meant we had only 6 lectures on that module all year round.” A third continued: “There was an entire module that we received little to no contact time for when we were scheduled to receive 2 hours per week. Though this was due to a staff illness, there was a distinct lack of support from other staff for the assignments involved due to business with other areas.”

Furthermore, criticism of communication was also made – one said: “The lack [of] delay in relaying vital information and support to the Avenue Campus regarding parking, whether the course would actually move and what changes were to be made was very disappointing.” Perhaps the remarks were summed up by one respondent, who simply pronounced: “Dropped out after 2 and half years.”

RECOMMENDATIONS: Contingency planning for the absence of staff must be considered to minimise disruptions and ensure continuity in programme delivery. While the feedback loop needs to be closed with better communication, trips to exhibits/galleries, which form part of the programme (i.e. not needed to be organised by the student independently), is an idea worthy of consideration. Course changes must be communicated to students at the first opportunity.