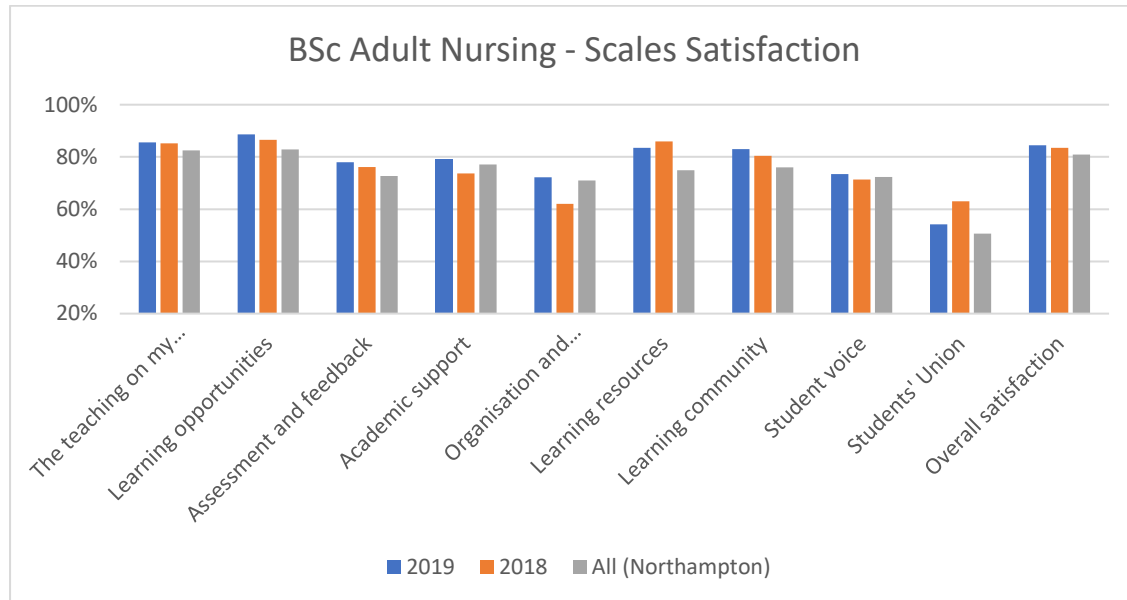


BSc Adult Nursing

There was a negligible growth in overall satisfaction for BSc Adult Nursing, which now stands at 85%. It was a similar story for the three other, key metrics – course teaching, assessment and feedback, and academic support. In the latter case however, the rise of six ppts took it above the University’s threshold. Meanwhile, the statistic for fair marking (Q9, assessment and feedback scale) remains at 71% and thus has room for improvement.



At 62%, the sample were unconvinced that the course had run smoothly (Q15, organisation and management scale), while less than 60% could see how student feedback had been acted on (Q25, student voice). Further, in 2017-18, there was a 12-ppt attainment gap in receiving good degrees between white students and their BAME counterparts. Indeed, as a negative, one BAME respondent simply wrote: “Prejudice.”

In the comments, much of the discussion related to placements. The sample appreciated these opportunities, with one describing them as the ‘best part [of the course] and most valuable’. Another thought that they were ‘varied and provide good insight relevant to the course’.

However, there was much consternation about clashes between placements and due dates. One respondent explained: “Academic assignments are given during practice placements whilst, at other times, we have five months of neither assignments or placements.” Another added: “The pressures of having assignments while on placement can be off-putting and make you feel like giving up.” Moreover, there was a feeling of disorganisation as placements were communicated to students ‘two days before’ or even ‘not allocated in time’. Respondents disagreed about the support given on placements; while some thought this had been ‘really good’, others called it ‘patchy’ – one said: “The mentors are very busy so have no time to give you support and guidance.” It was also noted that ‘mentors were expecting us to know things in Year 2 that we only learnt in Year 3’; having some ‘clinical skills before starting placement’ was requested.

RECOMMENDATIONS: The attainment gap provides evidence for the introduction of anonymous marking across the institution, where possible. Staff must reduce clashes between due dates and placements. Indeed, students must be given sufficient notice ahead of their placements, while staff should reflect on whether students require further knowledge before starting their placement.