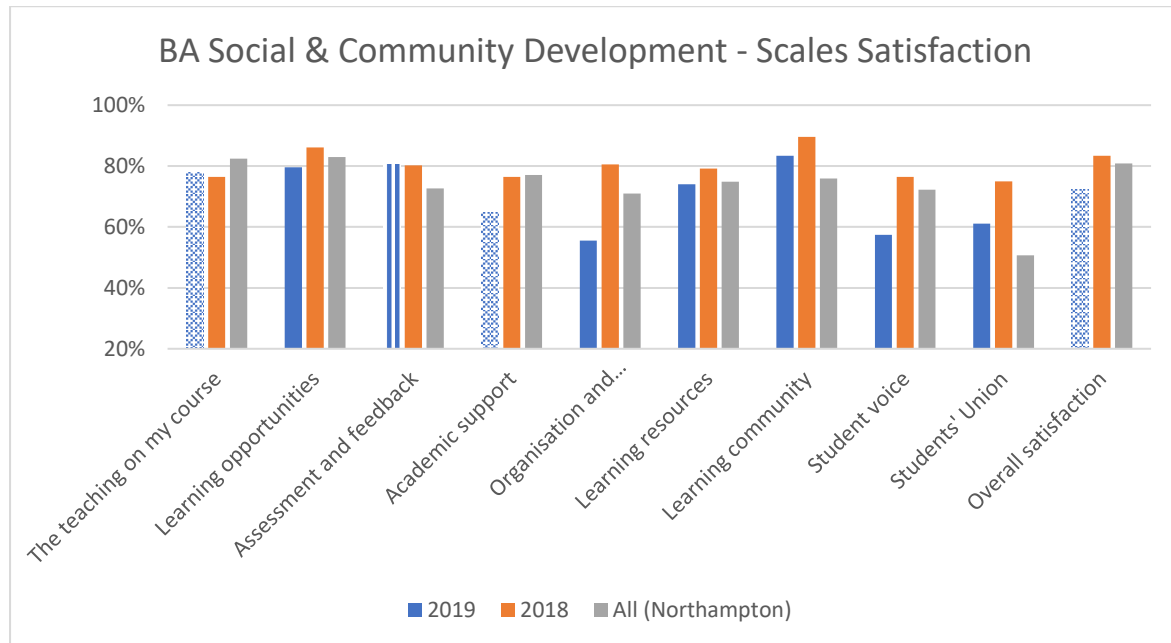


### **BA Social & Community Development**

Overall satisfaction for BA Social & Community Development descended by 11 ppts to take it below the University's threshold value. There was better news as regards assessment and feedback, which held its level just above the 80% target; this was despite an eight-ppt drop for fair marking (Q9), with two-thirds now approving. Course teaching edged up a percentage point, but remains just underneath its threshold. However, the score for academic support has now plunged to 65%, caused by a reverse of 26 ppts in students being able to contact staff when required (Q12).



Elsewhere, contentment nosedived on organisation and management; here, a paltry 28% believed the course to be well-organised (Q15) after suffering a fall of 47 ppts, while two-thirds asserted that the timetable was working efficiently (Q16). In addition, only 39% could see how student feedback had been acted on (Q25, student voice scale).

Respondents appreciated the interactive element of the course (e.g. during group work). Another added: "I like how we are taken to places ... [and use] our theory for practice. Not just placements, but we're actually taken out to the community as a class." However, it was felt that staff sometimes 'do not reply to emails', and there was a 'lack of communication between staff and students'. Moreover, there was an issue with staff leaving during the academic year. One sample member explained: "'[This] forced other lecturers to take over, putting them and the students under more pressure as it became very disorganised and stressful. Besides, we missed out on the opportunity to do placement along with our studies."

**RECOMMENDATIONS:** Given 86% of known ethnicity on the programme are currently BAME students (across stages), the fair marking issue provides evidence for the introduction of anonymous marking across the institution, where possible. The staff email policy needs to be reintroduced and enforced. Better promotion of the MyNorthampton app to staff is required, so that they send out notifications to students in the event of room changes. Contingency planning for staff leaving must be considered to minimise disruptions and ensure continuity in programme delivery. The feedback loop also 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.