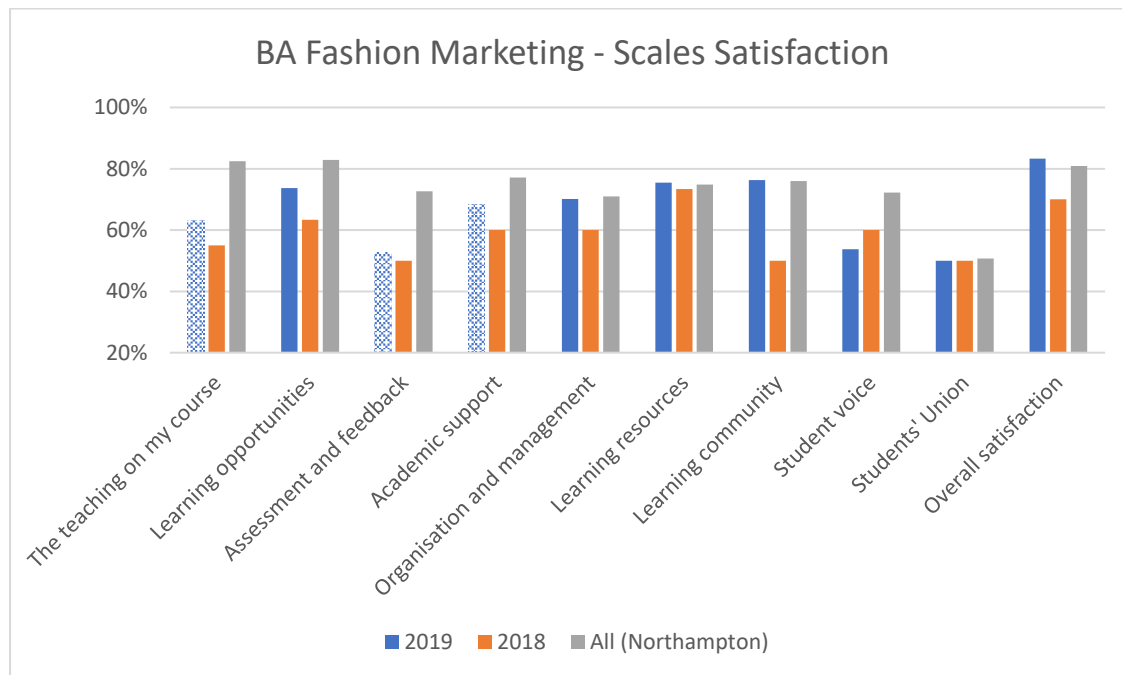


BA Fashion Marketing

In BA Fashion Marketing, overall satisfaction climbed by 13 ppts from 2018, with its value now exceeding that for the University and the institution's threshold. Approval also ascended on teaching quality, assessment and feedback, and academic support, but with each starting from a low base, they are not achieving the statistics that should be expected.

For example, the figure for assessment and feedback (50%) remains 23 ppts beneath the threshold. Here, just 37% concluded that feedback had been timely (Q10), 47% determined that marking had been fair (Q9) and 58% thought that the marking criteria had been clear (Q8). Furthermore, teaching on my course also produced two disappointing scores – staff making the subject interesting (Q2) and students being challenged by the course (Q4).



But the scores for each scale either remained constant or improved, with the exception of student voice. This produced satisfaction for individual questions as follows:

Opportunities to give feedback (Q23): 83% (up by 13 ppts);

Student opinions are valued (Q24): 56% (down by 14 ppts);

Clear that feedback has been acted on (Q25): 22% (down by 18 ppts).

Yet, the programme had a continuation rate in 2017-18 of 94%, exceeding the University's target by a single percentage point.

RECOMMENDATIONS: 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. All assignments should have clear and detailed marking rubrics to ensure fair and consistent marking, while students must be given timely feedback on their work. Assignment briefs should be clearly linked to learning outcomes and be distributed to students.