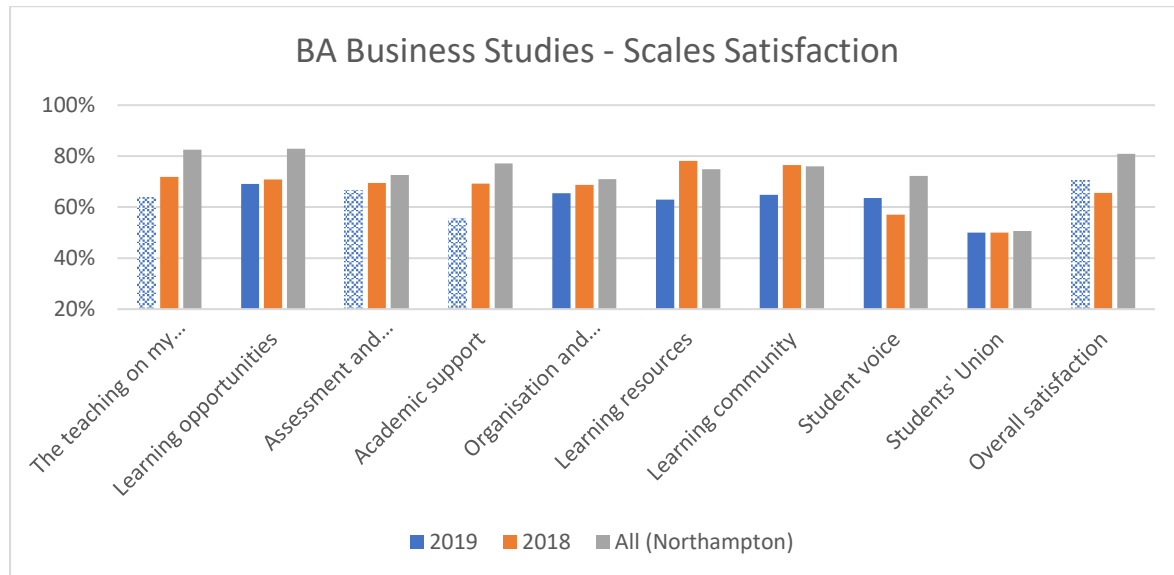


BA Business Studies

Overall satisfaction increased by five ppts from last year, but the score is still ten ppts beneath the University's threshold figure. Regrettably, the three other, key metrics told a similar story, having all fallen from their respective 2018 statistics. In fact, the decline was most noticeable on academic support, resulting in approval standing at just 56% (a figure that is 22 ppts under the University's mark). For this scale, contentment with being able to contact staff (Q12) collapsed by 32 ppts, while the values of sufficient advice on the course (Q13) and study choices (Q14) also decreased.



Moreover, the sample excoriated how prompt feedback had been on work (Q10, assessment and feedback scale), with approval now down to 48%. In addition, just over half concluded that the programme was well-organised (Q15)

The sample had an especial problem with marking, whether it was 'unfair', 'inconsistent' or 'late'. One respondent said: "A certain lecturer graded me a very average mark for an assignment I worked so hard for. It was my lowest mark of my whole year by a lot. Ironically, I then discover other ethnic students have been ungraded fairly by this lecturer in all different modules/years, etc., and months later hear that they all actually complained and reported him/her."

Numerous students mentioned how difficult they have found it to contact tutors (mainly by email), who are not timely in replying. Also, one claimed: "[I] struggle to form a relationship with tutors, as we never see them." In addition, others expressed their disappointment with the information available about assignments, which have been 'poorly explained' and 'extremely vague'. Another said: "I don't think enough guidance and help is provided for students, including for the dissertation. I feel like I have been left to my own devices for most of my course and it has affected my mental health."

RECOMMENDATIONS: The staff email policy needs to be reintroduced and enforced, while students must be given timely feedback on their work. Assignment briefs should be clearly linked to learning outcomes and be distributed to students. Given 58% 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.