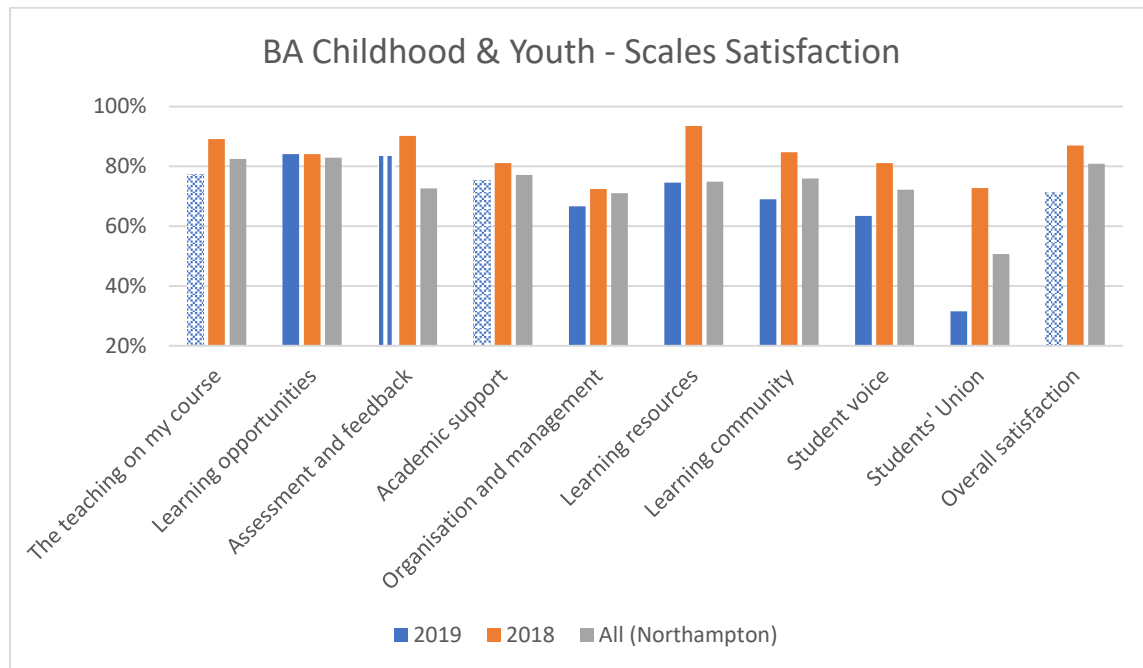


BA Childhood & Youth

Overall satisfaction plunged by 16 ppts from the previous year and is now nine ppts below the University's threshold figure of 80%. Indeed, approval fell on every scale (except for learning opportunities which rose by a miniscule 0.07 ppts). The consequence of this was that both teaching quality and academic support found themselves underneath their respective thresholds. In the latter case, the statistic for receipt of sufficient course-related advice (Q13) descended by 16 ppts to 71%. Nevertheless, assessment and feedback is still hitting its target, courtesy of 95% contentment on feedback to work being prompt (Q10).



There was censure on the organisation and management scale – only 57% thought that the course was well-organised (Q15), while there was a 16-ppt plunge on timetabling (Q16). Moreover, just over half felt that they were part of a community (Q21), and the score for feedback being acted on (Q25, student voice scale) tumbled by 30 ppts.

Respondents identified the feedback on work as a strength of the programme, which is 'detailed and timely'. Prompt replies to emails by lecturers are also praised, together with the offer to have 'review meetings', if required. The staff were seen to go above and beyond to give students the 'best possible chance to be employed after the course'. There was also strong appreciation for the provision of work-based placements throughout, which helps students to 'gain knowledge' in working with children and young people. Furthermore, guest speakers were 'valuable and inspiring', while one respondent added: "Going to visit the prison was definitely my favourite time on the course, as it was so insightful, and I am forever referring back to it."

However, requests were made for more contact time, which was described as 'poor' in the first two years. This would enable 'more opportunities to discuss your grades' and additional feedback. Importantly, in 2017-18, the BAME attainment gap was 32%.

RECOMMENDATIONS: The attainment gap provides evidence for the introduction of anonymous marking across the institution, where possible. The feedback loop also needs to be closed. Better promotion of the MyNorthampton app to staff is required, so that they send out notifications to students in the event of room changes.