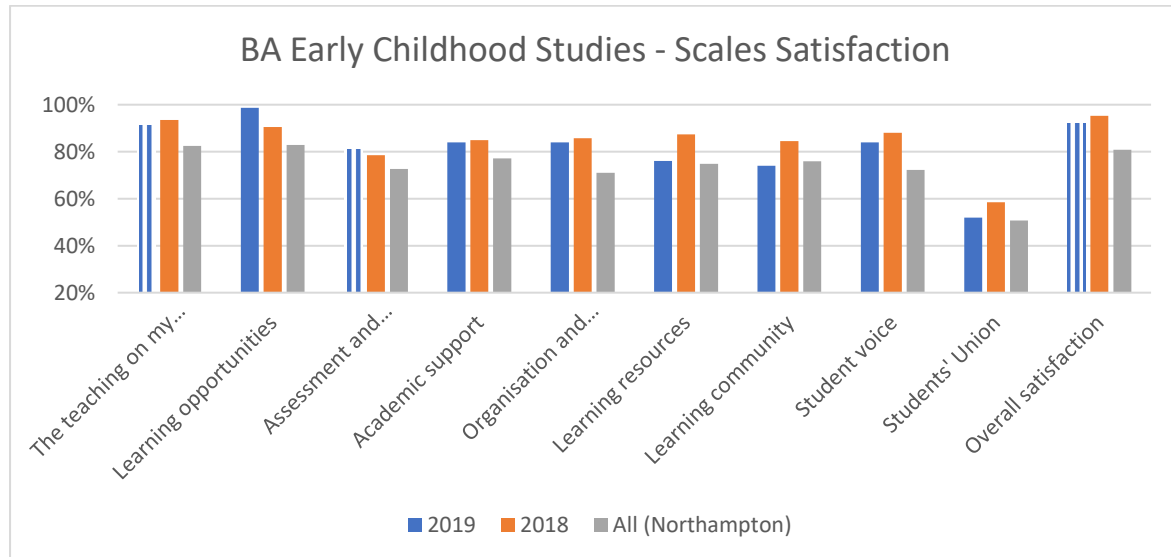


### **BA Early Childhood Studies**

Although overall satisfaction fell fractionally on this programme, the statistic of 92% is still exceeding the University's target. This was also true as regards course teaching, while a 2-ppt rise on assessment and feedback was enough to take this scale above the 80% target. However, academic support narrowly missed out on making it a clean sweep, with advice to make study choices (Q14) declining to 76% approval. Meanwhile, learning opportunities was just one ppt short of attaining maximum contentment.



Just over two-thirds thought they were part of a community (Q21, learning community scale), after suffering an 11-ppt drop from 2018. Furthermore, 63% could ascertain how student feedback had been acted upon (Q25, student voice scale), with this statistic plunging by 18 ppts.

Various respondents lauded the placement opportunities that were available through the programme, with one talking about the 'amazing opportunity to visit Sweden'. Another described their placement as 'extremely interesting', while a third noted that they had 'learnt a lot' from their placement. That said, a couple of sample members thought that the third-year placements were too long, when students have 'a lot of other work to do'. There was also conflict among respondents on the quality of feedback – while some thought it had been 'helpful', others disagreed. Indeed, one said: "Sometimes, I did not understand my feedback," with another asserting that it did not offer 'much explanation for poorer grades'. Nevertheless, lecturers were thought of as 'so helpful and caring', who are 'great at getting back to you when you need them'. The use of guest speakers was also found to be beneficial.

One respondent felt that 'more information on other job pathways other than teaching could be emphasised'. In addition, another added: "Over the three years, there were sessions that appeared slightly personal and intrusive which made me feel quite uncomfortable, so I would suggest that students were given a 'warning' prior to these sessions."

**RECOMMENDATIONS:** Programme staff should offer clear feedback with explanations on how students can improve in future assignments. The feedback loop must be closed, while staff should strive to create a better community (e.g. group work, social gatherings).