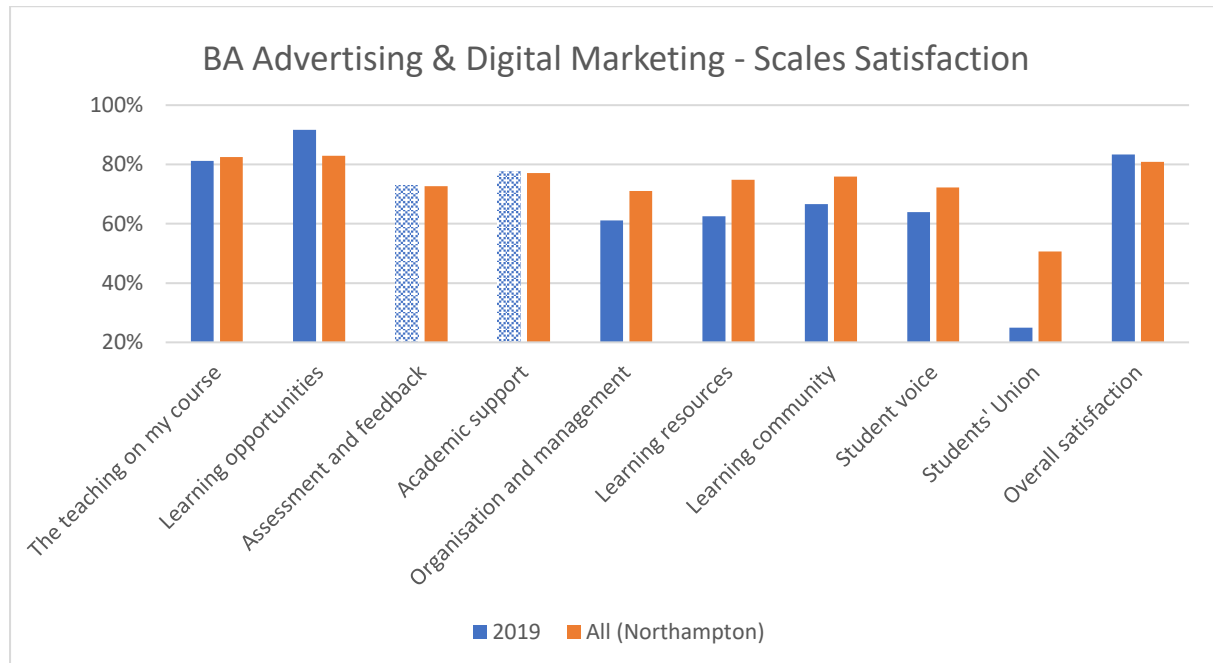


BA Advertising & Digital Marketing

For this programme, scores are not available for 2018, so we just contrast against the University as a whole. Overall satisfaction is two ppts above the University, with a figure of 83%. However, both assessment and feedback, together with academic support, are beneath the University's thresholds (although only by extremely narrow margins). Indeed, only 58% thought that the programme's marking had been fair (Q9, assessment and feedback scale), while the same percentage approved of the availability of advice to make study choices (Q14, academic support scale).



The organisation and management metric struggled, with only half the sample determining that the course was well-organised (Q15). For learning resources, there were problems with IT (Q18) and course resources (Q20), with differentials from the University of 23 and 24 ppts respectively.

Among the positive comments, one wrote: "My knowledge of the subject and how to apply it in a real-life business context has improved significantly. My tutors have been very supportive and have made this course so engaging." Another added: "The most positive part of my course has been the opportunities it has presented. I have been able to connect to many professionals and it has led to paid work alongside my studies." A third continued: "The modules are all incredibly relevant and they work well together to create an overall good course."

However, a couple of respondents thought that better descriptions of the modules were required (including 'examples of the kind of things you would be doing in-class'). Others felt that academic staff aren't interested in student opinion, while one sample member stated: "I want more external speakers to understand how the stuff I learn on the course would benefit me. It would also give students insights into the paths that they can take."

RECOMMENDATIONS: Given 53% 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. Programme staff should reflect on the sufficiency of course resources, while talks from industry figures is an interesting suggestion.