***BA Games Art***

Overall approval grew slightly by four ppts, but the statistic of 78% is still beneath the University's figure and its threshold (in the latter case, by two ppts). However, every other scale for BA Games Art is now in excess of the figures posted by the provider, with enlargements in satisfaction from 2018 across the board. Furthermore, course teaching, assessment and feedback, and academic support are all beyond the institution-wide, target values.
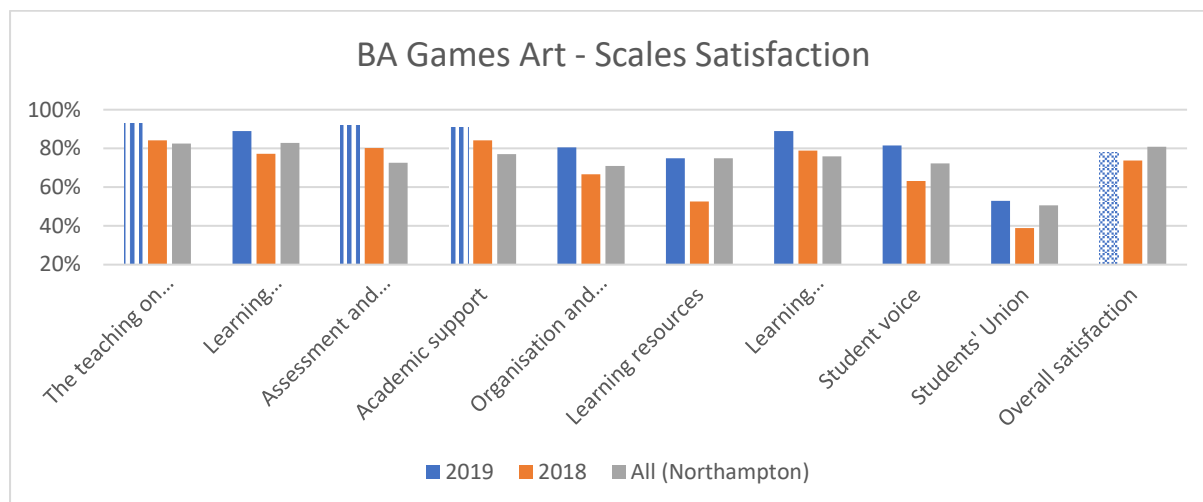
Moreover, bucking the trend of other programmes, satisfaction with learning resources rocketed up by 22 ppts, with the statistic for IT resources (Q18) more than doubling from last year. Similarly, course organisation (Q15, organisation and management) swelled by 19 ppts, but at 67% contentment, this score is still too low.

Sample members were complimentary of the teaching – one respondent described the proactiveness of staff as 'astounding', before adding: "They've always been ready to go above and beyond to help students and provide the best education they can." In addition, students are 'encouraged to explore beyond what they teach, they help you with that'. The programme is recognised as being 'a good way to make connections with people on the course, lecturers and people in industry', while it also operates a 'social media group' to share ideas and get support.

But most anxiety was expressed about the quantity of work, for which respondents claimed they did not get a 'realistic amount of time' and could 'bring down the quality of everything overall'. In fact, one respondent proclaimed: "This course has burnt me out, as I don't feel like I would ever want to seek a job in the gaming industry." Another claimed that there were 'too many modules' that were also 'disjointed from one another'. The same sample member also queried the group project assignment, which is 'often pitched incredibly unrealistically and is simply unachievable by most students', as they are being asked to create games from 'day one without the required knowledge'. Further, in 2017-18, there was a BAME progression gap of 27 ppts on the programme, while 25% of BAME students withdrew, double the figure for white students.

RECOMMENDATIONS: Programme staff should consider whether the workload for students is appropriate. The BAME progression and withdrawal rates may require further investigation.