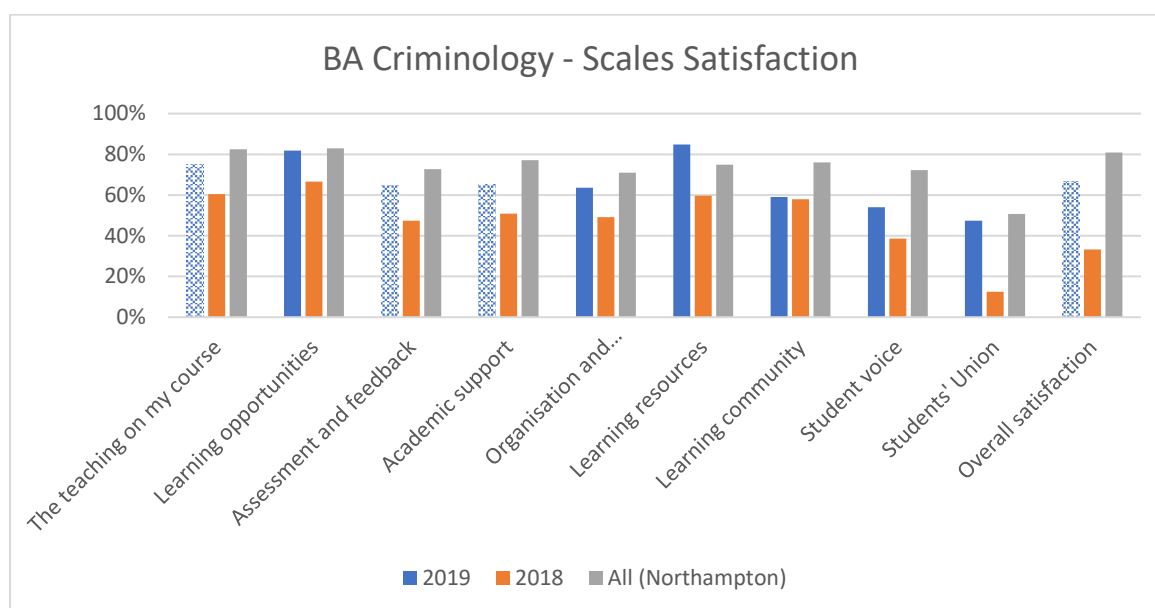


BA Criminology

Despite being comfortably below the University's threshold, overall satisfaction for BA Criminology has improved by 33 ppts from last year. There was a similar tale for the three other, key metrics as teaching rose by 14 ppts, assessment and feedback by 18 ppts and academic support by 14 ppts. Nevertheless, University thresholds are still not being reached. For instance, in academic support, approval of 52% and 55% was given on advice relating to the course (Q13) and study choices on the course (Q14). Moreover, for assessment and feedback, there was less than two-thirds contentment with each of clear marking criteria (Q8), timely feedback (Q9) and helpful comments (Q11).



There were further questions where statistics were below par:

- Well-organised course (Q15, organisation and management scale): 45% (up by 30 ppts);
- Feel part of a community (Q21, learning community scale): 43% (up by 11 ppts);
- Student opinions are valued (Q24, student voice scale): 43% (down by five ppts);
- Clear that feedback has been acted on (Q25, student voice scale): 48% (up by 37 ppts).

Commenters thought that the academic staff were 'extremely helpful and supportive', according to one respondent, who added: "They have made my learning ... exciting and challenging; I am happy that I have had the opportunity to have been taught by them." The content was described as 'very good' and 'mostly interesting'. There was also appreciation for students being given the opportunity to 'express their views', and that 'there are a lot of class discussions'. However, the frequent complaint was regarding assessment briefs that provided 'no clear indication' of what was required. One sample member said: "There often is little or no support ahead of assignments. There are no briefings or suggestions given ... about assignments as people on other courses receive." We also note that the 2017-18 programme withdrawal rate was a sizeable 35%, with a gap of 19-ppts between white and BAME students.

RECOMMENDATIONS: Assignment briefs should be clearly linked to learning outcomes and be distributed to students. Better promotion of the MyNorthampton app to staff is required, so that they send out notifications to students in the event of room changes. The feedback loop also needs to be closed, while the withdrawal gap demands further investigation. Programme staff should reflect on their availability to students to give advice.