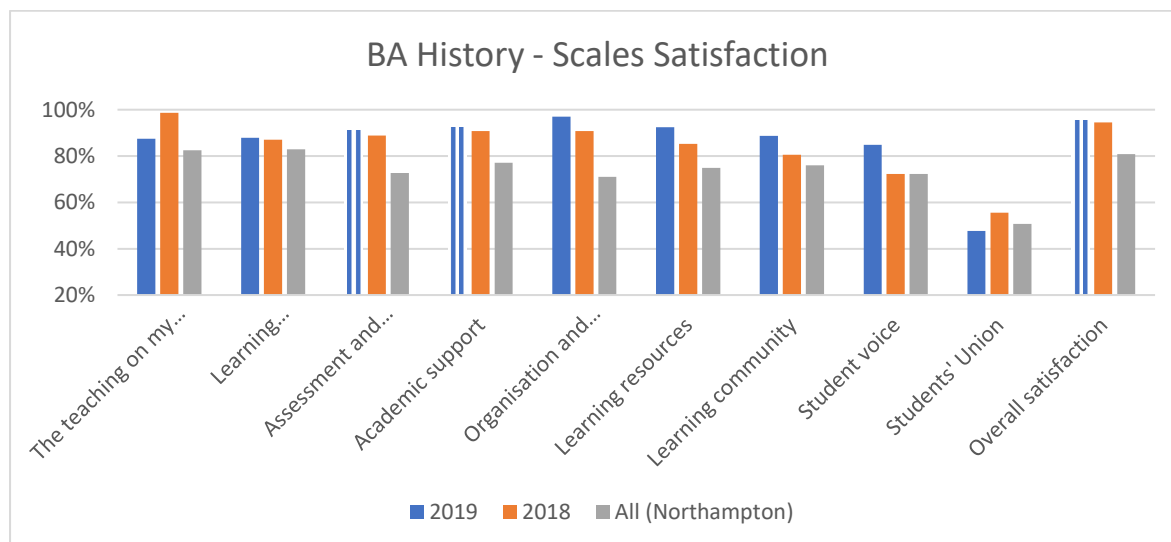


BA History

Despite setting a very lofty level last year, overall satisfaction still managed to improve by a percentage point to 95% and remains beyond the University's target. There were also marginal improvements for both academic support, and assessment and feedback, with both scales now topping the 90% mark. Indeed, for the former, there was a 12-ppt rise on students receiving sufficient course advice (Q13); for the latter, approval for clear marking criteria (Q8) augmented by eight ppts to 91%.



However, contentment on teaching did decrease from last year – the only key metric not hitting its target. This was caused by a 22-ppt descent on the course being challenging (Q4). Meanwhile, just over three-quarters could see how student feedback had been acted on (Q25, student voice scale), an increase of 22 ppts.

Respondents were complimentary about the ‘intellectual foundation of each module’, with the content being ‘interesting’ and ‘thoroughly engaging’. Furthermore, plaudits were given to academic staff, who are ‘invested in our learning’ and show a ‘genuine enjoyment for their subject’. One said: “They have provided me with confidence in my abilities as well as expanding my knowledge on modules and concepts. It has allowed me to grow as a person while completing my studies.” Another added: “I enjoy being in a relatively small course as it means I can get to know my tutors well and, in turn, they get to know my work well and can provide accurate feedback accordingly.” Sample members also appreciated that marking criteria had been available in advance, the library was ‘well-stocked with [relevant] books’ and staff can be contacted about any issues.

Despite this, a wider choice of modules was requested by some, while one student perceived an inconsistency in how promptly feedback on work is received. Moreover, it was noted that online sources listed on NELSON were not linked to any document. We should also bear in mind that the latest graduate-level employment from this course, six months after qualifying, was only 27%.

RECOMMENDATIONS: Programme staff should reflect on whether a greater choice of modules could be provided, which may increase the challenge of the course. They should also work with IT to ensure that sources on NELSON are up-to-date.