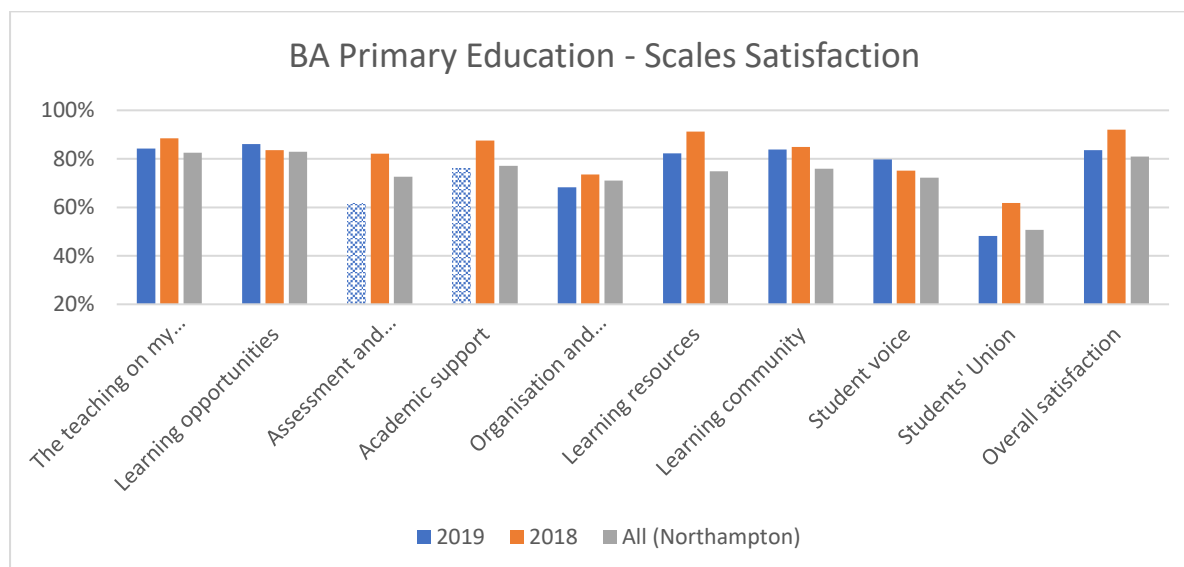


BA Primary Education

Overall satisfaction for BA Primary Education fell back by eight ppts from last year to 84% - a figure that was, nevertheless, still above that posted by the University. While teaching quality remained above the University's threshold, this was not the case for assessment and feedback, and academic support. The latter was hampered by less than two-thirds concluding that good advice was available to make study choices (Q14); yet, the former had more entrenched problems:

- Clear marking criteria (Q8): 42% (down by 36 ppts);
- Fair marking (Q9): 58% (down by 23 ppts);
- Helpful comments (Q11): 63% (down by nine ppts).



Many respondents praised the placement opportunities offered by the programme, which were described as 'invaluable' and 'very good for my development as a teacher'. One added: "The range of placements given enables students to see a vast range of schools and get a better idea of the settings which they would prefer to work in." There was also appreciation of the trips to, for instance, Hong Kong and Germany. The majority of staff members were referred to as 'friendly', 'caring' and 'very enthusiastic about teaching', who have also organised 'pizza and drink social gatherings'. There was also felt to be a 'good' range of library resources available for the course.

There was widespread condemnation on the afore-mentioned issues with assessment and feedback. One explained: "The change in marking scheme was introduced at the beginning of our third year; however, it was never really thoroughly explained to us." Another continued: "I feel that this put us at a disadvantage, considering our final year is double-weighted and the expectations were different to those of the previous year, which we built our writing style around." Also, the marking was termed as 'unfair' and 'not coherent', while also having 'inconsistency'. This seemed to be a particular issue in the Science module. Moreover, the feedback on work was criticised as being 'not helpful', while 'assignment dates were moved around quite a bit during the last year'.

RECOMMENDATIONS: Assignment briefs should be clearly linked to learning outcomes and be distributed to students. All assignments should have clear and detailed marking rubrics to ensure fair and consistent marking. Programme staff should also offer clear feedback with explanations on how students can improve, and reflect on their availability to students to give advice.