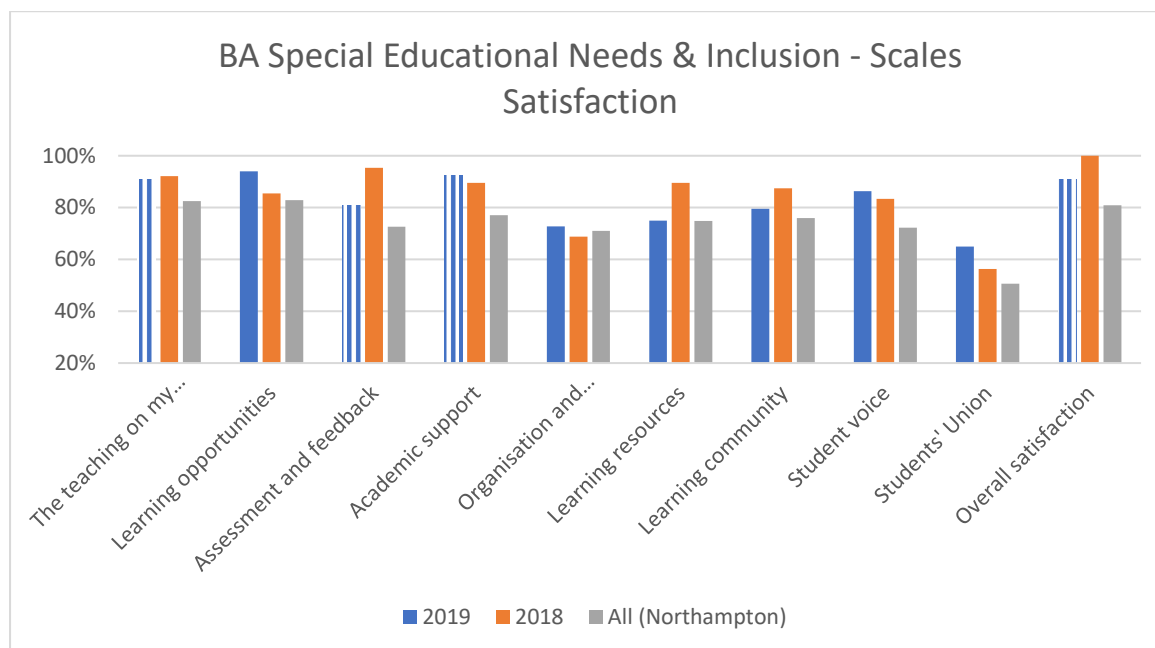


BA Special Educational Needs & Inclusion

Despite overall satisfaction dropping by nine ppts, the score for BA Special Educational Needs & Inclusion was still beyond the University's threshold. This was also true for teaching quality, and assessment and feedback, whose statistic plummeted by 15 ppts due to just over three-quarters apiece concluding that the marking criteria were clear (Q8) and marking was fair (Q9). But completing a clean sweep of attained targets was academic support, where approval rose by three ppts – on this metric, 95% asserted that good advice was available to make study choices (Q14).



Elsewhere, the sample rebuked the quality of IT (Q18, learning resources scale), with contentment collapsing by 33 ppts to 55%. Moreover, the results for organisation and management were mixed:

- Well-organised course (Q15): 68% (up by 18 ppts);
- Efficient timetabling (Q16): 77% (down by ten ppts);
- Communication of changes (Q17): 73% (up by four ppts).

Commenters appreciated the support given to them by staff. One wrote: “Staff on my course provide a nurturing environment, and take great care to know each student.” Another added: “I have a disabled son ... [but the] tutors have been amazing in helping me with my workload and ... being understanding.” The ‘incredible’ provision of international trips was well-received, with one spending a summer in Hong Kong. There have also been ‘really beneficial’ placement opportunities, as well as insight gained by ‘regular visits from professionals, charities and businesses’.

Yet, a couple of respondents believed that feedback on work was not as ‘helpful’ or ‘clear’ as might be expected. Moreover, there was a potential timetabling issue with assignments, which clashed either with each other or with placements. We also note that less than a third were in graduate employment six months after qualifying, according to the latest data. Further, a 17-ppt gap was apparent in 2017-18 between non-disabled and disabled students in withdrawals.

RECOMMENDATIONS: The withdrawal rate for disabled students may require further investigation. Programme staff should also offer clear feedback with explanations on how students can improve. Better staff communication is needed to reduce clashes in due dates for assignments or placements.