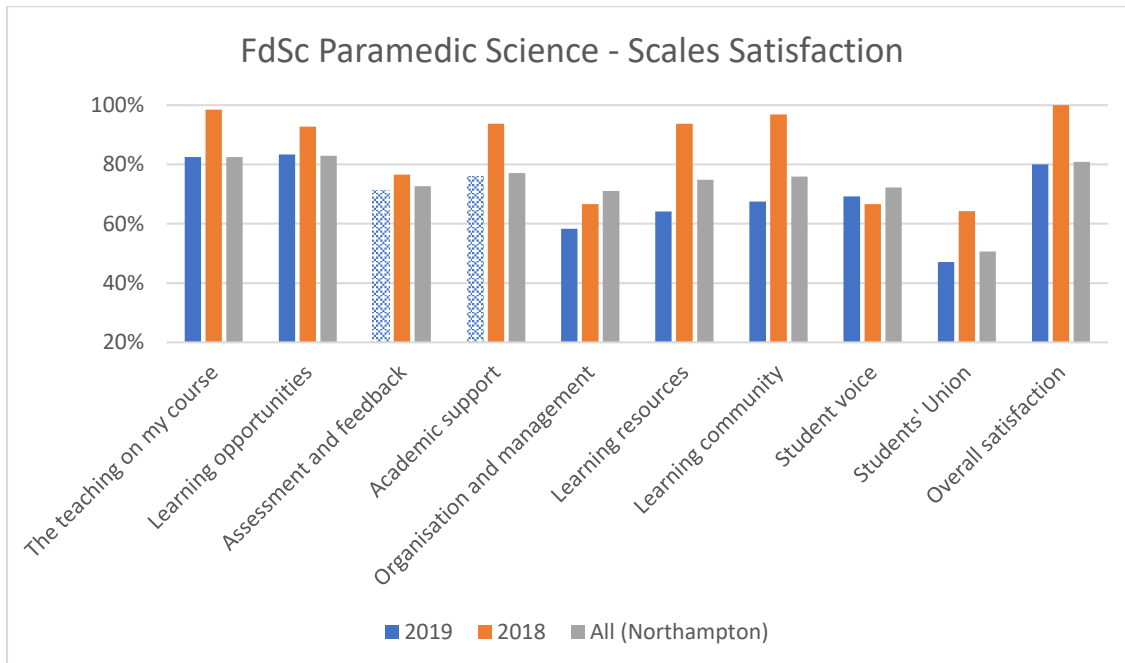


FdSc Paramedic Science

In 2018, FdSc Paramedic Science achieved maximum overall satisfaction; yet, this time around, it fell by 20 ppts and is on the cusp of the University's threshold. Declines were also apparent on course teaching, assessment and feedback, and academic support, with the latter two dropping below their respective thresholds. For the former, only 65% perceived the marking criteria to be clear (Q8), while there was a 24-ppt decrease in approval for fair marking (Q9); regarding the latter, contentment on good advice to make study choices (Q14) plummeted by 28 ppts.



The issues with organisation and management were particularly pronounced:

- Well-organised course (Q15): 50% (up by 13 ppts);
- Efficient timetabling (Q16): 60% (down by 28 ppts);
- Communication of changes (Q17): 63% (down by 12 ppts).

Furthermore, there was uncertainty on other questions:

Course-specific resources (Q20, learning resources scale): 60% (down by 34 ppts);

Feel part of a community (Q21, learning community scale): 65% (down by 29 ppts);

Clear that feedback has been acted on (Q25, student voice scale): 60% (up by ten ppts).

The programme's progression rate in 2017-18 was also five ppts underneath the University's threshold, with this proportion being higher for female than male students by 30 ppts.

RECOMMENDATIONS: All assignments should have clear and detailed marking rubrics to ensure fair and consistent marking. Course changes must be communicated to students at the first opportunity. 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 – if no action has been taken on the back of student opinions, the reasons for this must be communicated to students. Programme staff should reflect on the sufficiency of course resources.