

1. Approach to evidence-gathering

The student submission for the University of Law (ULaw) Teaching and Excellence Framework (TEF) award has been written by one of the Co-Presidents of the Students' Union (SU). The two Co-Presidents are the full-time elected sabbatical officers at the SU. These roles are elected annually by the full cohort of students. The roles of the Co-Presidents are to represent students across all 19 of ULaw's national and international campuses, working towards making positive change and holding the University to account for decisions made. Co-Presidents are supported in their role by Student Parliament members. These are current students who are elected annually into their part time roles by the full student cohort. Student Parliament is the major representative and decision-making body within the SU. Parliament members meet at least three times a year to vote on matters which guide the work of the Co-Presidents as well as develop policies and strategies which set the Unions day to day operations. Student Parliament is made up of the following: Vice-President on each campus, Programme Rep for each course,

student members of the SU Governing Board. Although not part of Student Parliament, we also have elected Class Reps for every workshop group across all programmes who also form an important part of our representation structure.

Whilst the submission has been written by a student representative, it has been paramount to ensure that students themselves have been involved in producing the final submission. In terms of deciding the content to be included, a document outlining the themes for the submission was taken to Student Parliament for discussion and approval in November 2022. The themes which were approved have made up the structure and content of this submission. Alongside this, the submission was circulated to all Student Parliament members before the Christmas holidays to read, review and approve. This is an alternative to convening an extraordinary Student Parliament meeting in the New Year which would not be possible before the submission deadline. No comments were received on the document by the deadline of the 19th January 2023.

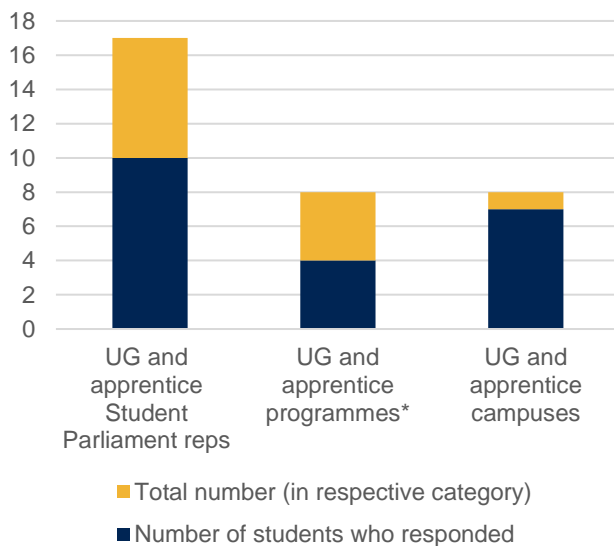
The pre-existing evidence sources used in the submission are:

- End of Course Survey from 2021-2022. This survey was generated by the University and sent to all enrolled Law and Business students, aside from final year undergraduate students. The survey mirrored the NSS questions with some variation for online students where certain questions were not applicable. All questions were a Likert scale statement with responses shown in percentage agreement along with accompanying verbatim comments. The response rate for the survey was 33% of undergraduates studying online (115 out of 349) and 30% of undergraduates studying in person (343 out of 1200).
- NSS response data 2021-2022. This data was used to generate the providers indicator and benchmarking data and covers student feedback from final year undergraduates across all programmes and delivery modes and had a 68% response rate (447 out of 660).

It was anticipated that minutes from Student Staff Liaison Committees (SSLCs) would also form a part of the evidence base of this submission. Unfortunately, due to administrative and resources pressures we were unable to do so. Instead we consulted with student representatives on SSLCs and on Student Parliament, as outlined below.

New data was gathered by the SU as part of the student submission. The author of the submission wrote a survey comprising of 36 questions which covered the five different elements of student experience, three different elements of student outcomes and educational gains. The survey was sent to all our Student Parliament reps who are studying on either an undergraduate or an apprentice programme. It was also sent to the remaining 29 postgraduate Student Parliament reps asking them if they would like to complete it if they had previously studied an undergraduate programme at ULaw. It was decided that only reps would be surveyed due to the limited time available to analyse the data. It was thought that reps would be best to ask due to their role in representing the wider student body.

Chart 1: Representativeness of SU survey



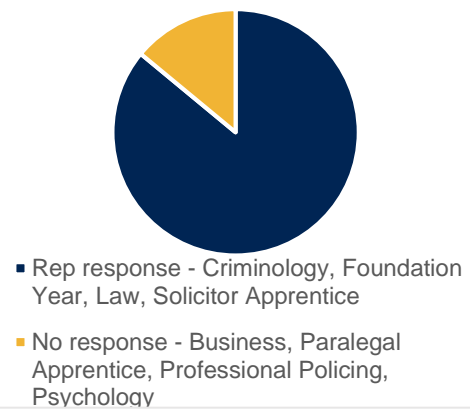
*Programmes have been put into the following categories, although there are numerous different individual variations offered in each category: Foundation Year, Law, Business, Criminology, Professional Policing, Psychology, Paralegal Apprenticeship and Solicitors Apprenticeship.

Chart 2: SU Survey responses - Campus representation



Pie chart represents the total UG and apprentice population. The reps who responded are from campuses which represent 88% of the student population.

Chart 3: SU Survey responses - Programme representation



Pie chart represents the total UG and apprentice population. The reps who responded are from programmes of which 86% of the overall student body are enrolled in. Although in 'Chart 1' only 50% of programmes were covered in our survey, those responding programmes encompass the vast majority of ULaw students.

The University have been very open about the content of their submission and the data they have used to substantiate this. They have been happy for us to see this data and include it within our own submission. Both Co-Presidents and the SU manager have been included in the University submission teams site (where the working draft of the submission is stored), the three working

groups leading on the submission and to in-person planning days and events. They have also been helpful in signposting us to events centred solely around the student submission. All University staff involved in these groups have been happy to answer questions surrounding the submission, with us having two clear staff contacts from mid-October.

Before the survey to gather new data for the student submission was released, the SU made a funding request to the University so that the £15 gratuity we were offering to students to complete this survey could be reimbursed to us. We thought it was appropriate to offer this gratuity due to the time commitment required to answer the number of questions and at the level of detail requested. Whilst the University agreed, this was only after they had done their own research to ensure this would not be construed as influencing our submission. I and the full SU team can independently confirm the University has not unduly influenced this or any part of the submission. In relation to the gratuity reimbursement, the University has had no sight of the survey questions nor did they see the survey responses outside of what has been included in this submission. Payment was provided to the students once they had submitted their response irrespective of their feedback. In relation to the submission itself, this has been shared with the two University contacts for wider staff distribution to read before the Christmas holidays. Feedback received from this has been on grammatical and presentation points only, there has been no suggestions or comments about the content itself.

2. Student experience

The two predominant unique selling points advertised by ULaw to prospective students are; the quality of teaching and the practical based learning style. This messaging does resonate with students and is reflected in their reasons for choosing to study here. Of the responses from the SU survey as to why students chose ULaw over other providers, 80% of responses indicated this was for ULaw's reputation in either the industry experience of the tutors or the quality of the course.

The structure of teaching across all programmes at ULaw is based on a prepare, engage and consolidate (PEC) model, which gives students a structured and industry task-based approach to their learning. How this is implemented in practice is each week (per module) a student will be required to attend a two-hour large group session to form the foundation/preparatory element of their learning. This is then put into practice in a smaller two-hour workshop session to engage their learning, with their workshop guide containing further tasks to complete after the session for consolidation. Whilst this is the standard approach for undergraduate programmes, some schools incorporate all three elements into the workshop and offer these in a greater number to replace the large group sessions (Foundation Year and Business school). Furthermore, this standard approach does differ slightly for those studying online (Apprentice students and Law). For these students, the large group sessions are pre-recorded and instead of a smaller workshop group they are individually given a unit task to complete. Live tutor sessions for online students are limited to six hours per semester for Law students and for Apprentice students there is no live tutor sessions in their first year and beyond this year they are allocated two hours per semester.

The **quality of teaching** through this model has been evidenced above benchmark in all student categories (with the exception of those over 31 years old). Regarding the tutors themselves, 90% of the students we surveyed had positive comments about their experiences with teaching staff. 80% of these made specific reference to the experience of tutors and the real industry insight they bring, with one student articulating the positive experience particularly well: *"I appreciate the opportunity to learn from lecturers who have real industry experience as this means they have been able to cover more than the student guides and expand to wider commercial applicability and real life examples in the workshops."* Although the PEC model was not specifically asked about in our survey, 20% of students made positive reference to it noting how this structure helps them effectively time manage and track their workload.

However, there are some reoccurring caveats to the positive teaching experience which the benchmark data does not capture, namely the consistency of tutors - particularly for those studying

online. In regards to the consistency of tutors, 70% of our survey responses found there were inconsistencies across the quality of tutors. 40% of these were only minor comments, such as “some staff” being reluctant to help and that they had good teaching experiences with the “majority” of staff. However, the main concern is the variation of experience for online and in person students. In our survey expressed they were not completely satisfied with the quality of the teaching, one even commenting, “*there isn’t much teaching from staff*” due to most sessions being pre-recorded. Thus, losing out on the live interaction which can aid in the understanding of a topic through being able to ask questions in real time and discuss concepts with peers. Our evidence also suggests that the pre-recorded sessions can lack detail which then creates additional workload. This response in our survey both to the consistency of tutors and the lack of live lectures for online students is also reflected in the End of Course Survey data from 2021-2022. For example, in response to the question, “*what one thing is most in need of improvement at ULaw,*” the desire for further one on one interaction with tutors was a reoccurring verbatim comment. Furthermore, the positive response rate to the questions “*my tutors have made the subject interesting*” was 23% lower for online students than face to face students and 17% lower for “*tutors are good at explaining concepts*”. This is important to highlight given that just over one fifth of ULaw’s Undergraduate and Apprentice population study online, with this figure encompassing virtually all of the Apprentice student population.

Our evidence also suggests student views on the course content itself are largely positive. 88% of the students we surveyed said the course content is up to date with current real life examples included, 89% said the course content and delivery is helping them develop relevant skills such as problem solving, critical thinking and reasoning skills (however 25%, of those who responded positively did say they would like more time spent in workshops strengthening these) and 86% of students said the course did address foundational topics adequately. This latter point is important given it is part of ULaw’s ethos to see a greater number of students from diverse backgrounds in professional industries. Ensuring a strong foundational knowledge is built in topics which form the building blocks of their programmes is an important part of leading to success in continuation and completion.

Alongside the quality of the teaching, an important part of the student experience is the quality of **academic support** received outside of the classroom. The benchmark data shows a stark difference between the satisfaction of full time students (which is above benchmark) and part time students (which is considerably below benchmark). When put into context that the vast majority of part time students study online, the difference in satisfaction makes sense. As elaborated on in the previous section, the lack of live interaction online students have with tutors does play into feelings of isolation and creates a perception that there is less support. This is supported by the verbatim comments from online student as part of the End of Course Survey 2021-2022.

It should be noted that the benchmarking data does reflect the many positive experiences that students have in being able to access academic support when they need it and finding the response helpful. This sentiment is shared by students studying online which is perhaps not captured in the benchmark data. Out of the verbatim responses asked to online students “*what would you highlight as the best thing about studying at ULaw*” 25% of them responded that it was the support of their academic or named module tutor.

This does highlight an important element of the student experience in academic support and more widely across most of the sub-headings under this section, which is a lack of consistency across different campuses and programmes. For example, from our survey there were some overwhelmingly positive responses about receiving timely, supportive and detailed responses to academic queries, whereas others said the replies have been slow, unhelpful or they have not received a response at all. There does seem to be a disparity across campuses, with the campus with the largest Undergraduate population (London Bloomsbury) receiving predominantly positive comments over the support from tutors, in contrast to one of the smaller Undergraduate campuses in which a student commented “*accessing academic staff has been slightly difficult as they subtly hint they cannot help as they have too many students to oversee*”. Furthermore, there seems to be disparity across programmes as well, with predominantly positive responses from the more established and longer running programmes such as Law and Business but less supportive

amongst the newer courses, such as the Apprentice programmes and Criminology. The inconsistent approach was picked up by multiple students, with one noting, *“one thing that needs improving is the consistency of advice offered to students.”*

Perhaps a starting point to bridge the gap in academic support is the introduction of advertised office hours, which was something picked up in our survey response, with a student commenting they would be more likely to reach out to academic staff for support in future if they knew where they were and when they were available. This is not something currently offered and is dependent on the good will of individual tutors in question, which as picked up in the analysis above, some are going above and beyond for students whilst others are lacking. One measure which has been put in place by the University to bolster academic support is to assign each student with a Student Journey Advisor (SJA) alongside a personal tutor (now renamed Academic Coach) from September 2022. It is hoped that by providing an additional individual for support and dividing roles between academic and non-academic matters, it will streamline support to enhance the student experience through more timely and helpful responses. Whilst it is too early to measure the effectiveness of this response on a wider scale, one student we surveyed did note, *“having an academic coach as well as an SJA is really good to get that extra support when needed.”*

Assessment and feedback is another area where the student experience is inconsistent. Whilst the data is above benchmark in all group categories under this heading (with the exception of Business), this data is not completely reflective of the wider student experience. In respect of how prepared students feel for their assessments, our survey asked whether they felt exam preparation was designed into their course. 11% were fully satisfied that it was and 67% had mixed responses. Whilst all of the 67% were partially satisfied that assessment preparation was designed into their course, these students felt they needed further resources to assist them (e.g. more than one past paper, further consolidation tasks, recording of workshops and more time spent on the application of taught materials to the exam) or they needed more time to prepare for mock assessments. With the exception of Apprentice students, mock assessments for all courses typically fall within the first seven to eight weeks of teaching. Due to this falling quite early, students in our survey and in the verbatim comments from the internal End of Year Survey 2021-2022 felt this was too early for them to prepare adequately and so missed a valuable opportunity for feedback.

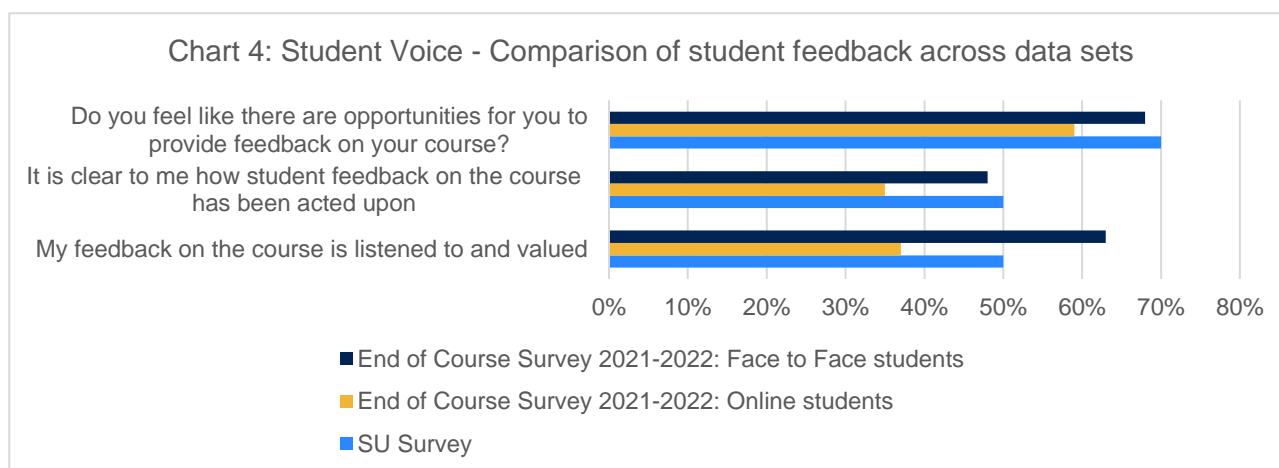
When asked in our survey whether there was enough opportunity to be given feedback on work prior to summative/final assessments, 70% were satisfied that there was. The primary opportunity for feedback across all courses comes after the mock assessment, with the exception of Apprentice programmes where feedback is more regular. Regarding the quality of feedback, this again is quite mixed and seems to be dependent on the individual tutors in question. Both across our survey and the End of Course Survey 2021-2022 there was extremely high praise for certain named tutors on their helpfulness and in-depth feedback. However, a reoccurring criticism is that it is sometimes felt that feedback can be quite generic. Following mock assessments, specimen answers and universal feedback are provided to all students, and whilst this is highly praised, this should not be in substitute of individual and personalised feedback which some students feel is lacking.

A welcomed improvement to the assessment process is the introduction of a seven-day extension policy. The introduction of this policy came about from the feedback of an elected Programme Representative from the 2021-2022 academic year. Commencing in January 2023, those on a straight Law undergraduate programme will be given the option to apply for a seven-day extension on their written assignments if this is required due to unforeseen personal circumstances. Previously there was no option for extensions, and a student could only submit a concession for which they would need to wait until exam results were released to find out whether this had been approved. Whilst the concessions policy process remains unchanged, this trial policy for undergraduate Law students is a great example of a close working partnership between the University, the SU and elected student representatives. The next step is ensuring this is widened out to all undergraduate and apprentice programmes who are currently not provided this option, which is scheduled to be rolled out at the start of the 2023 academic year.

Students across all programmes are provided a wide range of online **learning resources** to assist them within and outside of their study programme. All course materials are provided in an online version along with access to a large number of online databases and additional texts. Students are also provided with resources outside of their programme, such as those within the digital skills academy which offer a large number of training courses to help students develop their academic skills. These are primarily to assist them within their studies but also to help prepare them for the wider world of work, examples include academic conduct, essay writing, English language and time management. The SU also offers their own Skills Development Programme which allows students to access over 30 different courses a semester from mediation to public speaking to help develop transferable and employability skills. These resources are praised by students, particularly those studying online where they are highly commended for enabling them to study flexibly alongside work or other commitments. Those studying in person also have access to physical resources on campus, whilst these vary in size depending on location, each of them offers a library, social space and a cafeteria (with the exception of Nottingham) in an office-based setting. Whilst it was anticipated that students in our survey would have perhaps wanted additional study spaces on campus, students seemed fairly satisfied, with 60% agreeing there is appropriate and sufficient physical resources for them to succeed on their course. This is likely reflective of the fact a large proportion of the student body commute and so perhaps prefer to study at home rather than on campus. Our evidence did suggest that there were a small percentage of students in the verbatim End of Course Survey 2021-2022 asking for longer opening hours of the library, as there is currently no campus which provides 24/7 access, with all libraries closing at 10pm. However, this is something the University has said they keep under review and will monitor based on student demand.

Across our survey and the internal End of Course Survey 2021-2022, there were several common reoccurring comments raised. In respect of course materials themselves, there were comments across programmes (but mainly with Law) requesting further past papers. Students on these courses are currently given one full past paper with an accompanying mark scheme along with their mock paper, which is felt is not enough. Related to online course materials, there perhaps needs to be a review of their accessibility. Firstly, in relation to those who are deaf or hard of hearing. Whilst it is a huge positive that ULaw provides lecture recordings online through Elite (their virtual learning platform - VLE) these currently do not have subtitles or closed captioning software, which can make them harder to access for those with a disability. Secondly, in relation to all students, whilst the Elite platform is useful for containing all the necessary materials for studying and for wider university life, students are often unaware of these resources due to the volume of information and lack of signposting on the platform. This means useful information can go unnoticed or students simply are not aware of the great number of resources available to them. Finally, one of the most frequently reoccurring comments in relation to online resources is the frustration that recorded workshops are no longer available. Recorded workshops were a temporary measure introduced during Covid-19 to ensure students studies were not negatively impacted by the pandemic. However, those recordings were removed mid-way through the 2021-2022 academic year, and so for those students who have been studying throughout this period, it felt like a valuable learning resource has been removed. Whilst ULaw's logic for removing these workshops is sound and well founded, our experience from engaging with students indicated it did cause disruption. However, following student feedback, this has been something ULaw has been quick at actioning a suitable alternative for and since September 2022, module catch up sessions have been available online. These cover the learning outcomes of several workshops in one session to provide students with this additional revision tool whilst ensuring engagement and attendance at workshops is not lost.

Whilst **student voice** is above benchmark for most of the sub-categories, this is not something which is reflected in our survey or in the internal End of Course 2021-2022 data - with student voice scoring the lowest agreement rating out of all the student experience categories. Whilst students do feel satisfied that there are opportunities to individually and collectively give feedback on their programme, students across delivery modes are unclear how feedback on their course is actioned upon. Furthermore, there is concern, particularly amongst online students, that they don't feel like their feedback is listened to and valued.



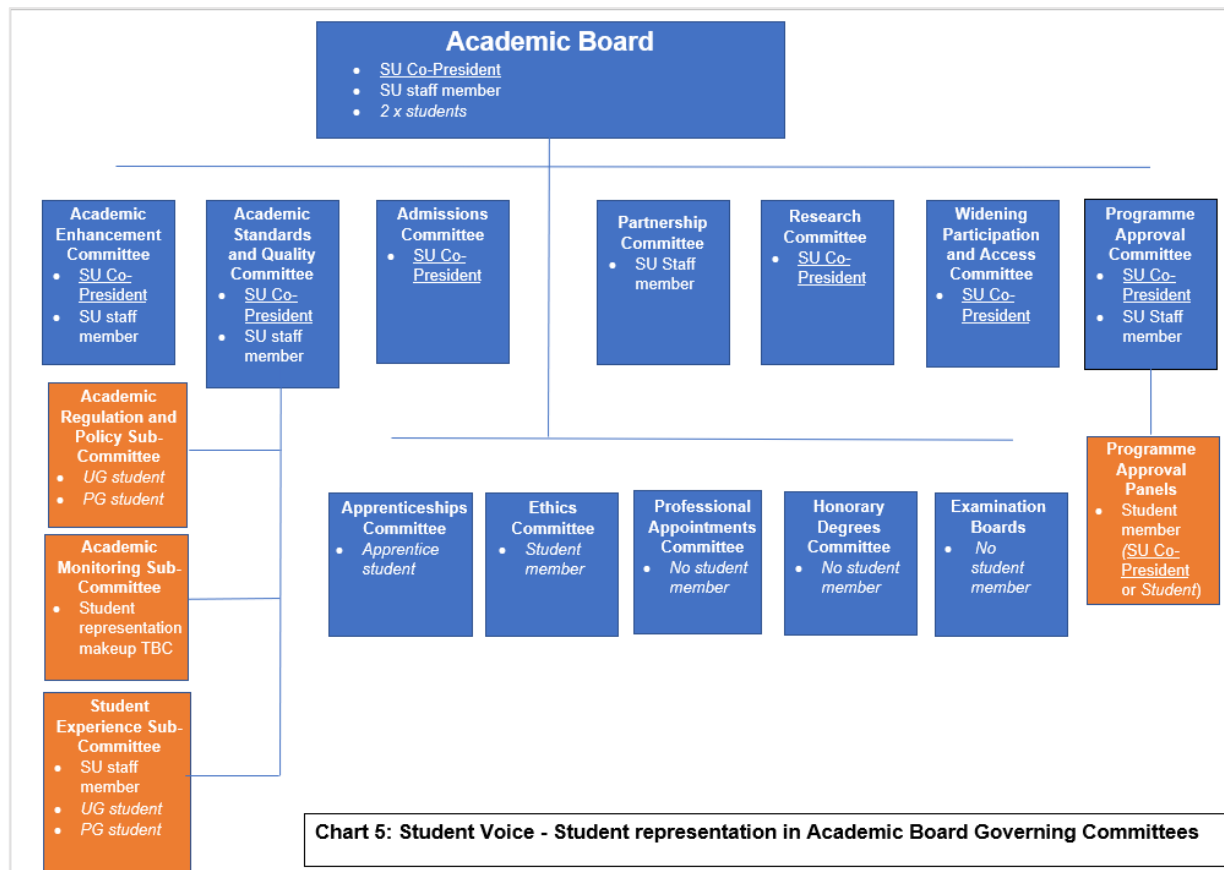
The primary avenue for students raising academic feedback is through their programme tutor, programme lead, academic tutor or to their class rep to present at a Student Staff Liaison Committee (SSLC). From our survey, this is not a response to how matters are handled by individual tutors. With 71% noting very positively how tutors on the ground have listened to their feedback and been very proactive to redress problems within their remit. The issue appears to lie more centrally, where issues are passed through the chain of command. Across the board, the largest consistent complaint we as an SU hear from students is the poor communication from central university departments on matters they've raised, with the biggest issues being long response times or matters being passed from various departments without resolution. This is likely impacting on the low agreement rating for student voice, even though these matters don't always concern academic issues. There are several examples throughout this submission of the University listening and actioning changes so to say the opposite would be untrue. However, this larger scale issue with communication means that both students and the SU are often unaware of what changes are being made or to the progress and development on implementing these changes. Due to the inevitable time it takes to implement change, it can often feel like nothing is being done if this feedback loop is not closed.

To try and redress this problem, the University in collaboration with the SU over the past few months have put together a working group to review the effectiveness of SSLCs. These typically operate across each programme at every campus once a semester. However, there is no consistent approach across campuses for who is involved, how they run and what action should follow after each meeting. Following this review, the working group have put together a standardised minute template and agenda for all campuses to ensure there is consistent student feedback being gathered, listened too and actioned. At the top of this agenda there is a 'You Said We Did' section which makes clear its purpose is to report back on the completion and status of actions raised in previous meetings. As part of this process, it also included a review of class rep training to ensure students were clear on their role in gathering information and disseminating this back to their peers. Alongside this, it has been clearly outlined in the agenda template who the minutes need to be circulated to following each meeting to ensure these can be distributed to the wider student body. This new process is set to be trialled at several campuses in January 2023 to measure its effectiveness. Whilst this is a welcomed first step in closing the feedback loop at a local level, it is likely that further action will be needed on a centralised level to see widespread improvement on the student voice rating.

Outside of this specific measure, there are various mechanisms in place to ensure the student voice is heard and considered throughout decision making. As illustrated below in Chart 5, the student voice is included at all levels of the academic governance structure. Further to this, in the previous academic year (2021-2022) in collaboration with the Students' Union, the University developed and launched the Student Pool – which is a mechanism used to recruit and appoint the wider student body into committees, focus groups and ULaw projects each academic year. Feedback from the first cohort of Student Pool members was very positive, with one commenting, *"it was refreshing to see that we as students were not just an inclusive measure, but our voices*

Provider name: The University of Law

and ideas were actually heard and understood.” Whilst this is important work, it is apparent from the data that this is not resonating with the wider student body. Therefore, it indicates that more needs to be done to ensure the student body as a whole feels like their voice is being heard, not just those individuals involved in committees and focus groups.



3. Student Outcomes

The provider's submission has outlined a variety of different mechanisms used to support students to successfully **continue and complete** their studies. To avoid repetition, these will not be repeated here as commentary has been provided throughout this submission in the student experience section on how effective these resources have been in supporting students. Instead, it will be drawing attention to the measure in our survey which students found most effective.

When our survey asked students, “*does ULaw support you to succeed in your studies?*”, 57% responded positively. Whilst each response had a different reason as to why this was, 50% of these responses referred to the helpfulness of staff, which was either their programme tutor, academic coach or member of the wellbeing team. This aligns with the verbatim End of Course Survey 2021-2022 where the highest response with 49% to the question, “*what is the best thing about ULaw*” for face to face students was the support from staff. This was predominantly for programme tutors and academic coaches but it also included wellbeing and library teams. This was also the second highest response for online students, with 27% providing the same answer behind the course design enabling flexible study.

Throughout their studies, students have access to resources and opportunities provided by the Employability Service to help them succeed in and **progress** beyond their studies. Whilst employability is incorporated into the teaching of all study programmes through practical application and case studies, ULaw has a large employability team to provide learning opportunities outside of the classroom. Alongside careers advisors and skills workshops, it also includes advertising various paid and unpaid work experience opportunities on their bespoke ‘job teaser’ site. ULaw should be commended for the range and diversity of opportunities offered to

students, which include roles which specifically recognise the importance of widening participation. One example being the University BAME Advocate scheme which employs students to support and inspire other students as well as work on University projects to help improve inclusive institutional practices. However, our survey pointed out there needs to be further done to make the employability service more consistent and equal across programmes, campuses and delivery modes. For study programmes, students felt that whilst there are lots of pro bono opportunities for Law students, there is limited options for those on the smaller and newer courses such as Criminology and Business. Due to the different locations of campuses across England, there are differences in opportunities and resources. This can prevent students accessing certain advertised events and in relation to the service itself has led to students on some campuses struggling to get appointments. Finally, for part time students, our survey suggests that they sometimes struggle to make full use of these resources and opportunities due to the timings typically falling in standard working hours and so clashing with their employment.

In our survey, when we asked students whether ULaw prepares you for the world of work or onto further study, this was answered positively with 67% of responses agreeing that it does. Student responses from our evidence suggest this came from several sources including the teaching model which focuses on the application of theoretical principles into practice, the real-life experience which tutors bring from their careers into teaching and the resources provided by the employability service. With one student commenting, *“there is no excuse to leave with a blank CV.”*

Following the completion of an undergraduate or apprentice programme, the majority of students go on to further study. This is reflected in our survey data in which 78% of students responded that following their programme they would either study a professional postgraduate legal course (56%, or they want to pursue a career which would require them to study a professional postgraduate legal course (22%, . Which might provide a partial explanation for why the progression data is below benchmark. Based on progression data being collected 15 months post completion of undergraduate or apprentice study, if a student were to begin a professional postgraduate legal qualification following their degree (which as the above data demonstrated is the option the majority of students choose to take), the data assessment would not capture this successful postgraduate period of study as these programmes on a full time delivery mode last between nine to twelve months. Therefore, for the majority of students the progression data is only capturing outcomes in a three month or less period of post study.

Alongside a degree qualification, ULaw's **educational gains** model puts forward that students will also make learning, cognitive and social gains during their time at the University. In our survey, learning and cognitive gains were something which resonated with students. With 75% of respondents agreeing that they have made learning gains during their time at ULaw and 63% agreeing they have made cognitive gains. In respect of learning gains, virtually all students gave the example that the practical based learning and the real-world application through the PEC teaching model has seen them develop their learning gains. In respect to cognitive gains, there were two primary examples where students suggest these had been developed. Firstly, in relation to the teaching model, where preparation and consolidation tasks require the development of transferable skills such as effective time management, attention to detail and resilience in balancing a competing and heavy workload. Secondly, the variety of different assessment methods throughout each programme of study, which includes presentations, essay writing, problem-based scenarios and advocacy, has led to the development of further transferable skills such as independent research, critical thinking, problem solving, referencing and public speaking.

However, social gains is an area in which there is currently limited opportunity for all students to develop at ULaw. This was reflected in our survey where only 44% of students thought they had made social gains throughout their studies. Whilst there are opportunities for social gains to be made, the examples provided are in areas where limited number of students can participate. For example, half of the respondents in our survey who indicated that they had made social gains attributed them to their representative roles within the SU, with one student commenting, *“being elected as a rep and my engagement with the SU has been extremely beneficial in terms of forming my identity as a student here, growing socially and solidifying wellbeing.”* For example, most of our reps represent students across campuses and so they have the opportunity to network

and connect with staff and students across national and international campuses. This includes setting up group chats between reps in order to collaborate and co-ordinate events and activities. The other responses suggest that this development has been through the pro bono clinic they have been involved in or through the events organised as part of the BAME Advocate scheme. Although there are several positive examples of students developing these gains, the fact they are limited in scope does reduce the opportunity for the wider student body to develop in this area.

Involvement within academic clubs and societies does lend itself to the development of social gains as defined by ULaw. These societies are founded with the purpose of developing or enhancing an academic skill which may not be touched upon heavily in the programme of study but is still essential for successful careers (especially within the legal profession) such as commercial awareness, debating and mooting – which are all examples of societies which currently exist at ULaw. This is further enhanced if you undertake a committee role as through running a society you are developing transferable skills such as networking, budgeting and event organisation. There are currently a total of 79 clubs and societies at ULaw, 89% of these operate at campuses which provide undergraduate and apprentice courses. Out of this figure, just under 50% of these societies are academically focused. Whilst the involvement in academic clubs and societies isn't something which is unique to ULaw, one recent development since Covid-19 which is a bespoke social gain to ULaw students is the opportunity to participate in global societies. These are societies which operate across different campuses and so enable students to network with their peers and gain insight from professional talks and skills development sessions irrespective of their location. Whilst there are currently only a handful of these in existence, this is partly a consequence of clubs and societies struggling to handover each year due to ULaw historically being a postgraduate university provider. It is only this year that we have seen such a sharp increase in the number of undergraduate and apprentice students. However, a positive to this increase is that the number of clubs and societies we currently have in existence for this time in the academic year is the largest we have seen. Therefore, it is hoped that this growth will lend itself to an increasing number of handovers and thus see a greater level of social gains for future students.

4. Conclusion

It is hoped that this submission has articulated a well-balanced and representative depiction of the student experience and student outcomes felt across ULaw's diverse student body. Writing this submission has been a useful exercise for both the SU and the University to take pride in the many positive aspects ULaw has to offer for students, as well as constructively reflect on areas which need improvement. Beyond this submission, we hope to continue the close working relationship we have with the University to look at improving upon the issues identified. Finally, I would like to thank the panellists involved for their time and consideration in reading our submission.