

Section 1: Approach to evidence-gathering

Sheffield Hallam Students' Union and University listen to our student body to continually understand and work together to improve students' experiences, and we do this in many ways. Within the Students' Union, we regularly conduct research on and with students to inform our Student Voice Report, a singular collection of research and insight activity in an academic year. This report, which has been put together by the Students' Union for over ten years, makes recommendations for the University and the Students' Union to work through together.

As one community, Sheffield Hallam University (SHU) and Students' Union have established a set of Student Voice Principles; these, as mentioned in the University submission, highlight the need for student voice opportunities to be regular, responsible, accessible, ethical, inclusive, and formal and informal.

In addition to research projects led by the Students' Union, our students are encouraged to share feedback at any time during the academic year through "Union Voice", the Students' Union's digital platform, the development of which was partly funded by the university. At the start of the Coronavirus pandemic, we also collected weekly feedback from our students to understand need and inform work within the University, and we continue to report student feedback monthly. This monthly report is circulated to senior leaders in the University and cascaded to academic and professional service staff. The Students' Union employs seventeen Department Representatives who work cross-university to understand and improve students' experiences; the university have provided some additional financial support for these representatives to enable continued improvement and partnership working with students at the department level.

The evidence used in this report has been collected throughout the past four years, with the majority collected from current students between May 2021 and November 2022. Upon review of the Office for Students' TEF Data Dashboard¹, the Students' Union worked with paid Department Representatives and unpaid Course Representatives to conduct focus groups with some subject areas identified as materially above and below benchmarks, or a mixture of the two. The below table displays the count of responses/participants and response rate for all research referred to throughout this report.

Dates	Research project name	Population	Number of respondents or participants	Response rate
May 2021	'Hallam, How Are We Doing?' Pulse Survey	All taught students	1463	4%
March 2022	'Hallam, How Are We Doing?' Pulse Survey	All taught students	1368	4%
May 2022	'Hallam, How Are We Doing?' Pulse Survey	All taught students	1356	4%
November 2022	'Hallam, How Are We Doing?' Pulse Survey	All taught students	1675	6%
October - November 2022	Focus groups with subject areas materially above / below dashboards	Level 5 and 6 undergraduate Course Reps	29	N/A

¹ Office for Students (2022). TEF Data Dashboard. Accessed on 21 October 2022 via <https://www.officeforstudents.org.uk/data-and-analysis/tef-data-dashboard/data-dashboard>.

Section 2: Student experience

SHU educates more students from underrepresented backgrounds than any other university; many students that attend Sheffield Hallam are the first in their family to do so.² So far in the 2022/23 academic year, around 41 percent of enrolled students come from POLAR 1 and 2 areas.

SHU has implemented the Hallam Model which is a set of curriculum design principles aimed at preparing students for future employment. Embedding the Hallam Model into students' curriculum is an important feature for our university. The four pillars of the Hallam Model - engage, challenge, collaborate, and thrive - work together to support students with both their student experience and outcome. This means that students are encouraged to take on practical, real-world application of theory.

As is discussed in the University's submission, all students can access specialist support or assistance from the University should they need it. If a student needs independent help and advice, the Students' Union's Advice Centre, which is Advice Quality Standard accredited, assists students with one-to-one specialist help on topics ranging from academic concerns, finances, accommodation, personal well-being, and more. All students are provided with personalised support during their student journey through the SHU's Student Support Triangle which includes an Academic Adviser, Student Support Adviser, and Employability Adviser. Our pulse survey in March 2022 found that 75 percent of respondents were aware of their Academic Adviser and 60 percent were aware of their Student Support Adviser and/or Employability Adviser. As will be discussed more below, the awareness of advisers is inconsistent across our university.

Although this report will focus on current students' experiences within the University, it would be remiss to not consider the historical context and influence of the pandemic which continues to have an effect. At the time, students were sympathetic and recognised the difficulty that SHU experienced due to Coronavirus restrictions. Identifying difficulties the pandemic had on learning and teaching, SHU increased funding for some students to ensure that their education was disrupted as little as possible; laptops and additional digital learning resources through journals, books, and software, were provided for students. Additionally, the University increased hardship funding for those facing significant barriers.³ Students also felt that the University should enhance their No Detriment Policy, which considered a students' overall performance, and provide a thorough Safety Net; working with the Students' Union, the University offered a Safety Net which considered the performance of an entire cohort to ensure that students' abilities are accurately reflected in their final grades.

Thirty-eight percent of respondents to our pulse survey in May 2021 indicated that they enjoyed how teaching and learning was delivered in the 2020/21 academic year. SHU has a high percentage of commuter students, between 60 to 65 percent and this same survey found that commuter students were more likely to indicate that they enjoyed how teaching was delivered in that academic year. Commuter students shared that the online elements of their course meant they spent less time travelling to and from campus and spent less money paying for travel. Elements of

² Sheffield Hallam University, 15 February 2021. *Educating more students from under-represented backgrounds than any other UK university*. Accessed on 2 December 2022 via <https://www.shu.ac.uk/news/all-articles/latest-news/widening-participation-statistics>.

³ Sheffield Hallam University, 22 April 2020. *Sheffield Hallam launches emergency fund for students in response to Coronavirus*. Accessed on 2 December 2022 via <https://www.shu.ac.uk/news/all-articles/latest-news/sheffield-hallam-launches-emergency-fund-for-students-in-response-to-coronavirus>.

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online learning are beneficial for some students, especially commuters, yet as evidenced by the NSS, the impact on student communities and overall course satisfaction has decreased overtime.

During the 2020/21 academic year, students shared that elements adding value to their university experience were learning materials being available digitally, recorded lectures, and extended deadlines; they were less interested in the University continuing virtual placements, online seminars, or virtual labs. The 2020/21 academic year saw a continuation of some remote learning, which was becoming increasingly difficult for those on practical courses. SHU's NSS results indicate that overall satisfaction of final year, undergraduate students decreased across the university from 86 percent to 69 percent agreement in the last three years.⁴

As students, and the University, transitioned through the pandemic, an increasing number of students wanted more in-person engagement. In May 2022, we asked students to prioritise areas of work for the university to improve students' experiences and one of the top five activities students wanted to see was an increase of on-campus learning. SHU's Teaching and Learning Expectations for 2022/23 academic year highlight the need for inclusive learning communities which engage students in their learning. As the expectations state, the majority of planned and scheduled teaching should be live and on campus, with minimal use of pre-recorded lecture material and digital enhancement should aid student participation. As was recommended in the 2020/21 and 2021/22 Student Voice Reports, the University have encouraged academic staff to use digital systems which enhance and add value to students' learning⁵, a lesson learnt during the pandemic.

In addition, our 2021/22 Student Voice Report recommended that communication needed to improve across the University; though the content that needed to be communicated out was specific for each College, students felt that the applicability of messages being received needed tailoring for them. With the high influx of messages in various locations, students felt that the most important messages they needed to know were being missed.

As Office for Students' data dashboards identified, student satisfaction across the University varies considerably. Our pulse survey in May 2022 found variation in overall student satisfaction with their university experience. Those studying in the Departments of Sport and Physical Activity, Biosciences and Chemistry, Service Sector Management, the Natural and Built Environment, and Management were the most satisfied. Conversely, those studying in the Departments of Allied Health, Engineering and Maths, and Nursing and Midwifery were the least satisfied. The differences found at SHU by Office for Students⁶ and our previous research findings have aligned. The remainder of this report will discuss the nuanced experiences of our current students which highlights matters of concern and good practice for specific subject areas.

We have identified four key themes throughout our research which impact on students' experiences:

- Organisation of students' courses

⁴ Office for Students, 28 September 2022. *National Student Survey - NSS: provider level data*. Accessed on 2 December 2022 via <https://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/national-student-survey-nss/nss-data-provider-level>.

⁵ Sheffield Hallam Students' Union. *Student Voice Reports*. Accessed on 2 December 2022 via <https://www.hallamstudentsunion.com/representation/research/svr>.

⁶ Office for Students (2022). TEF Data Dashboard. Accessed on 21 October 2022 via <https://www.officeforstudents.org.uk/data-and-analysis/tef-data-dashboard/data-dashboard>.

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- Academic support
- Belonging and community
- Communication with students

We believe these four themes are integral to student's experiences and can drastically shape how satisfied students are. The overall **organisation** of a course, providing personalised and inviting **academic support**, integrating student **communities**, and **communicating** well and often with students has a substantial influence. Across our previous and current research, these themes endure as impactful on students' experiences, positively or negatively. All these themes have been encompassed in a recommendation in our Student Voice Report over the past four years and have been collated as part of our Student Voice Principles.

Good practice at our university

As the Office for Students' data dashboards have highlighted, there are several subject areas materially above benchmark for teaching on students' courses, assessment and feedback, academic support, learning resources, and student voice. Those studying Business, Management, Art, Design, Languages, Politics, Sociology, Psychology, Law, and Physics are among the subjects that were highlighted as materially above benchmark for at least one, often more than one, aspect of students' experiences. Furthermore, NSS results, as well as our pulse surveys, highlighted that these subject areas and departments have some of the highest levels of student satisfaction. Underlying these subject areas are, as mentioned, four key themes (organisation, academic support, community, and communication) which have positively impacted on students' experiences at SHU.

The **organisation** of students' courses has a substantial impact on experiences of learning. NSS results highlight that Management, Finance, Psychology, Sociology, Politics, Art, Design, and Humanities have some of the highest percentages of agreement that their course is well organised and running smoothly. Qualitatively, when students are satisfied with the organisation of their course, this is because their timetable and communication of changes to the timetable or course are shared efficiently and effectively to these students.

Alongside course mates, these students are also more likely to seek **academic support** from their Academic Adviser, Student Support Adviser, or Employability Adviser. Learning on campus has helped students to connect with members of staff that previously, because of the pandemic and remote virtually, they were unable to. Apprentices are also provided with support in and out of the University from their Course Leader, Work Based Learning Coach/Employability Adviser, and their employer, which means there are twice as many people you could go to for help if needed.

Course Representatives from Art and Design shared that the amount of contact time with staff – not just through formal teaching environments – is one of the beneficial aspects of this subject area. Although the level of independent learning varies on courses, students are provided with technicians during studio open hours (Art and Design) or additional support through seminars and workshops (Psychology, Law, Criminology, Management). This one-to-one support aids students' understanding and allows time to ask questions, and space to reflect. Art and Design also provide crit sessions, an exploratory and constructive format to discuss students' work; these sessions are supported by students' academic tutors and are held in student groups. The sessions are a development opportunity for students to learn together. Even for courses where student experiences are materially below benchmark (i.e., Nursing and Midwifery, and Engineering), students shared that academic staff are clearly knowledgeable and passionate about their subject area, which engages and inspires them.

"I think a lot of our science teachers are totally, passionately in love with the subject and when they talk it's infectious"

In addition, the University increased the number of texts available online through the pandemic to ensure that students could access the materials they needed. There are now many more journals and books accessible digitally and physically in the library than ever before. The access to and use of subject specific software is particularly beneficial for students. Some subject areas also utilise lecture capture and share recorded lectures on Blackboard. This helps students, particularly those on technically difficult courses such as Engineering, to revise and re-listen during autonomous, independent study.

Transitioning out of the pandemic has meant that more elements of learning are occurring in-person. Students from some subject areas can see concerted efforts by the University to improve their learning experience by aligning their course to SHU's 2022/23 Teaching and Learning Expectations. These students (i.e., Psychology, Art, Design) are on-campus regularly. Students feel that this has made the learning more inviting and motivates them to engage with their course. This has also helped these students to feel more **belonging** to their course. Psychology students, for example, are all assigned to ADAPT groups to work together; students feel comfortable to ask each other for help, which is often their go-to for support and information. The University and the Students' Union have worked collaboratively to establish academic societies that help to build community within a subject area and learn together. These societies, whilst optional for many courses, might help students to improve their outcomes through knowledge and skill development. Similarly, Art and Design, housed in a singular building on campus, supports their students to feel comfortable seeking help from one another, and from academic or technical staff working within the same building. It is these relationships forged through informal bonding that supports students learning in ways that online elements are unable to.

The Hallam Model, as mentioned, is clearly embedded throughout the curriculum for some subject areas. Focus groups with current Course and Department Representatives identified that those studying Psychology, Art, Design, Law, Criminology, and Management can clearly see the Hallam Model at work. For example, Course Representatives studying Psychology undertake either an optional short-term placement as part of their course, or a module with elements of real-life applicability. In all instances, these Course Representatives shared that undertaking the placement or module enhanced their confidence and provided an opportunity to develop interpersonal skills. The University also provides hands-on experiences for Law students through SHULaw⁷, a not-for-profit teaching law firm, which helps current law students to gain experience alongside specialist professionals. For criminology students, CrimPALS, a peer assisted learning initiative, provides an opportunity for student leaders in their second and third year to deliver sessions to first year students, further integrating the learning community into students' lives. The University have also implemented Handshake, an online platform for employers or placement providers to showcase opportunities for students to develop their skills in a real-world setting. Although placements within Health and Social Care are covered in detail below, Course Representatives from Nursing and Midwifery shared that the Integrated Care Curriculum module, a cross-discipline opportunity to learn as a singular learning community, provides a rare opportunity to learn about other subject areas and prepare to work within the medical field.

⁷ SHU Law. Accessed on 6 December 2022 via <https://www.shulaw.co.uk>.

In addition, apprentices shared the benefits of undertaking an apprenticeship, as opposed to a traditional degree; they can combine full-time work alongside a degree to help them gain practical experience and exposure. Apprentices also shared that the lack of debt from a traditional degree is appealing, helping them to manage their bills and budgets. The recent rating of 'good' by Ofsted highlighted a range of good practice from curriculum, wellbeing support, access to employability advisers, and the partnership working of the University and employers to identify and address skill needs.⁸ Apprentices are provided with a high level of self-directed learning in a fast-paced environment. Whilst this fast-paced learning environment is beneficial to get students into and through their apprenticeships, comments from apprentices mention the difficulty of retaining information and learning subject-matter at a deeper level. These same apprentices, however, commented that the link between theory and practice is tangible, though variation does exist between students. When workplace applicability is well aligned, students feel that this develops and expands their career in a quicker way than a traditional student route might.

"I think the degree apprenticeship overall has made me a confident learner."

Finally, 2022 NSS highlights that over 80 percent of respondents from Art, Design, Management, service sector, and Humanities have had the right opportunities to provide feedback on their course. Generally, those subject areas have the highest levels of agreement across the Student Voice section of the NSS. As Course Representatives from Art and Design mentioned, the University is receptive to feedback and, although changes might appear slow, improvements are made working with the Representation System. The **communication** with students and listening to student feedback is evident.

Areas for improvement at our university

The Office for Students' data dashboards clearly indicate two main subject areas where students' experiences are materially below benchmark: Nursing and Midwifery, and Engineering. Based on feedback received from these subject areas previously, this was unsurprising to us. NSS results clearly indicate that, over the past three years, overall satisfaction has decreased by 19 percent (in the Department of Engineering & Maths) and 44 percent (in the Department of Nursing & Midwifery). There are some specific reasons outside of the University's control which can impact on students' experiences that could account for these results. There are, however, ways in which the University supports, communicates with, and responds to students that matter deeply as is outlined below.

The **organisation** of a students' course impacts on their learning; focus groups with Course and Department Representatives show that when the organisation of a course is poor, this is a regular feature in student feedback. Sixty-four percent of SHU respondents to the 2022 NSS agreed their timetable worked efficiently for them. Although the University is encouraging the use of more on-campus learning in 2022/23 academic year, remote learning still occurs. At start of the 2020/21 academic year, over 3000 students had back-to-back in-person and virtual sessions; feedback from students indicated that having adequate space on campus to learn in a virtual way was vital. Although this has been improved and on-campus learning has begun to be the norm, the structure of a students' timetable and the comments received from Course and Department Representatives resembles sentiments like those received pre-pandemic. Course Representatives from

⁸ Sheffield Hallam University. 24 March 2022. *Sheffield Hallam's apprenticeships praised by Ofsted for helping to address regional skills needs*. Accessed on 7 December 2022 via <https://www.shu.ac.uk/news/all-articles/latest-news/apprenticeships-praised-by-ofsted>.

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Management, for example, shared concerns that their timetable is currently too condensed or too disparate, dependent on the course.

Nursing and Midwifery is one of the largest subject areas at SHU, with most of these students studying full-time; the coronavirus has undoubtedly had an impact on the experiences of these students. The national removal of placements available for students due to the pandemic⁹ meant that many Nursing and Midwifery students across the country, including SHU, were unable to fulfil their placement hours needed for qualification. Students understood during the Coronavirus pandemic that the University needed to put measures in place which allowed students to learn, whilst keeping them and staff safe.¹⁰ SHU began using Oxford Medical Simulator, a tool that allows students to practice skills in a virtual or simulated way. The professional, statutory, and regulatory body for nursing enabled students to undertake more simulated placements (with a maximum of 300 hours) to help complete their courses in decent time. In response, SHU provided individual student placement plans, rather than cohort plans, which resulted in massive volume and the inability to provide the same level of support for students previously given. The simulated software helped students to graduate, albeit slightly later than anticipated, and progress into highly skilled roles or further education. Unfortunately, current students are still utilising the simulated placements.

Within Engineering, inconsistencies persist in teaching delivery and methods used to engage students, which has had an impact on student attendance.

Considering the issues impacting Nursing and Midwifery students in particular, the University have devised a Nursing Recovery Plan with work streams dedicated to placement hours, skills gaps, health and wellbeing support, communication, and finances. The plan has been given the highest level of priority within the University to ensure that current and future students are continuing to feel the impact; whilst this is helpful now, the difficulties faced by current students snowballed and we believe more should have been provided for Nursing and Midwifery students sooner. The University has also dedicated additional funding for students and is in the process of recruiting new roles dedicated to placement support. On these matters, the University has been working closely and constructively with the Students' Union to improve and resolve the current issues faced by Nursing and Midwifery students.

Whilst the Nursing Recovery Plan will undoubtedly help many complete the placements hours needed, there are still general experiences with teaching and learning not covered by the plan. Participants felt that there were too few opportunities for face-to-face contact with staff. Across

⁹ Nursing Times, 10 June 2020. 'Concern over student placement hours lost to pandemic'. Accessed on 30 November via <https://www.nursingtimes.net/news/education/concern-over-student-placement-hours-lost-to-pandemic-10-06-2020>.

¹⁰ NHS Employers, 17 March 2022. 'Expanding placement capacity'. Accessed on 30 November 2022 via <https://www.nhsemployers.org/articles/expanding-placement-capacity>.

both Engineering and Nursing and Midwifery, the level of **academic support** is inconsistent. For example: standard office hours, which previously students could have attended informally, but now are made to schedule an appointment; drop-in placement support and information sessions for Nursing and Midwifery that remain unstaffed; or poorly communicated support sessions outside of regular seminars or labs which few students are aware of (i.e., Engineering Café).

“You’ve got the reception desk, the Hallam Helpdesk, which is again empty and vacant...and there is no one there to help you. It’s all online.”

Furthermore, the Office for Students' data dashboard have highlighted that learning resources for Law students is materially below benchmark. Course Representatives from Law shared that, although many journals and books are available in the library, students still must purchase required reading material which are not available for free. As one Course Representative shared, they had to buy all four required textbooks last academic year because none of them were available in the library.

All the above impacts on students' **learning community**, especially if the course has continued utilising methods which were adopted during the pandemic. For apprentices specifically, their degree-choice means that, inherently, their sense of belonging and community within the University space is limited. Apprentices shared that it is difficult to form bonds with lecturers or course mates due to the disparate nature of their course. The ability to build relationships with others outside of their immediate place of work would be a welcome change for apprentices. Supporting apprentices to build community is a difficulty shared and faced by SHU as well as the Students' Union.

For all students, when there are too few opportunities to interact with academic staff, inconsistent and unclear communication about changes or organisation of a course and continued use of online teaching methods for courses with particularly practical, hands-on elements, students find it unsatisfying. Despite student feedback provided about the above elements, some of the pandemic-based delivery remains. Across all the issues is the need for honest **communication** with students. When reasons and explanations are not provided for students, this causes additional frustration with their course.

Section 3: Student outcomes

SHU is a proud, northern university, with deep roots in the city. As an applied university, work within the South Yorkshire Region means that students from underrepresented backgrounds are provided an opportunity and support to reach their potential.¹¹ Seventy percent of graduates went into highly skilled employment or further study in 2019/20 and 96 percent into work or further study. SHU graduates that undertook a placement as part of their course were more likely to attain good honours and/or to result in highly skilled employment, which displays the benefits of the Hallam Model in practice.

The Students' Union and the University provide opportunities for students to enhance their CV and skill development through over thirty academic societies, volunteering organised by the Students' Union working in partnership across the city, and by providing job opportunities on campus. Previous research has found that taking part in extracurricular activities, such as organised sport

¹¹ Sheffield Hallam University. 29 July 2022. *Hallam in top 10 UK universities for graduate success*. Accessed on 9 December 2022 via <https://www.shu.ac.uk/news/all-articles/latest-news/grad-outcomes-july-2022>.

and volunteering, has an impact on employability and income.¹² The Students' Union also developed The Hallam Award, an accolade linking student's engagement with extracurricular activities and SHU's Graduate Attributes. This is now delivered by the University in consultation with the Students' Union and students are recognised at graduation for their efforts. In addition, each academic society is provided with educational support and guidance which further enhances skill development. Over 1000 students volunteered through the Students' Union's volunteering offer in the 2021/22 academic year to find and secure regular opportunities with organisations across Sheffield City Region.

As mentioned, SHU's Student Support Triangle helps students to receive a well-rounded, supportive experience that impacts on their outcomes. This support is personalised for students. When the Support Triangle works well, students appreciate and find value in this. Not every student, however, receives the same level of support. Course Representatives from Psychology shared that their Academic Adviser met with them regularly and that they were aware of both their Student Support Adviser and their Employability Adviser (though not every student accessed support from them).

As highlighted in Section 2, a course experience covering all four themes (organisation, academic support, community, and communication) helps students to continue and complete their course. When students at SHU do withdraw, one of the most common reasons is linked to communication: the course is not what they expected. Although Nursing and Midwifery, for example, has high percentages of students moving into highly skilled employment, some students feel that there are skill gaps still and, upon graduation, these students will choose to apply for a lower skilled job to increase their knowledge and confidence as a future nurse.

"I do not feel ready [for employment] in the slightest... there are people on my course thinking about qualifying as a nurse but actually going back as a clinical support worker or healthcare assistant just so they can practice skills and build their experience up."

Office for Students' data dashboards have identified that, whilst the continuation, completion, and progression for students by ethnicity is at or above benchmark, the degree awarding gap is still a concern for SHU. Although the awarding gap has decreased over the past three academic years (19.4% in 2018/19 and 13.8% in 2020/21), looking at specific ethnicities, there is a 24 percent awarding gap between White and Black students in the 2020/21 academic year. The University has supported project work aimed at decreasing the awarding gap through departmental and college-level projects. As is referenced in the University submission, undertaking a sandwich

¹² Baert, & Vujić, S. (2018). Does it pay to care? Volunteering and employment opportunities. *Journal of Population Economics*, 31(3), 819–836. <https://doi.org/10.1007/s00148-017-0682-8>; Griffiths, K., Bullough, S., Shibli, S. and Wilson, J.(2017). The impact of engagement in sport on graduate employability: implications for higher education policy and practice. *International Journal of Sport Policy and Politics*, 9 (3), 431-451.

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placement significantly reduces the degree awarding gap between BAME and white students from 14 percent to 3 percent.

Should a student experience any difficulty during their time at SHU, the Students' Union's Advice Centre offers independent advice and information to students needing assistance with their course, finances, accommodation, and/or personal well-being. This service is linked with the University's current student support offer to ensure that students are aware of and making use of the services already available to them. The Advice Centre's independence means that students can receive help at any point, particularly when they feel that they have exhausted all other offers. For students that are less likely to continue or complete their course, the Advice Centre has always been there.

Despite some of these difficulties for specific subject-areas, the Office for Students' data dashboards highlight that Sheffield Hallam is broadly in line with benchmarks, with pockets of good practice that is materially above the benchmark. Although Section 2 highlights specific concerns for student groups which impact on their experience whilst they are at university, most SHU students move through the University and into jobs which have a significant impact of their social mobility and capital.

This submission highlights both the complexity of a large university and the diversity of its student cohort. The size of the University, with three separate colleges, means that students' experiences differ depending on the academic staff teaching and supporting students, the consistency with which students are communicated with, and how well a course is timetabled and organised. As SHU's students' union, we find working across three colleges and with professional service staff in Directorates, to be challenging and often a difficult relationship to balance between and across the University's size and structure. However, we have worked together productively, with our students and our student representatives, to establish both formal and informal partnerships to steer our joint student voice and engagement priorities and ambitions and ensure that students can participate in all decision-making and governance. These currently include the Working Together Group, the Student Representative Steering Group, the Student Voice Group, and the Student Health and Wellbeing Group; all of which provide a valuable forum for articulating our strategic direction, raising our concerns and celebrating our achievements. We hope that this submission demonstrates the readiness and willingness of both SHU and the Students' Union to work collaboratively to always strive to improve the university experience for all our students.