

2020 Student Rep Survey Report

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Contents

Introduction	3
Summary	3
Support & Feedback.....	4
Satisfaction.....	8
Digital Offer.....	12
Appendix A: Comments on Digital Offer.....	14

Introduction

Annually, the Students' Union asks Student Reps to share their experience at the end of each academic year through the Student Rep Survey. This survey highlights what is going well and what could be improved for future Student Reps. The year's survey, 2020 Student Rep Survey, was open from 2nd June to 6th July 2020 and had a total of 309 respondents (a response rate of 22.3%). Students were incentivised to complete the survey with an offer of £50 in cash or 1 of 5 £10 Amazon vouchers (the same incentive used in the 2019 Student Rep Survey). Though the 2020 Student Rep Survey received 309 responses, not all respondents answered every question and the number of total respondents from the questions is indicated in each graph. In comparison to previous surveys, this year's Student Rep Survey was much shorter in length with the aim of boosting response rates whilst still providing reliable data.

Summary

Similar to previous year's, the majority of Student Reps volunteered for their role and only small percentages of respondents were elected into their role: 4% from the College of Business, Technology and Engineering (BTE); 13% from the College of Health, Wellbeing and Life Sciences (HWLS); and 11% from the College of Social Sciences and Arts (SSA). When asked whom they would go to for support in their role as a Rep if needed, the majority of Reps would seek support from their Course Leader (82%).

Respondents were also most likely to give feedback once or twice a semester (63%), but 21 percent of respondents indicated that they provided feedback monthly. Some Reps commented that the regularity of feedback increased due to the Coronavirus, or COVID-19. Due to the drastic changes in teaching methods and learning remotely, Reps were asked to gather feedback from their peers more often and had virtual meetings with their Course Leader(s) or Course Tutor(s) more consistently.

There was a slight increase in the percentage of Course Reps feeling that their opinions and input were respected (89% in 2019 and 92% in 2020) or listened to (88% in 2019 and 90% in 2020) from the 2019 Student Rep Survey. Despite this, there was no increase in the percentage of Course Reps feeling that their issues were acted upon (66% in 2019 and 2020). Positively, 77 percent of all respondents felt proud of their contribution or felt that their role had a clear purpose. There was, however, a 2 percent decrease from 2019 to 2020 in the percentage of Reps that enjoyed being a Rep (86% in 2019 and 84% in 2020).

When respondents were asked about the implementation of a digital platform to help engage students with Reps in the 2020/21 academic year, 81 percent of respondents indicated that they were very likely or likely to have used this if it were available to them in the last academic year. Of the respondents that provided additional comments about digital enhancements, 10 Reps stressed the importance of anonymity in providing feedback if this were to be put in place.

Support & Feedback

Of the 309 respondents, 95 percent (n=294) were Course Reps, 4 percent (n=11) were both a Course Rep and a Department Rep, and only 4 respondents (1%) were Department Reps only. By College, where known, nearly half of respondents were from the College of Social Sciences and Arts, a 7 percent difference between the percentage of respondents to this survey and the Sheffield Hallam student population.

Table 1: Percentage of respondents by College, with Sheffield Hallam University population percentages for comparison, where College is known (n=257).

College	Survey %	Population %
Business, Technology and Engineering	32%	30%
Health, Wellbeing and Life Sciences	21%	29%
Social Sciences and Arts	47%	40%

Respondents were asked to indicate how they became a Student Rep, with the majority of all respondents volunteering for their role (81%, or n=281). For respondents from the Colleges of Business, Technology and Engineering (BTE) and Social Sciences and Arts (SSA), there was a marginal increase in these Reps being chosen by their course leader or tutor for the role, compared to respondents from the College of Health, Wellbeing and Life Sciences (HWLS).

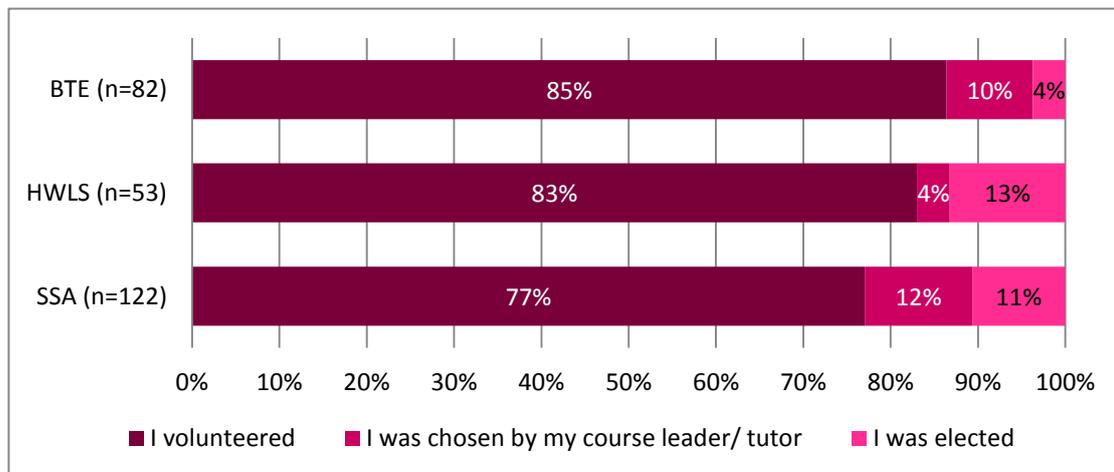


Figure 1: How respondents became a Student Rep, by College, of all respondents (n=309).

Of all respondents, when students needed support in their role, 82 percent of respondents indicated that they would go to their Course Leader for support and only 37 percent indicated they would seek help from the Students' Union (see Table 2). There were small numbers of students that would ask other Reps for support (either fellow Course Reps or their Department Rep) or their Academic Advisor.

Table 2: Responses to "If you needed support in your role as a student rep, who would you go to for help?", selecting all that apply, of all respondents (n=309).

Support	Count	%
My Course Leader	254	82.2%
Students' Union	115	37.2%
My Course Administrator	45	14.6%
I don't know	19	6.1%
Other:	18	5.8%
Academic Advisor	7	2.3%
Other Reps	5	1.6%
Department Rep	2	0.6%
Hallam Help	1	0.3%
Department Head	1	0.3%
Fellow students	1	0.3%
Level manager	1	0.3%

When asked how they normally provide feedback in their role as a Student Rep, 32 percent of respondents provided feedback once a semester and 31 percent of respondents provided feedback twice a semester. Where students indicated they provided feedback at 'Other' times, these respondents commented that they feed back when asked to by their Course Leader or that the regularity of their feedback changed with COVID-19, or Coronavirus, providing student views more often throughout the pandemic.

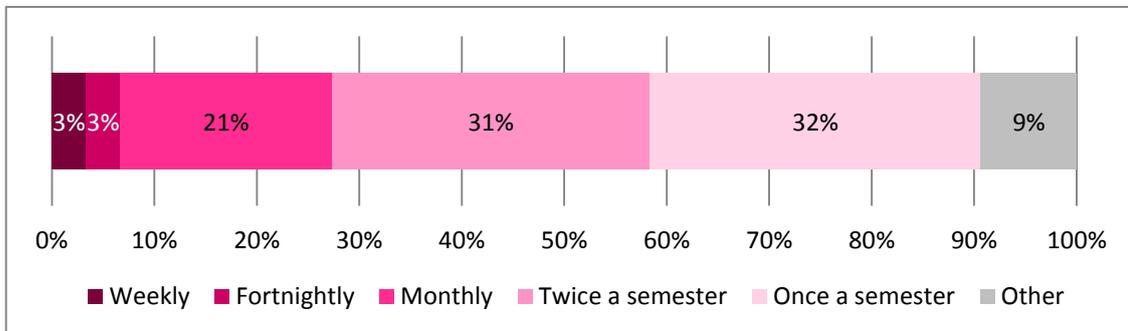


Figure 2: Frequency of feeding back to the University, all respondents (n=309).

Of all 309 respondents, 140 (45%) commented that they provide feedback for their Course Leader or Course Tutor informally as well, and, for the majority of these Reps, they provided this using digital methods (e.g. via email or in a Zoom meeting) or after a lecture, seminar, or tutorial. Table 3 displays this the ways in which Reps share student views informally, outside of traditional Staff-Student Committee Meetings or other formal, scheduled meeting.

Table 3: Themes of how Student Reps provided feedback informally to their Course Leader or Course Tutor, of students that commented (n=140).

Themes	Count	%
Digital (e.g. email or zoom meeting)	74	53%
After lecture, seminar, tutorial, etc.	72	51%
Cafe	18	13%
During lecture, seminar, tutorial, etc.	7	5%
During Office hours	5	4%
Before lecture, seminar, tutorial, etc.	2	1%
With their Academic Advisor	1	1%

In addition, respondents were asked to indicate to what extent they felt that their opinions and input were respected, listened to, and acted upon. High percentages of respondents, 91 percent and 90 percent, thought that their opinions and input were respected and listened to, respectively (see Figure 3). Despite this, 66 percent of respondents felt that their opinions and input were acted upon; similarly, the 2019 Student Rep Survey also found that 66 percent of respondents thought that their feedback was acted upon (see Table 4). This year, however, there was an increase in the percentages of Student Reps, particularly Course Reps, that felt that their opinions and input were either respected or listened to.

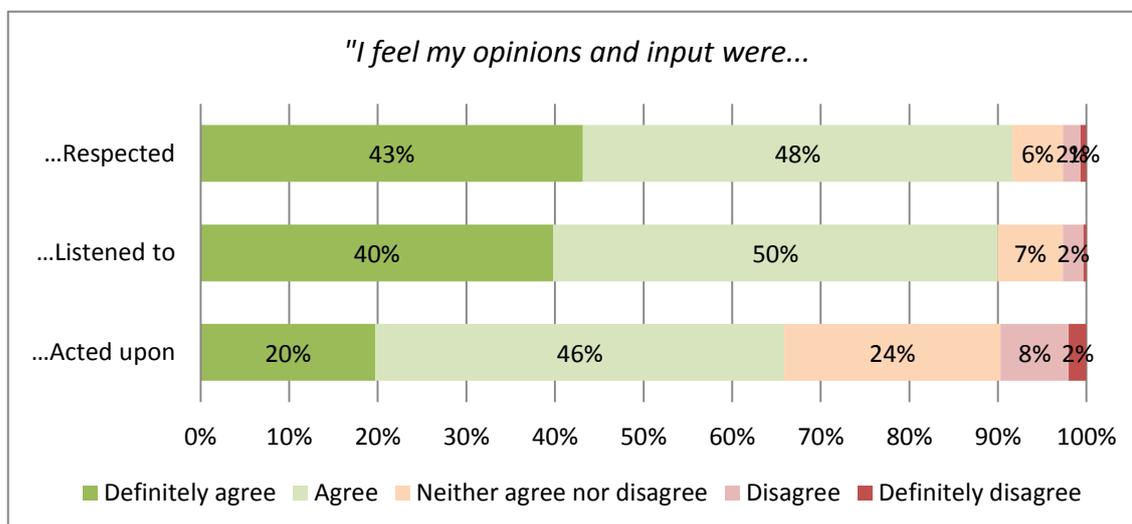


Figure 3: Extent of agreement to corresponding statements, all respondents (n=299).

Table 4: Three year trend of respondents that indicated definitely agree or agree to statements "I feel my opinions and input were respected, listened to, or acted upon", for Course Reps only.

Question	Statement	2018 (n=227)	2019 (n=245)	2020 (n=294)	2018 to 2019 Comparison
"I feel my opinions and input were..."	..respected."	89%	89%	92%	
	..listened to."	86%	88%	90%	
	..acted upon."	65%	66%	66%	

Furthermore, highlights the difference within Colleges, with respondents from BTE (98% agreed or definitely agreed) feeling their opinions and input were respected more than respondents from either HWLS (89%) or SSA (91%). Conversely, a higher percentage of Reps from HWLS and SSA agreed or definitely agreed that their opinions and input were acted upon (77% HWLS and 70% SSA), compared to respondents from BTE where 60 percent of Reps agreed or definitely agreed.

Table 5: Extent of agreement, by College, where known.

	To what extent do you agree with the following statements: "I feel my opinions and input were..."		
	...Respected	...Listened to	...Acted upon
All (n=299)	92%	90%	66%
BTE (n=82)	98%	93%	60%
HWLS (n=53)	89%	89%	77%
SSA (n=122)	91%	90%	70%
Course Reps (n=294)	92%	90%	66%

Satisfaction

Respondents were asked to indicate the extent of agreement to a number of statements related to their general satisfaction, learning, development, and belonging due to the Student Rep role. As Figure 4 highlights, 84 percent of respondents enjoyed being a Rep and 77 percent felt proud of their contribution. When asked about providing feedback anonymously, 38 percent of respondents would feel more comfortable doing so, though 34 percent neither agreed nor disagreed to this statement.

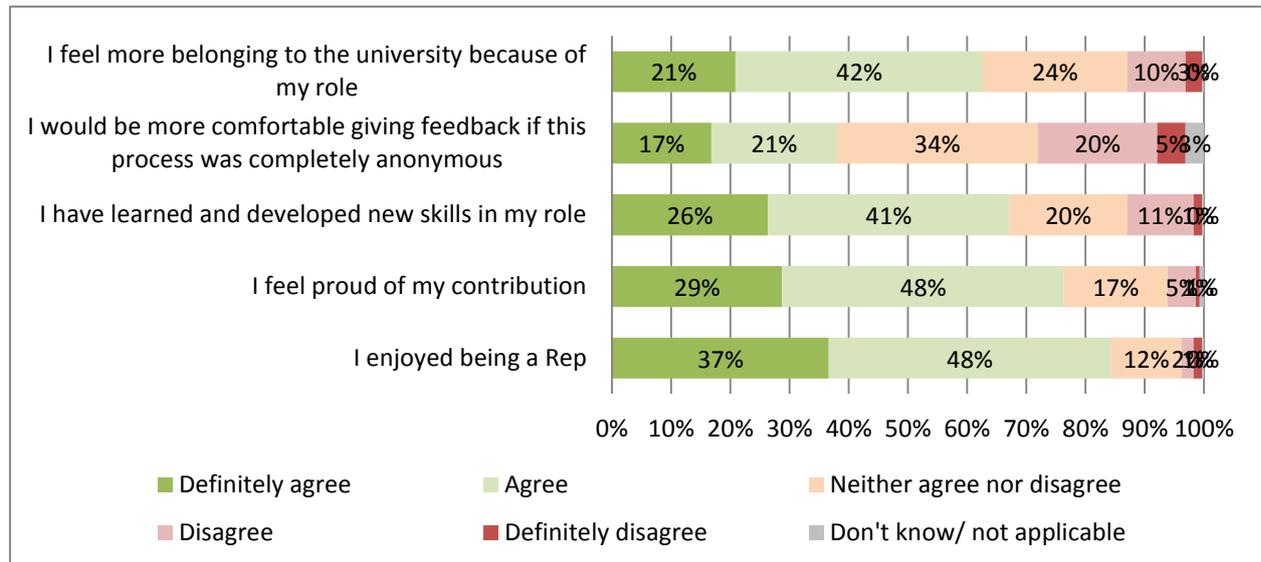


Figure 4: Extent of agreement to above statements, of all respondents (n=292).

When analysed by College, there are slight variations in the way in which students responded. The percentage of respondents that agreed or definitely agreed that they learned and developed new skills in Colleges of BTE and HWLS is higher than Reps from College of SSA. Similarly, respondents from Colleges of BTE and HWLS feel slightly more belonging to the university because of their role, compared to respondents from College of SSA.

Table 6: Extent of agreement to statements, by College where known and for all respondents (n=292).

	I feel more belonging to the university because of my role	I would be more comfortable giving feedback if this process was completely anonymous	I have learned and developed new skills in my role	I feel proud of my contribution	I enjoyed being a Rep
All (n=292)	63%	38%	67%	76%	84%
BTE (n=82)	66%	40%	73%	72%	87%
HWLS (n=53)	66%	32%	75%	83%	91%
SSA (n=122)	60%	37%	63%	80%	84%
Course Reps (n=288)	62%	38%	66%	76%	84%

Respondents were also asked to indicate the extent to which they agree with the following statements, related to purpose in the role, working with the Students' Union, and challenges. As Figure 5 notes, 77 percent of respondents agreed or definitely agreed that they feel their role has a clear purpose and only 31 percent faced significant challenges in their role. A small percentage of students, 34 percent, agreed or definitely agreed that they identify their work as a Rep with the Students' Union, a decrease on previous years (see Table 8).

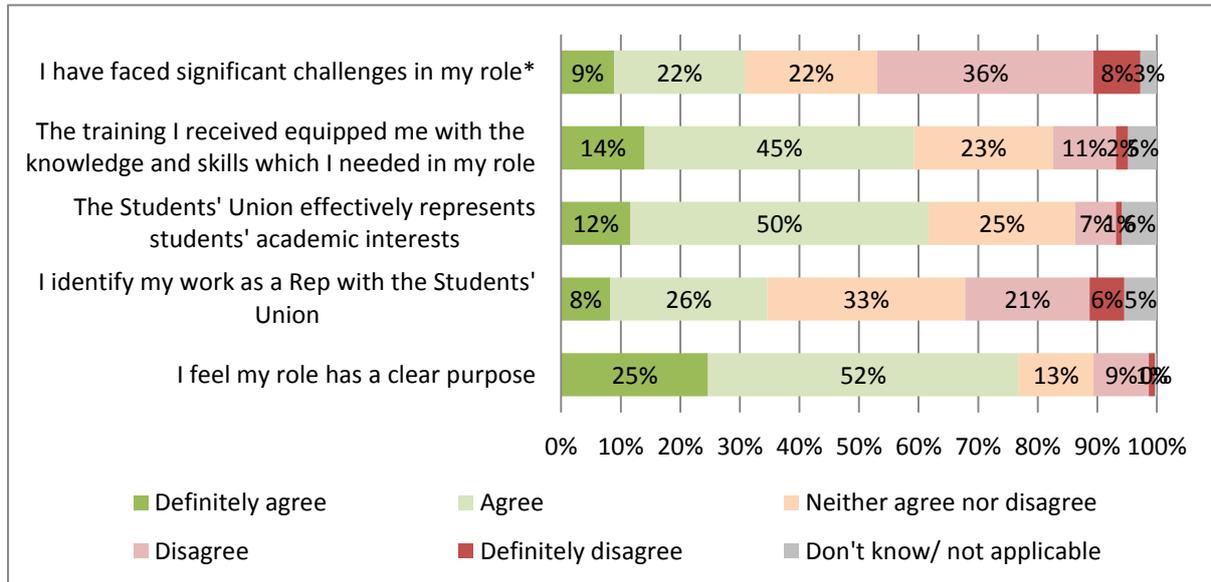


Figure 5: Extent of agreement to above statements, of all respondents (n=292). *NB: This statement is reversed, therefore the lower the percentage, the better.

As Table 7 displays, there were very small variations in responses based on Colleges. A higher percentage of respondents from the College of HWLS (45%) indicated that they identify their work as a Rep with the Students' Union compared to 31 percent of SSA Reps and 33 percent BTE Reps.

Table 7: Extent of agreement by College, where known, of all respondents (n=292). *NB: This statement is reversed, therefore the lower the percentage, the better.

	I have faced significant challenges in my role*	The training I received equipped me with the knowledge and skills which I needed in my role	The Students' Union effectively represents students' academic interests	I identify my work as a Rep with the Students' Union	I feel my role has a clear purpose
All (n=292)	31%	59%	62%	35%	77%
BTE (n=82)	30%	62%	62%	33%	78%
HWLS (n=53)	34%	58%	60%	45%	77%
SSA (n=122)	30%	60%	64%	31%	77%
Course Reps (n=288)	30%	58%	60%	33%	77%

This year's survey used some questions which have been previously asked of Reps in the past two years. Therefore, a three-year trend analysis allows for comparison from 2018 to 2020. As Table 8 displays, across all statements, the percentages of Reps that definitely agreed or agreed to these statements has decreased, with some bigger decreases compared to others. Across the three years, for example, there is a 2 percentage point decrease from 2018 to 2019 and again from 2019 to 2020, resulting in a 4 percent decrease across the years.

Most notable, there was an 18 percent difference between 2019 (53%) and 2020 (35%) for Reps identifying their work with the Students' Union. When asked about training sessions equipping students for their role, there was a 17 percent difference between 2019 (76%) and 2020 (59%) and Reps agreeing that the training prepared them with knowledge and skills for their role.

Table 8: Three year trend of respondents that indicated definitely agree or agree to below statements. *NB: This statement is reversed, therefore the lower the percentage that agree, the better.

Question	Statement	2018 (n=227)	2019 (n=245)	2020 (n=309)	2018 to 2019 Comparison
To what extent do you agree with the following statements:	I enjoyed being a Rep	88%	86%	84%	
	I have learned and developed new skills in my role	84%	78%	67%	
	I feel more belonging to the university because of my role	78%	76%	63%	
	I feel my role has had a clear purpose	85%	82%	77%	
	I identify my work as a Rep with the Students' Union	51%	53%	35%	
	The training session equipped me with the knowledge and skills which I needed in my role	68%	76%	59%	
	The Students' Union effectively represents students' academic interests	--	69%	62%	
	I have faced significant challenges in my role*	43%	45%	31%	

Finally, respondents were asked to comment on any issues that they wanted to resolve, but were unable to for various reasons. Ninety-three respondents commented and, of these students, 13 comments were in relation to issues that occurred during COVID-19, or Coronavirus. Some of these comments mentioned the communication of changes and support received from their course team due to the virus. Small number of Reps highlighted the impact that Coronavirus has had on their assignments and exams, with one Rep commenting:

"Our voice was acknowledged regarding coronavirus but not really acted upon. Uni still did what they wanted to regardless of how unhappy the majority of our cohort was with how the final dissertation and resit exams were handled." - Health, Wellbeing & Life Sciences Rep

Other Reps (n=6) mentioned the UCU strike action, which took place during November-December 2019 and February-March 2020, which impacted in-person teaching and students feeling that they received sufficient information and value from their course. Some Reps (n=10) highlighted value for money and mentioned that students on their course want a refund or reimbursement due to the compounding impact that both the strike action and COVID-19 has had on their educational experience this academic year.

"The strikes during the semesters, all my peers sign up of a complaint letter for compensation of missing lessons. I submitted the complaint letter to Hallam Help and student union and my course leader. There is no reply from those three places. The peers still asking about what is the results of the complaint." - Social Sciences & Arts Rep

"Getting fees back for missed lectures due to the strikes" - Business, Technology & Engineering Rep

A small number of respondents mentioned the lack of support from various student services at Sheffield Hallam; some Reps mentioned specific members of staff that students had complained about and feeling that the University had not addressed this, whilst a few Reps highlighted that Hallam Help or the Students' Union did not support them or their peers well in times of need. Similarly to the 2019 Student Rep Survey which found that Reps sometimes struggle gathering feedback from their course mates, this year, six respondents mentioned this. These Reps felt that the lack of engagement from their cohort inhibited them from fully engaging with the role and creating change for students.

"Yes there were some issues like when I ask for feedback at the end of each semester, people from my class hardly replied to my mail nor replied in WhatsApp class group. So I planned to collect feedback after the class hours. But still people gave feedback only for 3 modules and not willing to invest their time in filling feedback." - Business, Technology & Engineering Rep

Digital Offer

Lastly, respondents were asked to indicate their awareness and use of the current digital offer to help Reps contact students and engage their course mates in the feedback process. In their role as a Rep, only 11 percent of respondents (n=33) and 18 percent (n=52) were both aware of and had used the email functionality through the Students' Union website or Blackboard, respectively, to contact the students that they represent. Over half of respondents (n=154) were not aware of the ability to email using the Students' Union website and just under half (n=137) were not aware of the ability to email using Blackboard.

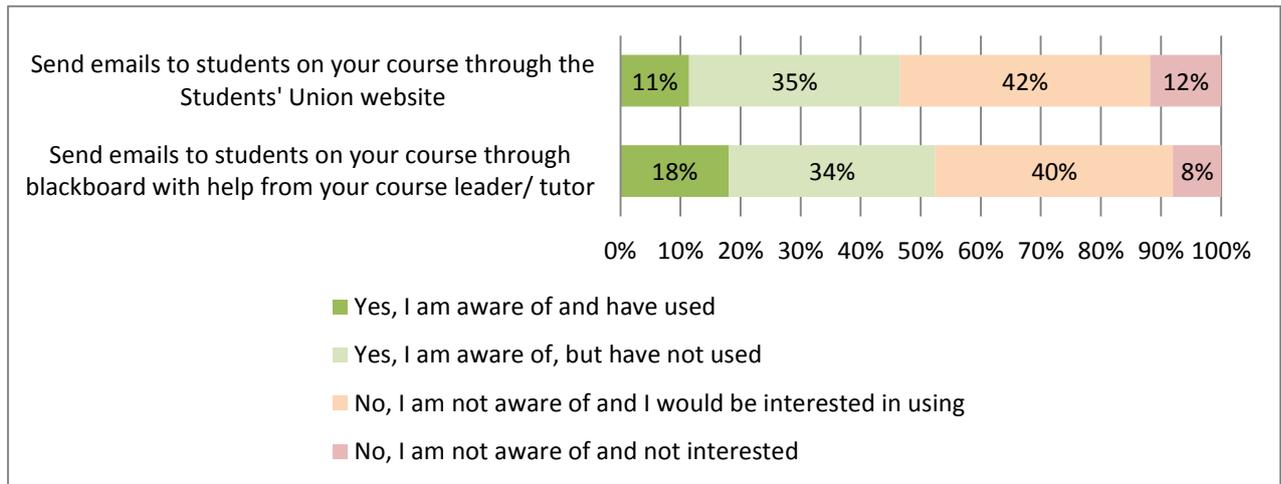


Figure 6: Awareness and use of email capabilities, all respondents (n=288).

Sheffield Hallam Students' Union and Sheffield Hallam University have begun to think about new, digital ways of helping Reps to gather feedback from students and continuously engage students in the Rep role. Therefore, Reps were asked to comment on a proposed digital offer. Respondents were provided with the following explanation about digital proposals:

"Next year, the Students' Union is looking at ways we can help Student Reps to engage students on their course online. We are currently looking at creating a Representation page on the SU website for each department. On the page, students can contact their Student Rep, suggest and comment on ideas, and view updates on what Reps have been working on. Student Reps will be able to use the page to update students on their work, and message students on their course directly."

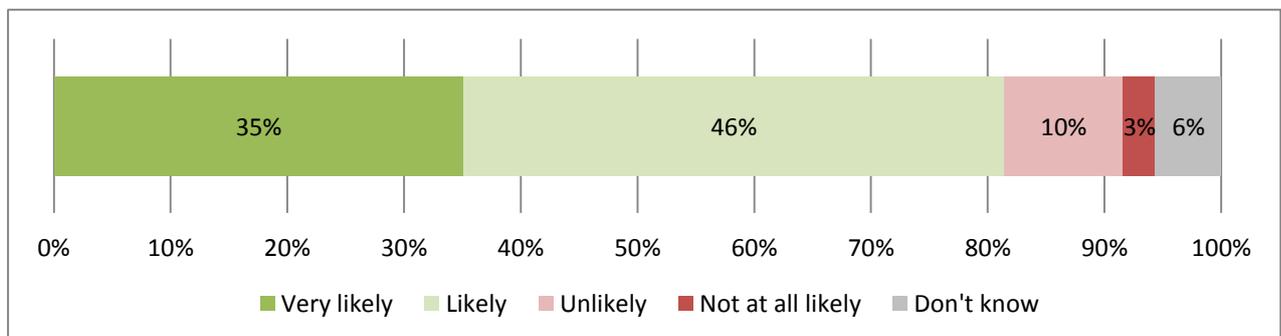


Figure 7: Likelihood of use in previous academic year, if this had been made available, of all respondents (n=285).

Respondents were then asked to indicate how likely they would have been to use this in the previous academic year, had this been available to them (see Figure 7). The majority of Reps (81%, or n=232) thought that they would have used this and small percentages (13%, or n=37) indicated that they it is unlikely or not at all likely that they would have used this.

Lastly, Reps were asked to include any ideas for digitally engaging students or to provide thoughts on features that a digital platform should have. Only 59 respondents commented with ideas or thoughts and, of these, 10 students mentioned the need for this platform to be either completely anonymous or provide an anonymity function (which was the largest theme due to the varied types of ideas that respondents had). As one Rep commented:

"I've been a rep for the BA course and now my MA course and during the time spent as a course rep, and following discussions with my partner, a Dep rep now for three years, we have found that the majority of people who give us feedback do so in third party apps or in person to assure their anonymity. The development of online feedback needs to make sure that all students are assured that they are completely anonymous, that they can trust the reps they're speaking to, and that they are shown the "closing of the loop" where their issues are shown to be solved. I wouldn't use it actively unless all of the above is being done, to make sure that students feel comfortable to give feedback as it's my own primary goal." - Social Sciences & Arts Rep

There were five Reps that felt that stronger emphasis needs to be given to students about the importance of providing their feedback and thought that if a digital platform is provided, students need to be made aware of it more widely. Small number of Reps mentioned that the platform should not be on the Students' Union website, but rather on Blackboard, where more students are likely to see and interact with it. Due to the wide array of comments received and ideas put forth, all comments about digital enhancements are in Appendix A: Comments on Digital Offer.

Appendix A: Comments on Digital Offer

College	Had this been available to you this last academic year, how likely is it that you would have used this?	Do you have any comments about features that you'd like to see, or other ideas for digitally engaging students?
Health, Wellbeing and Life Sciences	Very likely	this sounds good - i think some training like online facilitation etc would be v beneficial. one training session wasn't enough for the role and it has changed so much since COVID.
Business, Technology and Engineering	Likely	More emphasis on the importance of feedback to my peers . Sometimes there was problems with engagement regardless of the measures I personally put in place .
Unknown	Very likely	the page could be used as an anonymous suggestion box, with actions and any progress being posted generally to the student community.
Business, Technology and Engineering	Don't know	I myself have seen these kinda options in blackboard like "Contact your student rep" but none of the tabs directs me to them. So this can be actively resolved.
Social Sciences and Arts	Very likely	would be really useful, found students communicate more through digital media i often use things like padlet to gain feedback
Business, Technology and Engineering	Likely	questions and answers section for all years to comment
Social Sciences and Arts	Likely	Ensure that it is accessible to all students ..eh able to change screen, text, cursor colour etc and ensure that videos can be uploaded so if Deaf BSL using students are attending a course/ become a rep video translations for them can be uploaded

Social Sciences and Arts	Not at all likely	I'm sorry for the negative opinion above. I've been a rep for the BA course and now my MA course and during the time spent as a course rep, and following discussions with my partner, a Dep rep now for three years, we have found that the majority of people who give us feedback do so in third party apps or in person to assure their anonymity. The development of online feedback needs to make sure that all students are assured that they are completely anonymous, that they can trust the reps they're speaking to, and that they are shown the "closing of the loop" where their issues are shown to be solved. I wouldn't use it actively unless all of the above is being done, to make sure that students feel comfortable to give feedback as it's my own primary goal.
Unknown	Likely	Generally just making it more digital, I feel people will be more forthcoming than compared to when you have to write in down
Health, Wellbeing and Life Sciences	Likely	Can an option on bb be linked to the students union about course and department reps
Business, Technology and Engineering	Likely	A section on blackboard where as you mentioned students are able to go to and complain or bring up any issues that they may have with the course. This would then be received by the current student reps (perhaps by email or a separate section where they can log in) and acted upon if appropriate. The only way I heard about problems was face to face and experiencing it myself. Some students are to shy or are not comfortable talking to someone. The best way is to constantly remind them at the start of the year and throughout if they have any issues to use the blackboard site.

Health, Wellbeing and Life Sciences	Not at all likely	As uni transformed into online classes. It is recommended that there should be responsible faculty/ course leader/ welfare officer to make a call to students once in 15 days and had a direct interaction. 2) Not aware of the position but there should be additional post students welfare officer to get interacted with students during this high time.
Business, Technology and Engineering	Very likely	Getting in contact with students is incredibly important, I never knew you could email students and this would have been a great way to gather feedback from students outside of who I have contact with or know
Social Sciences and Arts	Very likely	Profile pictures incase on a big course they are unsure who is their rep
Social Sciences and Arts	Very likely	I think the minutes of the last meeting or the topics that have been talked about should be up there so students know what is being looked at.
Business, Technology and Engineering	Very likely	an online anonymous platform for students to contact their rep via, which was actively encouraged to be used as a way of communicating, would've been very helpful in my ability to perform the role! This is a great idea - just as long as its made aware of (such as in welcome lectures)
Health, Wellbeing and Life Sciences	Unlikely	Unsure as my cohort is only 17 people so we use WhatsApp. However BB and SU sites would be useful for larger (50+) cohorts.
Business, Technology and Engineering	Likely	More awareness of course reps and what they are there to do , straight from first year would help .
Social Sciences and Arts	Likely	I think all the different shu websites can be confusing so I would probably still email.
Business, Technology and Engineering	Very likely	I would always remind students on the course that this is available and potentially use a form of register to know which students are/ are not regularly engaging

Health, Wellbeing and Life Sciences	Very likely	A reminder on deadlines to bursary's and extensions would be helpful and chances for students to be involved and more excited about their course
Business, Technology and Engineering	Very likely	A lot of my correspondence with students has been 1 to 1, predominantly on apps such as Facebook Messenger. If our names were available on the university website in a clear area, more people would be able to reach out to provide feedback
Social Sciences and Arts	Not at all likely	One of our tutors set up a 'workplace' account for our cohort, which seems really intuitive (it was set up towards the very end of the course due to lock-down so we didn't get to use it alot). Personally I wouldn't have used anything linked to the university or SU website just because there's already too many gateways/sites/portals-and all of them are over complicated and clunky. Also on my course the range of student ages is quite broad and some already found it challenging accessing Blackboard and the Trainee Development Space/Abyasa.
Social Sciences and Arts	Very likely	more information on how to contact reps outside of lectures, only had one real opportunity. rest was through message boards and emails
Social Sciences and Arts	Likely	Virtual meetings
Social Sciences and Arts	Unlikely	more social media opportunities such as a course rep social media platform/facebook group
Social Sciences and Arts	Likely	Whilst this would be good I don't think many students use the union website. This may be improved it is was an app with notifications direct to the reps phones when they got a message on that site from a student.
Social Sciences and Arts	Likely	Virtual meetings with tutors and course administrators twice a semester

		I think a lot of students find it difficult to approach Reps or staff to comment on their experience or any issues that they are facing. The idea of having a website is brilliant but maybe if there is a feature where students can choose whether they can be anonymous would be really helpful. Some students find that if they provide feedback or comments, they would be judged and it is our role as Reps to ensure they feel their comments are welcomed. However, providing them with the ability to be anonymous would be really useful for some students.
Social Sciences and Arts	Very likely	
Business, Technology and Engineering	Likely	platforms for encouraging students to send feedback to reps
Social Sciences and Arts	Likely	Making it easier to contact students via email: including a tutorial on how to do this during the training. Introducing a system for Reps to communicate with each other more easily.
Social Sciences and Arts	Very likely	There should definitely be an anonymous section for students when they post. I think it would generate more responses
Business, Technology and Engineering	Likely	Use of social media platforms(to form course specific groups) or at least the use of blackboard for communication would be better than use of website. Most facilities available from the university is predominantly a one way communication and lacks collaboration.
Social Sciences and Arts	Unlikely	I'm from a small course of 8 people so we talk all the time on social media and don't feel like there would be a need for an additional page for us

		i believe still students are not aware of the fact there is a student rep among them or they forgot as i have not seen students coming to student rep for any issues as they prefer approaching directly to tutor or course leader its very important to specify the role and responsibilities of student rep and make students aware of the same i feel even student union can be vocal in this making aware to the students but even student union structure is not clear to students. instead of creating all this surveys better to create informative interactive page were in students knows the powers and limitations of student union and also up to what extent they can help roles and responsibilities of each and every officer elected. slowly but steadily we will reach there
Business, Technology and Engineering	Very likely	
Health, Wellbeing and Life Sciences	Very likely	Just more help engaging students from academic and SU side
Social Sciences and Arts	Likely	A way to report lecturers behaviour for an actual review. You have some terrible lecturers which are ruining your courses
Social Sciences and Arts	Very likely	a way to make polls on issues, we used a facebook group chat for this feature but having a formal way to do it such as via blackboard would be amazing
Social Sciences and Arts	Very likely	Recordings of rep meetings passed up the chain to required persons
Social Sciences and Arts	Very likely	If moving to online it would be good to see there being an anonymous option as some people don't feel comfortable when having to discuss certain things. Allowing them to still use their voice
Business, Technology and Engineering	Very likely	The use of surveys throughout the year, e.g. twice a semester to gain insight into how students feel their studies are going without them having to give their identity
Business, Technology and Engineering	Likely	Should have existed this year
Health, Wellbeing and Life Sciences	Likely	Polls available

Health, Wellbeing and Life Sciences	Very likely	Student reps should be given discounts or special meeting platforms where they can arrange a meet up or a gathering for their course . This will help them open up more
Social Sciences and Arts	Likely	Sometimes emailing it to students doesn't quite sink in, so perhaps making this information clear at the start of a lecture for the first week of the semester with quarterly reminders to keep everyone up to date and informed
Social Sciences and Arts	Likely	More better means to contact for help than just mail.
Social Sciences and Arts	Very likely	Just make sure it's available and known to everyone so you don't run the risk of haven't no engagement. However, saying that, I do think people will be more inclined to make comments etc if it's online and not in person.
Business, Technology and Engineering	Very likely	No, maybe making subject specific moderated Facebook pages/chats so everyone has easy access if they use social media, to contact their reps
Business, Technology and Engineering	Not at all likely	I should be through an app instead of a website..
Social Sciences and Arts	Very likely	I used a Facebook group which worked really well.
Health, Wellbeing and Life Sciences	Likely	* Page for students to directly communicate with the department and course reps anonymously
Social Sciences and Arts	Very likely	When an idea is put forward by a student I think it should be done anonymously and then if other students have the same issue then there should be a button that they can press so that if a significant number of students are having the same problems within a module, this can be prioritised when speaking to the module/ course leader
Social Sciences and Arts	Unlikely	As a Master course student, it will be great to have some online contacts after graduating the course.
Business, Technology and Engineering	Very likely	Group discussion forum would be great!!!
Social Sciences and Arts	Very likely	Making connections and reaching out to professional A section on social events like Ladies Wine & Design etc A section for people to communicate and perhaps display work? Gather opinions etc?

Social Sciences and Arts	Likely	I'd just like to ensure everything is laid out clearly and easy to understand as I'd rather not have to explain how to gain access to pages.
Business, Technology and Engineering	Likely	If the page was available via blackboard I feel more people would be likely to access it. Those that don't engage with the SU tend not to use that website so therefore wouldn't access the rep page either
Business, Technology and Engineering	Very likely	Perhaps on the student Rep pages, each Rep could have a padlet board where students can post comments regarding the course. Reps can also ask for students thoughts on specific issues (padlet can be anonymous so unsure how to make sure students are off the correct course and reporting to the correct Rep but I feel this would have been valuable)
Social Sciences and Arts	Very likely	Academic chat room for courses - especially the larger ones