

## Students' Union Monthly Student Feedback Report

The following provides insights into the most noteworthy issues faced by Sheffield Hallam students in May 2021. This month, the report contains information from our [Advice Centre](#) and Helpdesk, as well as from our 'Hallam, How Are We Doing?' survey (this survey opened on 12 April and closed on 9 May 2021). The [April 2021 Monthly Student Feedback Report](#) shared initial findings from this survey and this report contain the final results. Analysis was undertaken for each College (where known), but if further analysis is needed, please get in contact with Liz Sturge ([e.sturge@shu.ac.uk](mailto:e.sturge@shu.ac.uk)) for additional information.

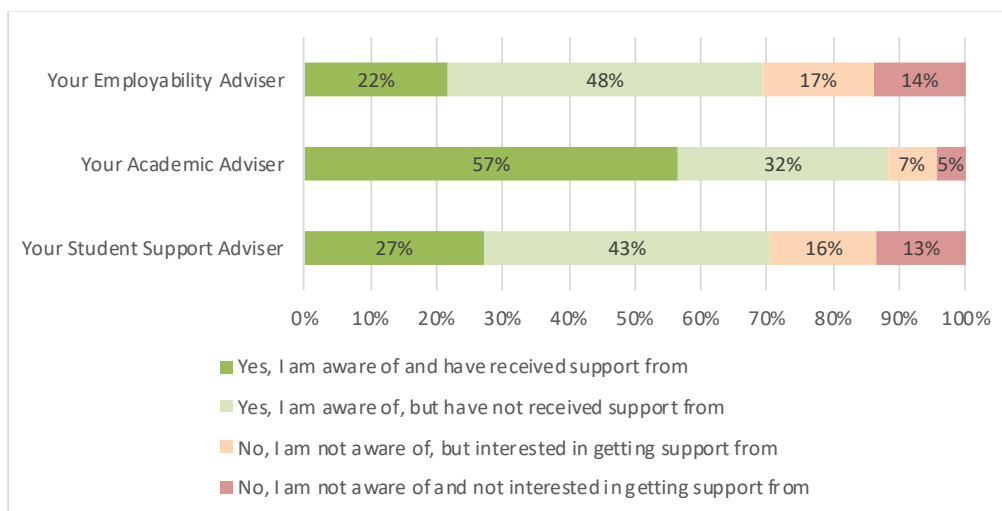
*Table 1: The source of data used throughout this report, as well as the number of queries or responses received. NB: \*this is the number of queries received between 1 to 13 May 2021. \*\*this is the number of queries received from 26 April and 23 May 2021.*

Source	Number of queries/ responses
Advice Centre	40*
Helpdesk	63**
'Hallam, How Are We Doing?' survey	1463

This month, our Advice Centre received 40 new enquiries and whilst these covered a mix of topics, the primary issue students sought help with was related to academic conduct. This is typical for this time of year and the Advice Centre expect that the new cases related to conduct and/or disciplinary hearings will rise in the coming months. Similarly, our Helpdesk received the highest number of queries related to accommodation or their course. Normally, these queries would be signposted to the Students' Union [self-help section of our website](#) or to [contact the Advice Centre](#) directly.

### Support

Our 'Hallam, How Are We Doing?' survey asked a few questions related to support. As the below figure displays, respondents were more likely to be aware of their Academic Adviser in comparison to their Employability Adviser or Student Support Adviser.



*Figure 1: Awareness of and support received from the Support Triangle, of all respondents (n=1463).*

There were slight differences by College for awareness of the Support Triangle, as displayed in the below table.

Table 2: % of respondents that are aware of (including aware of and received support and aware of, but not received support) different Advisers in the Support Triangle, by College where known.

	Your Employability Adviser	Your Academic Adviser	Your Student Support Adviser
All Respondents (n=1463)	69%	88%	71%
BUSINESS TECHNOLOGY AND ENGINEERING (n=441)	72%	90%	75%
HEALTH WELLBEING AND LIFE SCIENCES (n=326)	68%	92%	72%
SOCIAL SCIENCES AND ARTS (n=598)	70%	87%	68%

Furthermore, respondents were asked to answer several Likert-scale questions related to support received from their course teams. As Figure 2 displays, three-quarters of respondents agreed or strongly agreed that they had been able to: contact an academic member of staff when needed, that course and module leaders have been responsive to requests for help, and that contacting course leader for support has been easy.

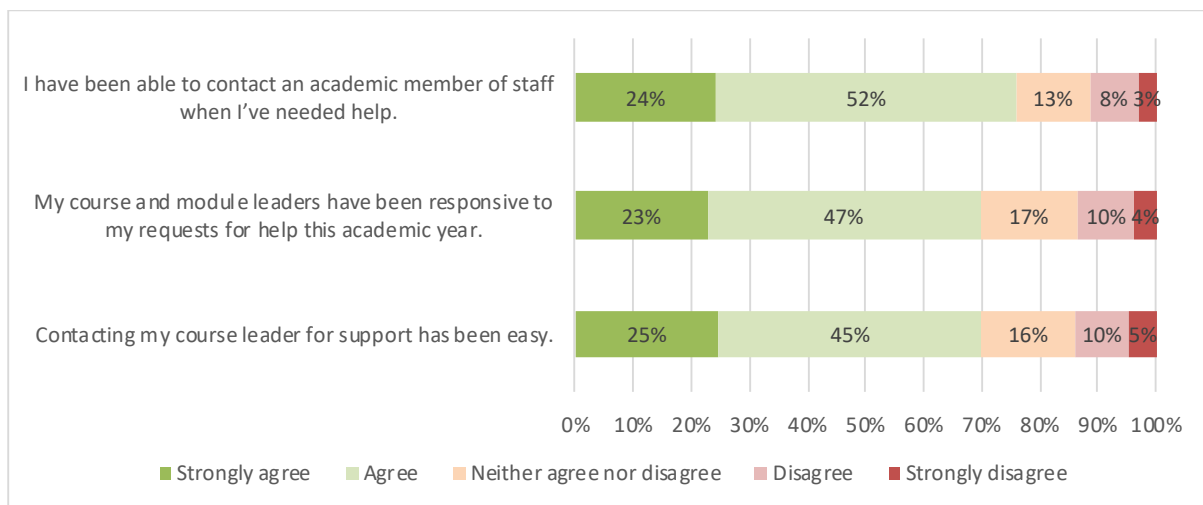


Figure 2: Extent of agreement to statements related to contacting and receiving help from course teams, of all respondents (n=1463).

Though there were very slight differences by College, though generally around three-quarters of respondents agreed or strongly agreed with each of these statements.

In Business, Technology & Engineering:

- 76% of respondents in BTE agreed or strongly agreed that they had been able to contact an **academic member of staff** when they needed help.

- 73% of respondents in BTE agreed or strongly agreed that their **course and module leaders have been responsive** to requests for help this academic year.
- 69% of respondents in BTE agreed or strongly agreed that **contacting their course leader** for support has been **easy**.

In Health, Wellbeing & Life Sciences:

- 73% of respondents in HWLS agreed or strongly agreed that they had been able to contact an **academic member of staff** when they needed help.
- 64% of respondents in HWLS agreed or strongly agreed that their **course and module leaders have been responsive** to requests for help this academic year.
- 68% of respondents in HWLS agreed or strongly agreed that **contacting their course leader** for support has been **easy**.

In Social Sciences & Arts:

- 79% of respondents in SSA agreed or strongly agreed that they had been able to **contact an academic member** of staff when they needed help.
- 72% of respondents in SSA agreed or strongly agreed that their **course and module leaders have been responsive** to requests for help this academic year.
- 73% of respondents in SSA agreed or strongly agreed that **contacting their course leader** for support has been **easy**.

Teaching & Learning

Our [April 2021 Monthly Student Feedback Report](#) shared initial findings from the data on teaching and learning before the ‘Hallam, How Are We Doing?’ survey closed. The following are the final results from this survey for all respondents and by Colleges, where known.

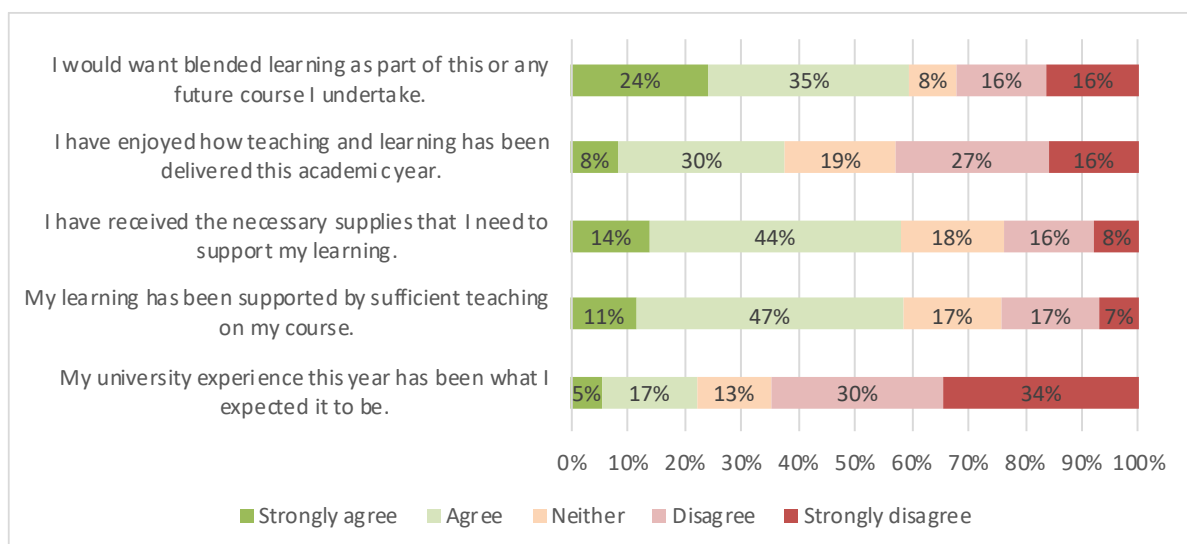


Figure 3: Extent of agreement to statements related to teaching and learning, of all respondents. NB: Not applicable responses have been removed from analysis.

As the above figure indicates, just over half of respondents would want blended learning as part of their current or future course that they do and only 38 percent of respondents agreed or strongly agreed that they enjoyed how teaching and learning was delivered this year. We know from previous research with students in November 2020 that student opinion, at the time, indicated a

mixed enjoyment of how teaching and learning was at that time: about half of respondents seemed to enjoy virtual learning and the other half seemed to not enjoy it.

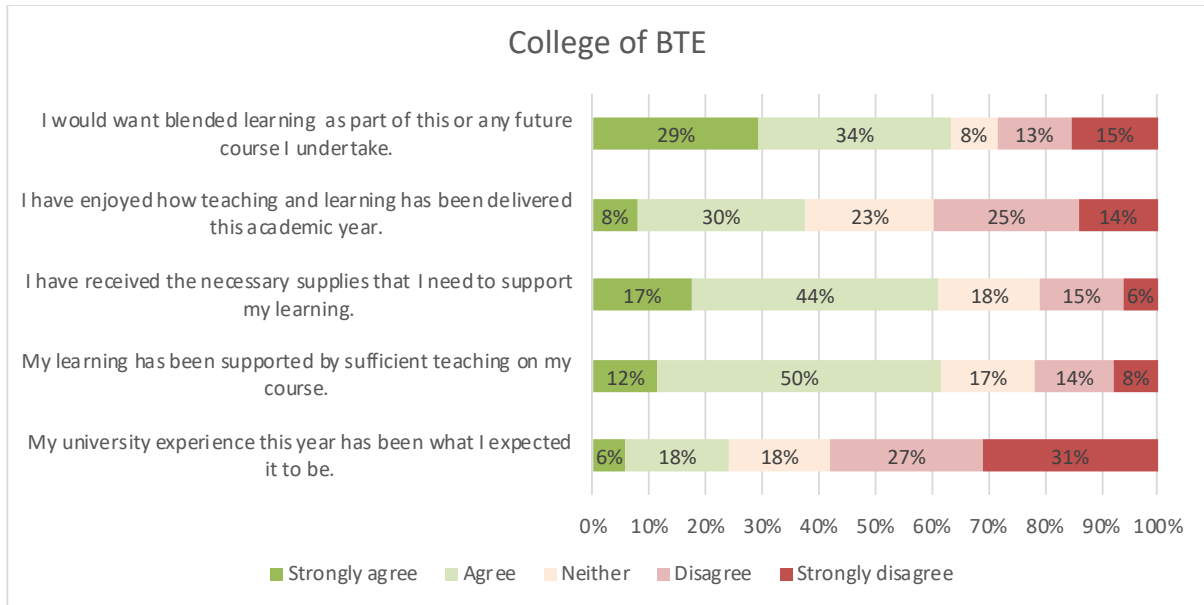


Figure 4: Extent of agreement to statements related to teaching and learning, of BTE respondents where known (n=441). NB: Not applicable responses have been removed from analysis.

For the College of BTE, below are the differences in the percentages that agreed or strongly agreed to each statement in Figures 3 and 4 (except for the last bullet point, which looks at percent that disagreed with statement).

- There is a **4% rise** in those from BTE, compared to overall results, that would want blended learning as part of this or any future course.
- There is a **2% rise** in those from BTE, compared to overall result, that received the necessary supplies that they needed to support learning.
- There is a **4% rise** in those from BTE, compared to overall results, that agreed or strongly agreed that learning has been supported by sufficient teaching on their course.
- **6% less** respondents from BTE, compared to overall results, disagreed or strongly disagreed that their university experience has been what they expected it to be.

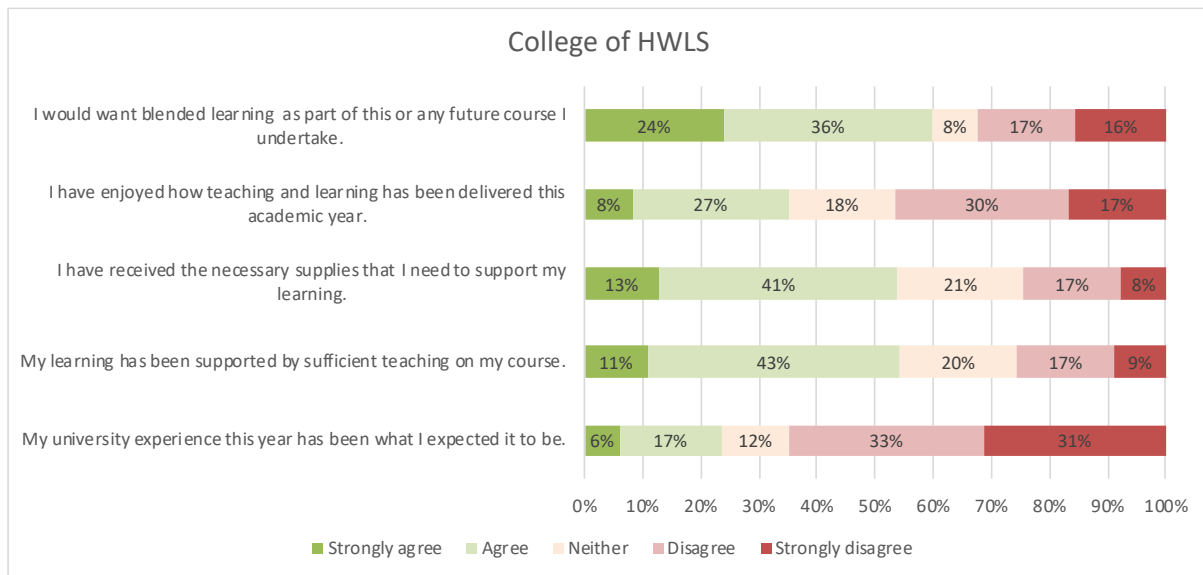


Figure 5: Extent of agreement to statements related to teaching and learning, of HWLS respondents where known (n=326). NB: Not applicable responses have been removed from analysis.

For the College of HWLS, below are the differences in the percentages that agreed or strongly agreed to each statement in Figures 3 and 5.

- There is a **1% rise** in those from HWLS, compared to overall results, that would want blended learning as part of this or future course.
- There is a **3% fall** in those from HWLS, compared to overall results, that enjoyed how teaching and learning was delivered this academic year.
- There is a **1% rise** in those from HWLS, compared to overall results, that received necessary supplies needed to support learning.
- There is a **4% fall** in those from HWLS, compared to overall results, that agreed learning has been supported by sufficient teaching on their course.

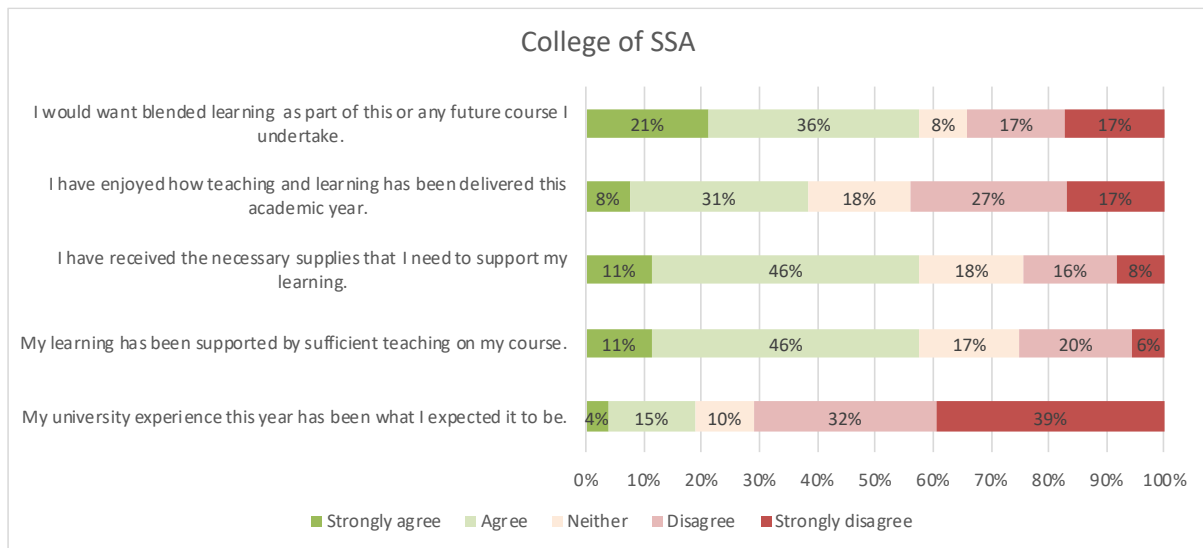


Figure 6: Extent of agreement to statements related to teaching and learning, of SSA respondents where known (n=598). NB: Not applicable responses have been removed from analysis.

For the College of SSA, below are the differences in the percentages that agreed or strongly agreed to each statement in Figures 3 and 6 (except for the last bullet point, which looks at percent that disagreed with statement).

- There is a **2% fall** in those from SSA, compared to overall results, that would want blended learning as part of this or future course.
- There is a **1% rise** in those from SSA, compared to overall results, that enjoyed how learning has been delivered this year.
- There is a **1% fall** in those from SSA, compared to overall results, that received the necessary supplies needed to support learning.
- There is a **1% fall** in those from SSA, compared to overall results, that agreed learning has been supported by sufficient teaching on their course.
- There is a **7% rise** in those from SSA, compared to overall results, that disagreed or strongly disagreed that university experience this year has been what they expected it to be.

We also asked respondents to share what they thought about the Safety Net and Fairer Outcomes policies put in place in the last academic year (if applicable) and this academic year, thinking about this year in total. As Figure 7 shows, just over half of respondents agreed or strongly agreed that both policies (No Detriment and Fairer Outcomes) were fair and appropriate for the corresponding year. Interestingly, whilst there was a 'not applicable' option for respondents, a third of respondents neither agreed nor disagreed with this statement; this might indicate indifference to the policies.

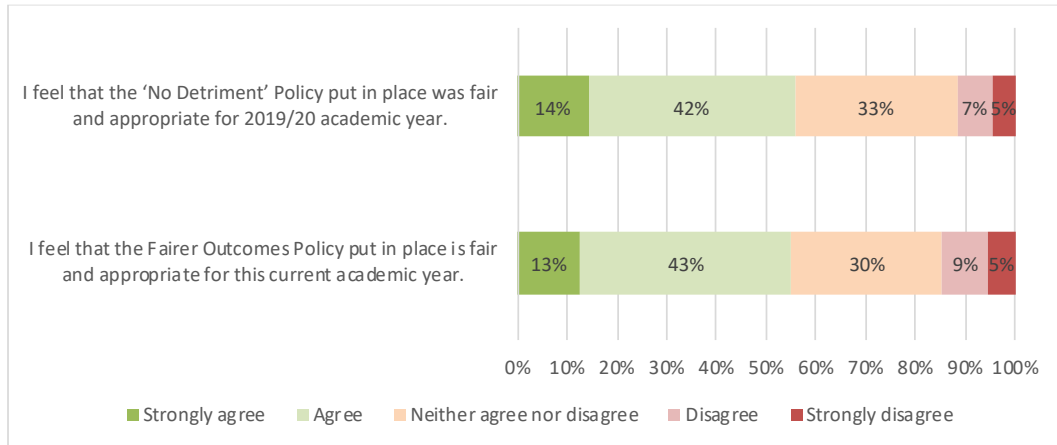


Figure 7: Extent of agreement with policies, all respondents. NB: Not applicable responses have been removed from analysis.

END.