

**student
leadership
elections**

Student Representative

Manifestos

**Business
& Law
Undergraduate
Faculty Lead**

Candidate List

Jafor Chowdury

Michael Harrison



Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I stand for the role of Faculty Lead Representative – Business & Law(BAL) faculty because I feel that students are entitled to effective, proportionate and evidence-based representation at a faculty level.

As a student of law and parent care giver, I have insight into the academic and personal challenges that many BAL students experience. I learn through multi-modal delivery and have first-hand experience of how communication, assessment transparency and learning support impact on student achievement.

I am friendly, passionate and comfortable person who loves to discussing matters in a professional manner. My legal education has actually made me a better problem solver, clearer communicator, and fairer judge of the rights of others. I will listen to and represent students across all BAL courses carefully & correctly constructively and see through. I will represent students with integrity, autonomy and a real passion for enhancing the student experience.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If elected, I will focus on the three most important issues of students are critical to their success and well-being.

1. Assessment and feedback that are transparent and equitable;

I will campaign for clearer briefs, uniform marking criteria and regular feedback that is delivered in a timely manner and in the right spirit.

2. Enhanced care for vulnerable and concerned students;

I will campaign for more precise academic support and appropriate accommodations for students with disabilities, mental health issues, caring responsibilities specifically for both home and international pupils.

3. Stronger student voice and accountability;

I will see to it that student issues are raised explicitly with the faculty and we get clear report backs on what was done.

Ultimately, I want feedback from students to make a difference.

It is therefore my commitment to listen, take action and work together with BAL community. So vote for your reps who put students first – Vote Jafor for safer dmu.

**Jafor
Chowdury**

**Business
& Law
Undergraduate
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**Michael
Harrison**

**Business
& Law
Undergraduate
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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I want to lead my faculty and help students within my community.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

The validity of the content of the course.

The way people understand the content and concepts that the lecturers are teaching.

The activities will become more efficient.

**Business
& Law
Postgraduate
Faculty Lead**

Candidate List

**Olanrewaju Akinola
Sneha Rangaswamy**



**Olanrewaju
Akinola**

**Business
& Law
Postgraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

Hello everyone my name is olanrewaju

I'm a masters student studying international business management

I am running to be your next faculty lead representative for Business and Law

As a passionate member of the faculty of business and law i want to make sure that every student's voice is heard and have a quality academic experience i shall be committed to student success by influencing policies and initiatives that will positively impact student learning outcomes and experience.

and I will act as a bridge between students and faculty, ensuring your concerns, ideas, and feedback are communicated clearly and acted upon.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

Strengthening student - faculty interaction: I would prioritize creating more channels for students to share more feedbacks and Ideas with the faculty like; question and answer sessions, suggestion portals, or faculty coffee chats.

Most times students concerns go unheard until they begins bigger issues. By bridging student faculty gap , students feel more valued and faculty can make more informed decisions

Encourage better well-being support where students with mental health or general health challenges can get time off studies when needed.

Lobby for fairness in timetabling and good timetabling for parents, careers, and students with special needs.



**Sneha
Rangaswamy**

**Business
& Law
Postgraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I'm Sneha Rangaswamy, a DBA scholar at DMU with 16 years of global mentoring experience. Having guided over 1,000 students, I believe leadership is about listening, connecting, and creating impact. As Faculty Lead, I'll ensure student voices spark real action — enhancing academic guidance, wellbeing, and inclusion to make Business and Law a truly empowering space for all. It would be my honour to represent our remarkable postgraduate community and to continue contributing to DMU's culture of excellence and inclusion.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If elected, I will concentrate on three key commitments:

- * 1. Enhancing academic supervision and support: * I will work toward consistent, transparent feedback and improved access to academic mentoring, helping postgraduates cultivate both confidence and clarity in their research and coursework.
- * 2. Fostering wellbeing and inclusivity, especially for international students: * Having worked closely with learners from diverse global backgrounds, I understand the importance of belonging and cultural sensitivity. I aim to promote wellbeing initiatives and peer mentoring frameworks that make every international student feel at home within the faculty.
- * 3. Strengthening collaboration and communication: * I plan to empower Course Representatives with stronger channels to escalate concerns and celebrate successes, ensuring that progress is measurable and visible to all.

Health & Life Sciences Undergraduate Faculty Lead

Candidate List

Abdullah Kaasim

Ana Sofia Oliveira Machado

Dethra Chinelo Temple-Paul

Dhruvi Amin

Harsh Bharat Dauda

Riley McClelland

Sarvani Bhatt



**Abdullah
Kaasim**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I wish to become Faculty Lead Representative because I am committed to improving the student experience and ensuring that students feel heard and supported. As a course representative, I have successfully raised issues such as improved library services and student wellbeing. This role has enabled me to listen to concerns, communicate them clearly, and work constructively with staff to achieve positive outcomes.

Advocacy is central to my values and one of the reasons I chose to pursue a career in mental health nursing. I am also a Nursing Union Student Ambassador, which has further developed my ability to represent students' views, promote available support, and raise matters affecting nursing students. These experiences have strengthened my confidence, professionalism, and leadership skills.

I believe I am a suitable candidate because I am approachable, proactive, and dedicated. I would work to improve communication between students and staff and ensure meaningful change!

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If elected, my first priority would be strengthening the link between student feedback and meaningful action. Many students raise concerns but do not always see clear outcomes. I would work to improve communication between students and staff and ensure that changes are shared transparently, so students feel listened to and valued.

My second focus would be improving relationships between Personal Academic Tutors (PATs) and students. PATs play an important role in academic and wellbeing support, but experiences can be inconsistent. I would raise student views, promote clearer expectations, and support better engagement across courses.

My third priority would be improved library services and learning resources. Accessible study spaces, suitable opening hours, and up-to-date materials are essential for student success, particularly for healthcare students with demanding schedules. These priorities matter because they directly affect learning, wellbeing, and trust in representation.



**Ana
Sofia Oliveira
Machado**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

Over the past two years as a Course Rep, I've developed a genuine commitment to student voice and meaningful representation. I'm now ready to step into a Faculty Lead role and build on that experience.

I'd like to become Faculty Lead Representative because I see how many concerns, ideas and strengths extend beyond a single course. Through my roles as Course Rep, Treasurer of the Forensic Science Society and participation in Student Council meetings, I regularly engage with students across different programmes and year groups. These conversations have given me insight into shared challenges and priorities within Health and Life Sciences.

What makes me the right candidate is the reliability and consistency I bring to representing HLS students. I'm used to being a trusted point of contact, listening to concerns around assessments, placements and wellbeing and engaging confidently with staff to ensure student perspectives are fairly represented and properly followed through.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

1. Assessment and academic workload balance

Across programmes, students frequently raise concerns about deadline clustering, feedback timing and clarity of assessment criteria. I would work collaboratively with staff to identify recurring patterns and advocate for more coordinated planning, clearer expectations and improved transparency around feedback processes.

2. Stronger Course Rep Network

I would enhance communication and collaboration between Course Reps, creating a more connected structure where representatives feel supported, informed and confident escalating issues constructively.

3. Transparency in decision-making

Students often provide feedback but do not always see how it shapes outcomes. I would prioritise clearer communication of actions taken at faculty level, ensuring the student voice is visibly acknowledged and respected.



**Dethra
Chinelo
Temple-Paul**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I would like to be the Faculty Lead Representative because I think the student voice should be heard and addressed. I have done this successfully as the current Year 2 Forensic Science Student Representative. I would like to take this positive impact to the entire faculty.

I am a confident, organised, and proactive person who would be an ideal candidate for the role. I am aware that good representation involves communication, being accountable, and being an advocate. I am not afraid to raise student concerns in meetings with the faculty leaders and work with them to find solutions to the problems.

I am aware of the challenges that students go through and would ensure that I provide inclusive representation to all students. I would focus on being transparent and in touch with the Course Representatives and the students to keep them informed.

I am ready to lead with integrity, confidence, and a goal to improve the student experience.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If elected as Faculty Lead, my objectives would be to ensure that the student voice is heard, to enhance communication, and to prioritise well-being and study.

First, the student voice needs to be represented in action. The students' input should not go unheard. I would gather the students' opinions from the Course Representatives and communicate them to the faculty leaders.

Secondly, communication is the key. The students need to be aware of the assessments, the expectations, and the decisions made by the faculty. I would communicate the students' needs in an easy-to-read format.

Lastly, well-being and study need to be prioritised. The students' academic success is dependent on the study environment. I would advocate for the students' needs in terms of assessments and well-being.

My leadership would be confident, professional, and solution-focused. The student voice would be heard, respected, and implemented.



**Dhruvi
Amin**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I am applying to be HLS Faculty Lead Representative because I have seen how strong representation can improve the student experience. As a current Course Rep, I actively collect feedback, attend PMB and catch-up meetings, and collaborate with staff to address concerns. This experience has shown me how powerful student voice can be when organised and constructive solutions are given, and inspired me to take that responsibility further to the faculty level.

Students in HLS face demanding workloads, complex lab reports, and high professional expectations. These concerns deserve to be raised confidently within faculty committees and logged through the Student Voice Log. I am committed not only to representing feedback but to maintaining clear communication with students. I am organised, approachable, and confident in leading others. I would support and inspire Course Reps, strengthen communication across HLS, and create an environment where every student feels heard and empowered.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If elected, my first priority would be improving awareness of opportunities advertised on MyGateway. Many students are unaware of events, workshops, and career opportunities, meaning they miss out on valuable experiences. I would work to promote these more effectively through Course Reps and clearer communication, ensuring every student has equal access to opportunities that support their academic development. Secondly, I would focus on expanding academic support for lab reports, as the workshop sessions for the cosmetic module were extremely helpful and would work on introducing similar structured support across other modules to strengthen confidence and academic performance. Finally, I would explore ways to make teaching sessions more engaging. I have noticed that students do not participate or turn up in most classes. I would gather feedback on interactive approaches to encourage more students to get involved.



**Harsh
Bharat
Dauda**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I am applying for this role because I want to improve the student experience within the faculty and UNI. I would like to raise the issues that students face during their studies and time at DMU. I have seen students tend to have concerns, but they are unable to raise them because they might be scared of doing so or don't bother about it.

Additionally, students might have raised their concerns with a course rep, and these have been taken further to the relevant department, but no action has been taken, or the action taken has not been sufficient to resolve the problem.

I will aim to improve student experience overall by supporting students from all faculties and not only HLS.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

Raising concerns about teaching style: There might be issues with the teaching style from staff, but students do not speak up because of fear of something that goes through their minds and are unable to speak about it. Therefore, I aim to encourage students to raise their concerns with course reps or their respective department leaders so the concerns can be taken further and resolved.

So far, this is the concern I have seen students face.



**Riley
McClelland**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I would like to be a faculty lead representative because I want to make sure students voices are heard and so that they don't feel alone in the decision making process which can be quite difficult especially in university. This would allow me to bridge the gap between students and staff, in a clear and respectful manner by being an approachable and reliable person. Due to having extensive work with people of different needs and disabilities at all ages I have developed empathy and a wider understanding on how important inclusive representation is. I am confident in communicating strengths but also addressing any major concerns that students have and presenting it to the faculty with effective and realistic solutions. I would take the time to listen to my peers as I believe that strong representation comes from understanding that everyone has diverse experience and respectfully navigating around them to provide students with meaningful advice and information. Making me fit for the role.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If I were elected for this role, my first focus would be addressing feedback and workload concerns students have throughout their university experience. Many peers feel overwhelmed or unsure whether their feedback leads to change, so I would work to ensure student concerns are clearly communicated and meaningfully considered by the faculty. My second focus would be making sure every student feels heard and supported. I would be approachable, actively listen to concerns, while providing suitable advice or direction for support. Finally, I would aim to improve the overall student experience by encouraging open communication and collaboration between students and staff, helping to create a positive, supportive, and inclusive university environment.



**Sarvani
Bhatt**

**Health &
Life Sciences
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I want to become Faculty Lead Representative because I believe effective student representation is central to a positive academic experience. As the Year 1 Psychology Course Representative, I have gained valuable experience gathering and presenting student feedback on teaching, assessments, and academic support in a professional and constructive manner.

This role has strengthened my communication and leadership skills and given me insight into how collaboration between students and staff can lead to meaningful change. I am approachable, organised, and committed to representing students fairly and responsibly. As Faculty Lead, I would use my experience and academic understanding to ensure student voices are heard, respected, and reflected in faculty-level decisions.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

My first focus would be improving clarity and consistency in academic communication, particularly around assessments and feedback, to support student confidence and performance. Secondly, I would prioritise student wellbeing by improving awareness and access to academic and pastoral support services. Finally, I would work to strengthen the student voice by improving communication between course representatives, faculty staff, and the Students' Union, ensuring feedback is acted upon and outcomes are communicated transparently to students.

Health & Life Sciences Postgraduate Faculty Lead

Bushra Munir

Candidate List



**Bushra
Munir**

**Health &
Life Sciences
Postgraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I am standing for Faculty Lead Representative because I am deeply committed to improving the academic and research experience of postgraduate students within the Faculty of Health and Life Sciences. As a Postgraduate Researcher at DMU, I understand the realities of research demands, supervision challenges, and the need for strong academic and wellbeing support. I bring proven academic excellence to this role, having achieved distinctions in Research, Anatomy, and Physiology during my bachelor's degree. This background allows me to understand student concerns from both a learning and research perspective, and to engage confidently with faculty staff on academic and policy matters. What makes me the right candidate is my ability to listen, communicate clearly, and advocate effectively for students. I aim to ensure that postgraduate voices are represented transparently in decision-making, that research students receive consistent guidance and resources.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

If elected as Faculty Lead Representative, I will focus on the following three key priorities to enhance the postgraduate experience within the Faculty of Health and Life Sciences:

1. Improving Research Support and Supervision Quality As a Postgraduate Researcher, I understand how essential clear guidance, timely feedback, and accessible supervision are to student success. I will advocate for consistent supervision standards, better communication between students and supervisors, and clearer research support pathways to ensure all postgraduate students can progress confidently.
2. Academic Skills Development and Career Preparation With distinctions in Research, Anatomy, and Physiology, I strongly believe in empowering students with the right academic and research skills. I will work to promote more workshops, training opportunities, and career-focused initiatives that prepare students for academia, industry, and clinical or research-based careers.
3. Student Wellbeing

**Technology,
Arts & Culture
Undergraduate
Faculty Lead**

Toby Hana

Candidate List



**Toby
Hana**

**Technology,
Arts & Culture
Undergraduate
Faculty Lead**

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Why do you want to be Faculty Lead Representative, and what makes you the right candidate?

I believe that by pushing past the corporate pleasantries we've all experienced DMU hiding behind, with no real answers or insight, we can progress and actually make this University better for the next generation of students and staff.

To learn and grow, we must first identify the problems. This sometimes requires a level of introspection that not everybody is comfortable with, or even able to perform under such a heavy workload. This applies to both peers and staff.

For good or bad, I believe in outright upfront honesty in a professional setting.

If elected, what are the top three issues or initiatives you would focus on as Faculty Lead, and why are they important to you and your peers?

- 1: Updating outdated or often-exploited DMU Policy, holding the university to its promises.
- 2: Increasing accountability within DMU - Actually ensuring responses to student and staff complaints and concerns are adequately answered.
- 3: Uplifting the university experience by ensuring up-to-date technology, methodology, and ethics are utilised.

Student Council Chair

Candidate List

Cezar Kovacs

Herman Brice Fetue Tembou



**Cezar
Kovacs**

**Student
Council
Chair**

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How will you make sure Student Council meetings are fair and that everyone feels able to share their views?

I will ensure meetings are fair by focusing on clear structure, balanced participation and transparency. I would follow a consistent speaking order, actively invite quieter representatives to contribute, and prevent discussion being dominated by a few voices. My role would not be to influence opinions but to protect the process so every viewpoint can be expressed respectfully.

I am motivated to be Student Council Chair because I care about how decisions are made. From previous experience chairing a Students Council (back in college), I learned trust comes from impartiality, consistency and clear communication. I would keep debates focused on the motion, explain procedures when needed, and ensure outcomes and actions are communicated back to members.

My aim is a Council where representatives feel confident speaking and trust that decisions were reached fairly, even when opinions differ.

How will you keep students updated about what the Council does and why it matters to them?

I will keep students updated by translating Council outcomes into clear, short summaries explaining what was discussed, what changed, and how it affects them. Updates should not read like minutes, but like useful information: decisions, reasons, and next steps. I would work with representatives and DSU communication channels to share consistent post-meeting briefings so students understand the impact of Council discussions. Through my experience presenting to diverse student audiences and coordinating teams, I am used to explaining complex information in simple terms and adapting communication to different groups. Students should pay attention because updates will be predictable, understandable and relevant to their academic and student experience, not just formal reporting, but practical outcomes they can recognise in their day to day university life.



**Herman
Brice
Fetue Tembou**

**Student
Council
Chair**

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How will you make sure Student Council meetings are fair and that everyone feels able to share their views?

I am passionate about becoming Student Council Chair because I believe every DMU student deserves to feel heard and represented fairly. From my experience in student leadership, I have seen how strong ideas can be overlooked when voices are not equally valued. I want to lead differently by creating a Council where respect, balance, and transparency guide every discussion.

As Chair, I would use my voice to encourage open dialogue, support quieter members, and ensure decisions reflect the wider student community, not individual interests. With my background as a counsellor, I listen objectively and speak honestly, even when conversations are difficult. My goal is to build a fair, united Council that genuinely works for DMU students.

How will you keep students updated about what the Council does and why it matters to them?

I will keep DMU students updated by sharing clear, regular, and engaging updates about what the Council is doing and how decisions affect their academic and student life. Instead of long reports, I would provide short summaries through social media, emails, and student forums, focusing on what was discussed, what was decided, and why it matters. Communication should also be two-way, so I would actively encourage feedback and ensure student concerns are brought into meetings.

With my experience in student leadership and my background as a counsellor, I have strong communication and listening skills. I explain issues clearly, stay transparent, and represent students honestly. Students should pay attention because I am committed to making sure their voices genuinely shape the Council's work.

Scrutiny Panel Member

Dhruvi Amin
Thanaa Sulum

Candidate List



**Dhruvi
Amin**

**Scrutiny
Panel
Member**

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How will you work with other Scrutiny Panel members to review Student Leaders' progress and hold them accountable?

1. As I am currently a course rep, I understand the responsibilities and challenges student leaders face. I will work with other scrutiny panel members to set clear expectations and review progress using evidence such as reports and student feedback. I will ensure discussions are fair, collective and constructive. By agreeing on clear actions and following up on them, we can hold leaders accountable while also supporting their development.

How will you give helpful feedback to Student Leaders to support them and improve the student experience?

2. I will give helpful feedback to student leaders by working as a team and collecting feedback from other students and as well as looking at evidence based on their manifesto. For the feedbacks I would highlight strengths as well as the areas of improvement so that the elected student leaders feel supported rather than criticised. I will keep my feedback respectful and focused on practical changes that would help the student leaders enhance the overall student experience



**Thanaa
Sulum**

**Scrutiny
Panel
Member**

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How will you work with other Scrutiny Panel members to review Student Leaders' progress and hold them accountable?

Communication and collaboration are essential when working as a Scrutiny Panel. Members should be able to comfortably and respectfully share their perspectives whilst acknowledging the progress Student Leaders have made. Ideas shared should be explored collectively and taken into consideration during panel discussions.

To review progress, we would collaborate to examine the manifesto commitments, timelines and updates from Student Leaders, and evaluate accordingly. Holding Leaders accountable would mean agreeing on clear expectations and considering follow-up action where progress is limited, whilst ensuring legitimacy, fairness and transparency.

Clear co-ordination is also necessary to organise discussions and share insight ahead of meetings. By coordinating our availability and preparing for discussions in advance, we would be able to present unified, constructive and well-informed feedback during meetings.

This ensures student voices are clearly represented and protected.

How will you give helpful feedback to Student Leaders to support them and improve the student experience?

I recognise the significant responsibility Student Leaders hold, so I would listen to their reasonings, progress and approach with empathy whilst maintaining clear expectations.

The aim isn't to be strict or judgemental but to encourage Leaders to fulfil their manifestos and deliver on promises. I would be mindful of my tone, body language and words when delivering feedback to ensure respectful, effective communication, establishing a professional relationship that empowers Leaders rather than discourages them. However, balance is essential. Being too lenient risks stagnation and the loss of confidence from students. Scrutiny meetings should consist of problem-solving discussions, where appropriate and measurable action would occur to guide Student Leaders and give them a little nudge to explore more ways to deliver.

I would remain fair and unbiased. Acting as a steady pillar that both Leaders and students can lean on, committed to strengthening our growing DMU community.