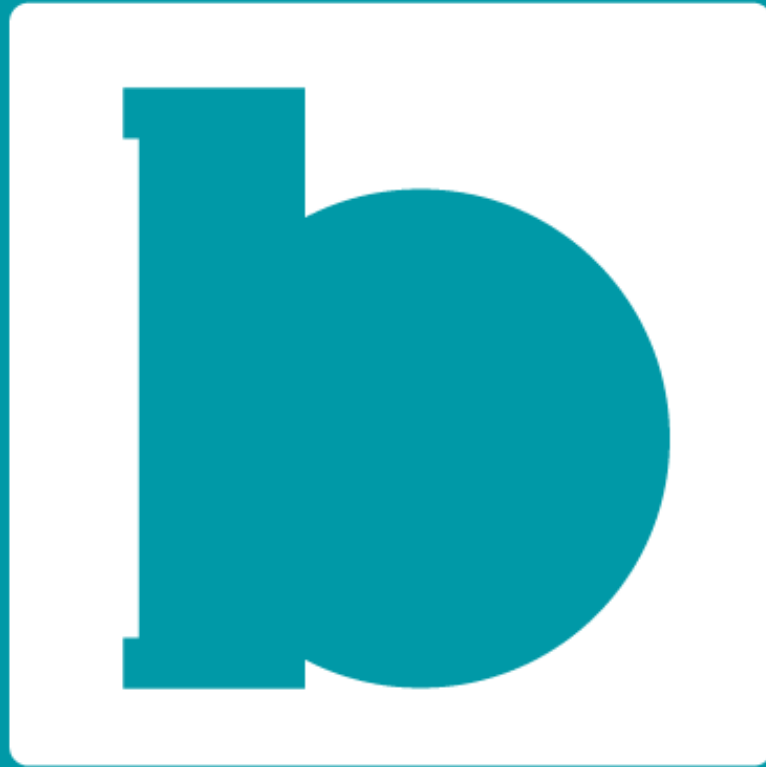




BRIGHTON
STUDENTS' UNION

**National Student
Survey Results 2026:**
***Specific Focus on Student Voice
and Q.25***

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Summary

The National Student Survey (NSS) gathers final-year undergraduate students' views on the quality of their course and wider university experience. The results are used by universities and students' unions to understand student experiences and identify areas for improvement.

This report focuses on the findings most relevant to Brighton Students' Union, particularly the Student Voice questions (Q22–Q24) and Q25, which asks how well the Students' Union represents students' academic interests. It also looks at differences by school, subject, course, campus and demographic group, alongside open-text feedback linked to BSU.

Key Takeaways

Student Voice (Qs.22-24):

- Increased positivity: increased from 78.1% in 2025 to 81.2% in 2026, a rise of 3.1pp. All three questions improved, with Q24 seeing the largest increase. However, students remained less confident that they could see how their feedback had been acted on.

Q.25:

- Students' Union representation improved, but remained below benchmark: Q25 increased from 72.3% to 74.7%, a rise of 2.4pp. Despite this improvement, the result remained 2.9pp below the University benchmark and 4.0pp below the sector result. Around 14.3% of students selected "This does not apply to me", meaning that some students may not be aware of, or engaged with, BSU's academic representation work.
- School and course differences:
 - Applied Sciences had the highest school-level result at 81.2%, while Humanities and Social Sciences had the lowest at 68.5%.
 - The largest differences appeared at course level, showing that students' experience of representation can vary considerably within the same school.
- Demographic differences:
 - International students, Black students, Asian students, students aged 26–30 and part-time students were among the most positive about BSU representation.
 - Lower scores were recorded among lesbian, gay or bisexual students, disabled students, students with social or communication impairments, students aged 21–25 and students recorded in the Other sex group.
- Disability gap:
 - Disabled students scored 72.3%, compared with 76.2% among non-disabled students.
 - Students with a social or communication impairment had the lowest disability-related score at 63.6%.
- Open-text feedback:
 - Positive comments focused on societies, belonging, support from BSU staff, wellbeing activities, events and BSU spaces.
 - Negative comments focused on representation, visibility, society funding, affordability, communication and access.
- Different groups engage with BSU in different ways:
 - Younger and full-time students were more likely to connect with BSU through societies, sport and social activity.
 - Older, part-time and apprenticeship students were more likely to value advice, advocacy and practical support, but often found it harder to engage because of work, family, placement or remote-study commitments.

Recommendations

Based on the results of the National Student Survey (NSS), actionable recommendations for enhancing the Students' Union (SU) and addressing the needs of diverse student backgrounds are suggested:

Make BSU's representation role clearer

- Explain who represents students, how they can raise concerns and what happens after an issue is passed to BSU. This should be covered in induction, on the website, in emails and through course communications, especially for placement, commuter, part-time, apprenticeship and remote students.

Show students what BSU has done

- Share regular updates on the issues students have raised, what BSU has done, what the University has agreed to and what is still unresolved. Where BSU cannot make the final decision, it should still show how it has represented students and followed the issue up.

Focus on courses and groups with lower scores

- Use the NSS results to identify courses, subjects and student groups with lower results. Follow-up work should then look at whether the main issues are awareness, trust, access, visibility or feeling underrepresented.

Offer more flexible ways to take part

- Provide online, hybrid, anonymous and low-pressure ways for students to get involved. Offering sessions at different times would help disabled students, placement students, commuters and those with work or family commitments.

Improve communication and visibility

- Promote representatives, events, services and opportunities earlier and more clearly. Communication could be tailored by campus, school, course and mode of study, with a stronger BSU presence beyond Moulsecoomb.

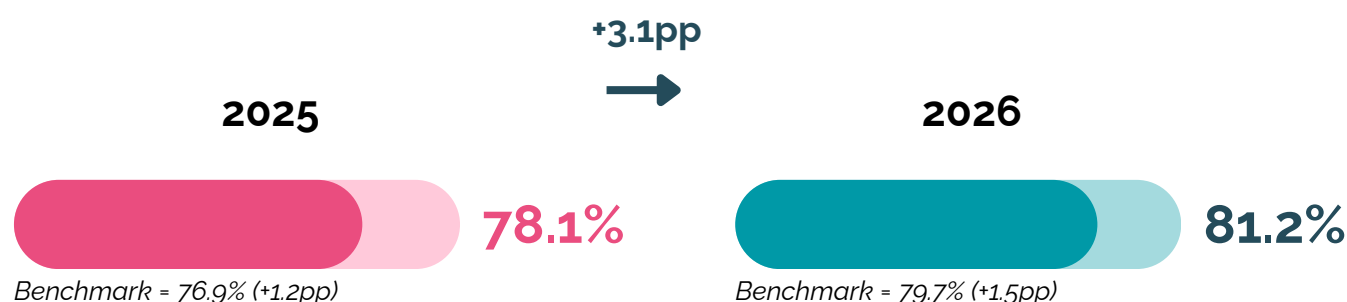
Review society support and costs

- Review society funding, committee support, communication, participation costs and access to BSU spaces.

Make practical support more visible

- Older, part-time, apprenticeship, commuter and placement students were more likely to value advice, representation and practical support, but often found it harder to engage. These services could be promoted as clearly as societies and events.

Student Voice



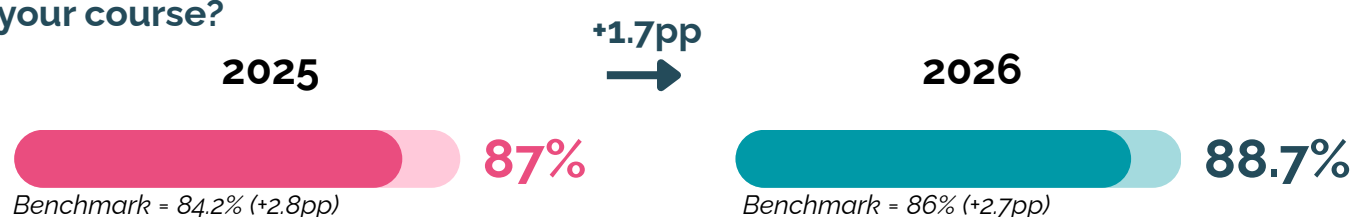
Student Voice is measured through three questions (Q22–Q24), covering whether students have opportunities to give feedback, whether their views are valued and whether it is clear that feedback is acted on.

Responses are given on a four-point Likert scale, ranging from positive options such as “To a large extent” or “Very clear” to “Not at all”. Results are reported as the positivity measure: the percentage selecting one of the two positive responses.

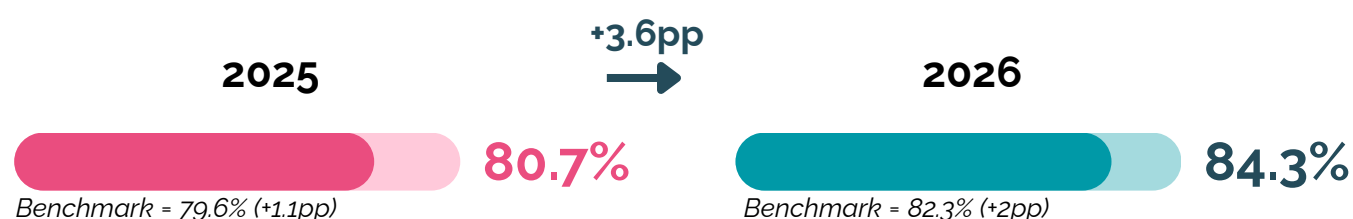
The overall Student Voice result increased from 78.1% in 2025 (N=2555) to 81.2% in 2026 (N=2545). This was a rise of 3.1 percentage points (pp) compared with the 2025 result. All three questions improved: Q22 rose by 1.7pp to 88.7%, Q23 by 3.6pp to 84.3%, and Q24 by 4.2pp to 70.5%.

In 2026, Q22 was 2.7pp above benchmark and Q23 was 2.0pp above. Q24 was in similar with benchmark, at 0.3pp below. Although Q24 saw the largest year-on-year improvement, it remained the lowest-rated question. This suggests that students feel able to share their views but are less confident that they can see what has changed as a result.

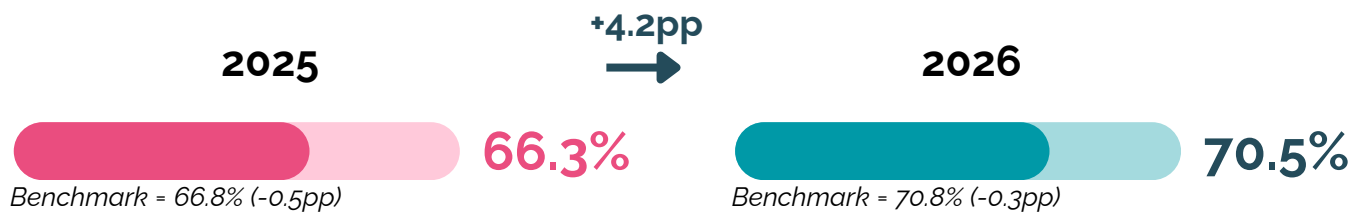
Q22. To what extent do you get the right opportunities to give feedback on your course?



Q23. To what extent are students' opinions about the course valued by staff?



Q24. How clear is it that students' feedback on the course is acted on?



Further insight into each question

Q22. To what extent do you get the right opportunities to give feedback on your course?

Q22 was rated positively overall, with 88.7% of students saying they had the right opportunities to give feedback. Most groups were close to the UoB average positivity measure.

There were no differences of 5pp or more by age, campus, school, disability, domicile, deprivation, parental higher education, POLAR, gender, sexual orientation or TUNDRA.

Higher Positivity Scores:

- Part-time students (97.4%, +8.7pp), other undergraduate students (96.3%, +7.6pp) and students in the 'Other' ethnic group (94.1%, +5.4pp).
- By subject: Geography, Earth and Environmental studies was 9.5pp above the UoB average result, while Philosophy and Religious Studies (+6.5pp), Health and Social Care (+6.4pp) and Psychology (+5.4pp) were also higher.

Lower Positivity Scores:

- Care-experienced students (82.4%, -6.3pp), Jewish students (81.8%, -6.9pp), Buddhist students (78.9%, -9.8pp) and Hindu students (77.1%, -11.6pp).
- By subject: Lower scores were seen in economics (-6.3pp), medical sciences (-6.2pp), media, journalism and communications (-5.9pp), and business and management (-5.5pp).
- By course: The lowest scores were for BA Education (60.0%, -28.7pp), Diagnostic Radiography (62.5%, -26.2pp), Digital Games Development (64.7%, -24.0pp) and Journalism (69.0%, -19.7pp).

Q23. To what extent are students' opinions about the course valued by staff?

Q23 was rated positively overall, with 84.3% of students saying their opinions about their course were valued by staff. This was 3.6 percentage points higher than in 2025 and 2pp above the benchmark.

There were no major differences by campus, school, overall disability status, domicile, deprivation, highest qualification on entry, local student status, parental higher education, POLAR, gender or sexual orientation.

Higher Positivity Scores:

- Students aged 26 to 30 (90.2%, +5.9pp), part-time students (94.7%, +10.4pp), students with a social or communication impairment (92.3%, +8.0pp), Jewish students (90.9%, +6.6pp) and students in the 'Other' ethnic group (89.6%, +5.3pp).
- By subject: Philosophy and Religious Studies was 10.7pp above the UoB result, followed by Biosciences (+9.2pp), Education and Teaching (+7.9pp), Allied Health (+7.0pp), History and Archaeology (+6.8pp), Geography, Earth and Environmental studies (+5.9pp), and Architecture, Building and Planning (+5.0pp).
- By course: Seven courses recorded 100% positivity, including Film and Screen Studies, Fine Art Printmaking, Politics and International Relations, Primary Education with QTS (3–7 years), Working with Children and Young People, Computer Science for Games, and the Registered Nurse Degree Apprenticeship in Mental Health.

Lower Positivity Scores:

- Care-experienced students (70.6%, -13.7pp), students on undergraduate courses with a postgraduate component (72.8%, -11.5pp), students from Mixed ethnic backgrounds (77%, -7.3pp), students in TUNDRA Quintile 2 (78.8%, -5.5pp) and Buddhist students (78.9%, -5.4pp).
- By subject: Pharmacology, Toxicology and Pharmacy was 13.7pp below the UoB result, followed by Economics (-7.6pp), Medical Sciences (-5.9pp), Law (-5.5pp) and Computing (-5pp).
- By course: The lowest scores were for International Business Management (57.9%, -26.4pp), Pharmacy with Preparatory Year (60.9%, -23.4pp), Exercise, Health and Rehabilitation Science (61.5%, -22.8pp) and Film (61.8%, -22.5pp).

Q24. How clear is it that students' feedback on the course is acted on?

Q24 was rated positively overall, with 70.5% of students saying it was clear that feedback on their course was acted on. This was 4.2pp higher than in 2025 and 0.3pp below the benchmark. Despite the improvement, Q24 remained the lowest-rated Student Voice question. Students were more positive about having opportunities to give feedback and feeling that their views were valued than seeing what had changed as a result.

There were no differences of 5pp or more by overall disability status, IMD, local student status, parental higher education, POLAR, gender or sexual orientation.

Higher Positivity Scores:

- Students aged 21 to 25 (79.5%, +9pp), students aged 31 and over (79.3%, +8.8pp), part-time students (92.1%, +21.6pp), students with a previous higher education qualification (80.9%, +10.4pp), other undergraduate students (75.9%, +5.4pp), students domiciled in the rest of the world (83.7%, +13.2pp), Black students (79.9%, +9.4pp), students in the 'Other' ethnic group (77.6%, +7.1pp), Buddhist students (84.2%, +13.7pp) and Muslim students (80.7%, +10.2pp).
- By campus: Falmer students were 5.8pp above the UoB result.
- By school: Education, Sport and Health Sciences was 5.8pp above the UoB result.

- By subject: Philosophy and Religious studies was 13.7pp above the UoB result, followed by History and Archaeology (+9.5pp), Geography, Earth and Environmental Studies (+9.1pp), Education and Teaching (+8.9pp), Health and Social care (+7.3pp), Sport and Exercise Sciences (+6.4pp), Psychology (+5.9pp), Sociology, Social Policy and Anthropology (+5.5pp), Architecture, Building and Planning (+5.2pp), and Nursing and Midwifery (+5.0pp).
- By course: Film and Screen Studies, Primary Education with QTS (3–7 years), Working with Children and Young People, and Strength and Conditioning each had 100% positivity.

Lower Positivity Scores:

- Care-experienced students (64.7%, -5.8pp), students with a sensory, medical or physical impairment (61.3%, -9.2pp), students with a social or communication impairment (65.4%, -5.1pp), students from Mixed ethnic backgrounds (60.4%, -10.1pp), students on undergraduate courses with a postgraduate component (63.4%, -7.1pp), students in TUNDRA Quintile 2 (62.3%, -8.2pp) and students in the 'Any other religion or belief' group (60.3%, -10.2pp).
- By subject: English Studies was 16.2pp below the UoB result, followed by Politics (-12.2pp), Computing (-9.3pp), Engineering (-8.7pp), Law (-8.5pp), Pharmacology, Toxicology and Pharmacy (-8.2pp), and Media, Journalism and Communications (-5.5pp).
- By course: The lowest scores were for English Literature (30.8%, -39.7pp), BA Education (40.0%, -30.5pp), Film (41.2%, -29.3pp) and Textiles Design with Business Studies (41.7%, -28.8pp).

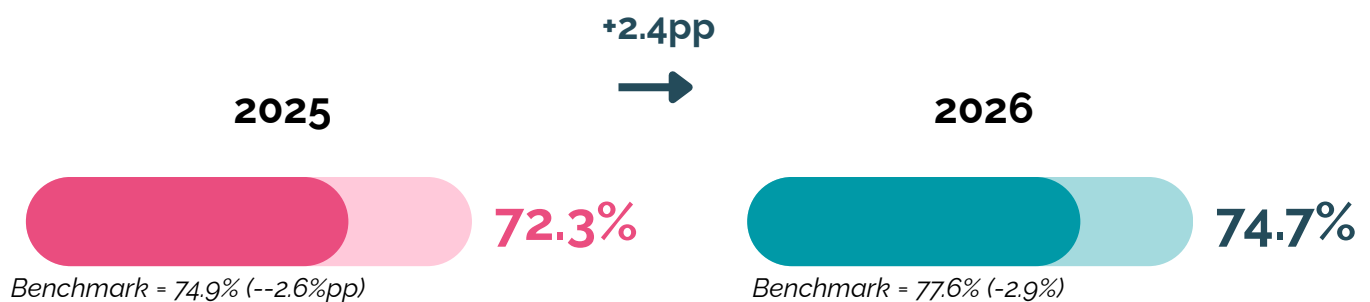
Students' Union Representation

One NSS question asks specifically about the Students' Union:

Q25. How well does the Students' Union represent students' academic interests?

Responses are given on a four-point scale, from "Very well" to "Not at all well". Like Questions 22–24, the positivity measure is the percentage of students selecting one of the two positive responses.

Just like the questions within Student Voice, the positivity measure for Q25 increased from 72.3% in 2025 (N=2555) to 74.7% in 2026 (N=2545), an increase of 2.4pp. Of the 2026 responses, 363 students selected "This does not apply to me", representing around 14.3% of the sample. The 2026 result was 2.9 percentage points below Brighton's benchmark of 77.6% and 4.0pp below the sector result of 78.7%.

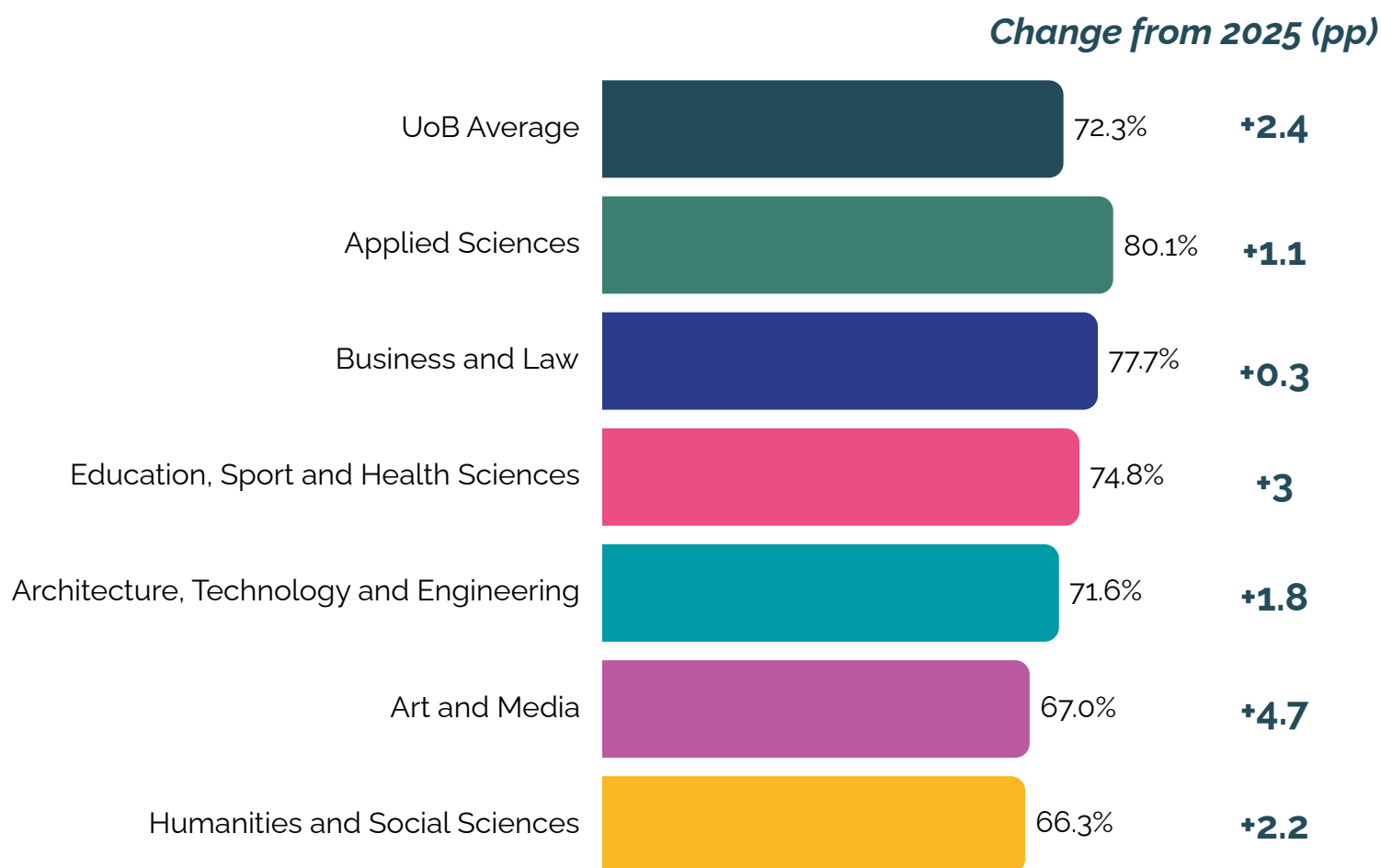


As Q25 is the NSS question most directly related to Brighton Students' Union, the following section looks more closely at results by school, subject and demographic groups. This helps identify where students feel better represented and where further work may be needed to strengthen academic representation.

School

Certain Schools viewed the SU more positively than others. Applied Sciences had the highest positivity rating of 81.2% (N=242), followed by Business and Law at 78% (N=347) and Education, Sport and Health Sciences at 77.8% (N=673). Architecture, Technology and Engineering was close to UoB average at 73.4% (N=359), while Art and Media (N=483) and Humanities and Social Sciences (N=441) were lower, at 71.7% and 68.5%.

Art and Media saw the biggest increase from 2025, rising by 4.7pp. Education, Sport and Health Sciences also increased by 3.0pp.



Subject Area

Q25 results varied widely by subject. Twelve of the 23 (CAH2) subject areas were within 5pp of UoB average of 74.7%, but scores ranged from 88.1% in Economics to 53.7% in Politics, a gap of 34.4pp.

Higher-performing subjects

- Economics had the highest positivity %, followed by Sport and Exercise Sciences at 87.7% and Medical Sciences at 85.6%. Health and Social Care, and Pharmacology, Toxicology and Pharmacy also scored above 80%.
- Seven subjects were above their sector result. Economics was 12pp above sector and Sport and Exercise Sciences 8.4pp above. Medical Sciences, Philosophy and Religious Studies, Pharmacology, Toxicology and Pharmacy, Law and Biosciences also performed above sector.

Lower-performing subjects

- Politics had the lowest result, 21pp below UoB average and 17.4pp below sector. English Studies and History and Archaeology were also more than 5 points below the University average, while Engineering and Media, Journalism and Communications were below both UoB average and sector.

Change since 2025

- Results improved in 13 subjects. The largest increases were in Philosophy and Religious

Studies, History and Archaeology, Sport and Exercise Sciences, Politics and Nursing and Midwifery. However, Politics remained the lowest-scoring subject. Other declines in positivity % were seen in areas including Economics, Education and Teaching, Allied Health and Engineering.

School	Subject Area	2026 Positivity %	Change from 2025 (pp)
University of Brighton Average		74.7%	+2.4
Business and Law	Economics	88.1%	-5.6
Education, Sport and Health Sciences	Sport and Exercise Sciences	87.7%	+11.4
BSMS	Medical Sciences	85.6%	+4.4
Applied Sciences	Pharmacology, Toxicology and Pharmacy	83.9%	+4.5
Humanities and Social Sciences	Health and Social Care	83.6%	+2.9
Applied Sciences	Biosciences	80.8%	-3.1
Business and Law	Law	79.6%	+3.3
Humanities and Social Sciences	Philosophy and Religious Studies	77.8%	+56.4
Business and Law	Business and Management	77.0%	+1.5
Humanities and Social Sciences	Sociology, Social Policy and Anthropology	76.4%	-2.6
Architecture, Technology and Engineering	Computing	75.9%	+2.3
Art and Media	Creative Arts and Design	74.5%	+7
Education, Sport and Health Sciences	Education and Teaching	74.2%	-5.6
Education, Sport and Health Sciences	Nursing and Midwifery	72.6%	+10.2
Education, Sport and Health Sciences	Allied Health	72.5%	-4.8
Humanities and Social Sciences	Psychology	72.1%	-2.8
Architecture, Technology and Engineering	Architecture, Building and Planning	71.5%	-0.8
Applied Sciences	Geography, Earth and Environmental Studies	70.4%	-3.2
Architecture, Technology and Engineering	Engineering	69.6%	-4.6
Art and Media	Media, Journalism and Communications	69.0%	+2.6
Humanities and Social Sciences	History and Archaeology	65.9%	+13
Humanities and Social Sciences	English Studies	65.2%	-1.9
Humanities and Social Sciences	Politics	53.7%	+11

Courses

The clearest differences were often between courses within the same department, suggesting that students' experience of academic representation is shaped at course level rather than consistently across a whole school.

Applied Sciences

- Positive: Biological Sciences was one of the strongest courses at 91.7%, up 11.7pp from 2025 to 2026. Pharmacy also performed strongly at 87.5%.
- Negative: Environmental Sciences fell by 17.4pp to 56.3%, while Ecology and Conservation fell by 15.1pp to 66.7%. The difference between the Biosciences and environmental courses suggests that the lower results are concentrated in particular courses rather than across Applied Sciences as a whole.

Architecture, Technology and Engineering

- Positive: The biggest contrast was within Computing. Computer Science for Games rose by 31.9pp to 87.5%, and Computer Science with AI rose by 25.7pp to 81.3%.
- Negative: Digital Games Development fell by 16.4pp to 56.3%, while Computer Science remained at 69%. This suggests that students on closely related courses may have very different levels of awareness of, or confidence in, academic representation.

Art and Media

- Positive: Photography had one of the strongest improvements, rising by 36.3pp to 94.4%, while Film and Screen Studies reached 88.9%.
- Negative: 3D Design and Craft fell by 31.7pp to 33.3%, the lowest course result, and Fashion and Design History fell to 50%.

Business and Law

- Positive: Economics and Law with Business recorded particularly high results, at 90% and 91.7%. Business Management rose by 15.9pp to 80.6%.
- Negative: Business Management with Finance fell by 30.2pp to 61.5%, and International Business Management fell to 66.7%.

Education, Sport and Health Sciences

- Positive: Physical Education with QTS at 93%, Diagnostic Radiography at 91.7% and the Adult Registered Nurse Degree Apprenticeship at 88.2%.
- Negative: BA Education fell by 27pp to 44.4%, while the Occupational Therapy Degree Apprenticeship fell by 27.2pp to 45.5%.

Humanities and Social Sciences

- Negative: Lower results were spread across several courses. English Literature fell by 18.6pp to 52.2%, while Politics and International Relations fell by 16.4pp to 56.3%. Psychology also varied considerably, from 86.2% for Psychology and Criminology to 62.5% for Psychology and Sociology. This suggests that the school's lower overall result reflects several course-level issues rather than one isolated area.

Campus

Q25 positivity increased across all three campuses from 2025 to 2026. Falmer had the highest result at 77.8%, an increase of 5.8pp. Moulsecoomb scored 74.3%, close to UoB average of 74.7%, while City increased by 4.3 points to 73.1%.

Although Moulsecoomb has the greatest SU presence (more SU offices and outlets) it did not have the highest score. This shows that campus presence is only one part of the picture, with differences between the schools and courses based at each campus also likely to affect how students view academic representation.



Demographics

Sex

Male (N=846) and female (N=1631) students had almost identical Q25 scores in 2026, at 75.1% and 74.9%, both close to to UoB average. Students recorded under "Other sex" (N=67) had a lower score of 66.1%.

Although 'Other sex' increased by 3.1pp from 2025 to 2026, it remained 8.6pp below UoB average. Female students were also 5.6pp below the sector result, compared with a gap of 1.1pp for male students.



Age

Students aged 26–30 (N=93) had the highest Q25 score at 80.8%, up 8.3pp from 2025 to 2026. Students aged 31 and above (N=223) also improved, rising by 7.3pp to 77%.

Students under 21 (N=2007) scored 74.5%, close to UoB average of 74.7%, and increased by 2.2pp. Students aged 21–25 (N=222) had the lowest result at 72.2% and were the only age group to see a fall, down 2.8pp from 2025 to 2026.

Change from 2025 (pp)



Ethnicity

Students in the Other ethnic group (N=69) had the highest Q25 score at 86.2%, up 9.6pp from 2025 to 2026. Black students (N=137) also saw a strong increase, rising by 8.9pp to 84.4%, while Asian students (N=184) scored 81.1%, which was similar to the sector result.

Mixed ethnicity students (N=143) scored 75.4%, close to UoB average, although this was 2.3pp lower than in 2025. White students (N=1631) had the lowest result at 70.8% and remained 6.3pp below the sector score.

Change from 2025 (pp)



Sexual Orientation

Q25 positivity scores increased across all groups from 2025 to 2026. Students with another sexual orientation (N=112) had the highest result at 79.8%, followed by heterosexual students (N=1643) at 76.6%.

Lesbian, gay or bisexual students (N=536) had a lower score of 67.5%. Although this was 2.3pp higher than in 2025, it remained 9.1pp below heterosexual students and 7.2pp below both UoB average and the sector result.



International Students

International students were more positive about the SU's academic representation than UK students in 2026. Students from the Rest of the World (N=285) had the highest score at 85.7%, up 8.5pp from 2025 to 2026 and 4points above sector. EU students (N=57) also improved, rising by 7.9pp to 77.1%, slightly above sector.

UK students (N=2203) scored 73.2%, up 1.3pp from 2025 to 2026, but remained 5.1pp below sector. This means the lower overall result is being driven more by UK students, while international students are reporting a much more positive view of academic representation.



Disability Indicator

Q25 scores increased for both groups from 2025 to 2026. Disabled students (N=964) scored 72.3%, up 1.9pp, while non-disabled students (N=1581) scored 76.2%, up 2.8pp.

Disabled students were 3.9pp below non-disabled students and 2.1pp below the sector result. This suggests a continuing gap in how positively disabled students view the SU's academic representation.

Change from 2025 (pp)

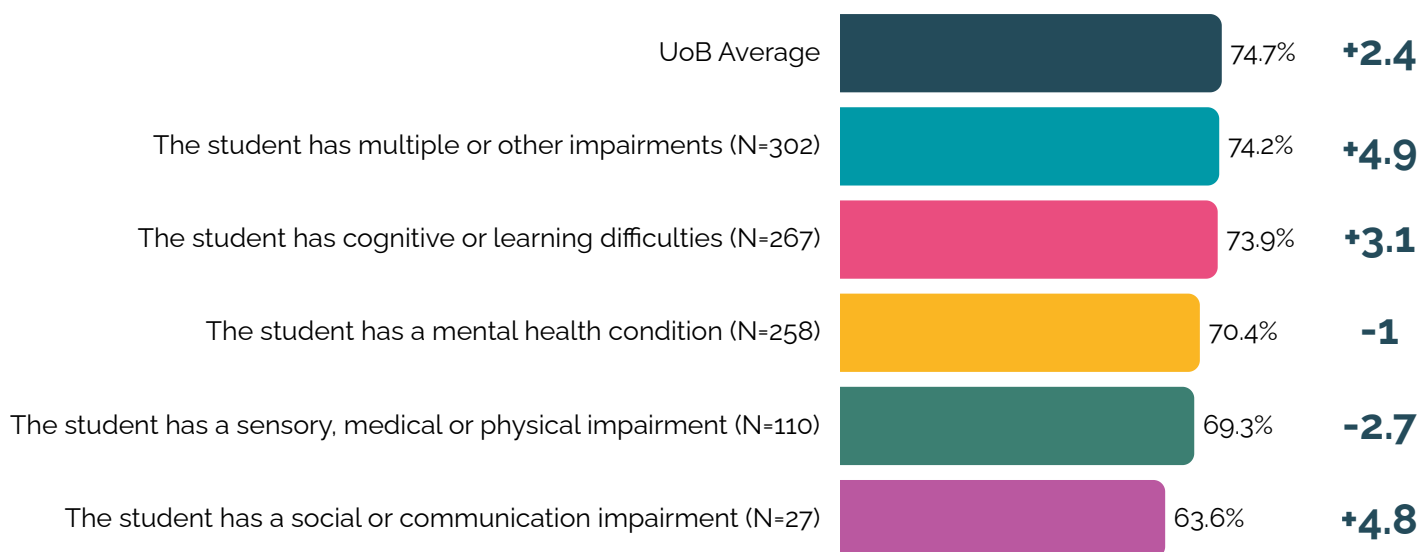


Further examination of disability types revealed that students with multiple or other impairments were the most positive among disabled students, at 74.2%, up 4.9pp from 2025 to 2026 and slightly above sector. Students with cognitive or learning difficulties scored similarly at 73.9%, up 3.1pp and close to sector.

Students with a social or communication impairment were the least positive at 63.6%. Although this was up 4.8pp, it remained 9.8pp below sector and 12.6pp below students with no reported disability.

Scores fell for students with a mental health condition and those with a sensory, medical or physical impairment, with both groups remaining below sector.

Change from 2025 (pp)



Further Demographics

Mode of Study

Part-time students (N=38) were the most positive about the SU's academic representation, at 85.7%, unchanged from 2025 and 3pp above sector.

Apprenticeship students (N=121) scored 77.8%, up 3pp and was similar to the sector result. Full-time students (N=2386) were the least positive at 74.5%. Although this increased by 2.5pp from 2025 to 2026, it remained 4.1pp below sector.



IMD: English Index of Multiple Deprivation

Groups areas in England into five quintiles based on relative levels of deprivation, with Quintile 1 representing the most deprived areas and Quintile 5 the least deprived.

Students from the most deprived areas (N=215) had the highest Q25 score at 76.1%, although this was down 0.8pp from 2025 and 6.6pp below sector.

Scores improved across Quintiles 2 (N=411), 3 (N=463) and 4 (N=528), with the largest rise in Quintile 3, up 4.6pp to 74.2%. Students from the least deprived areas (N=526) saw the largest fall, down 3.1pp to 72.6%.

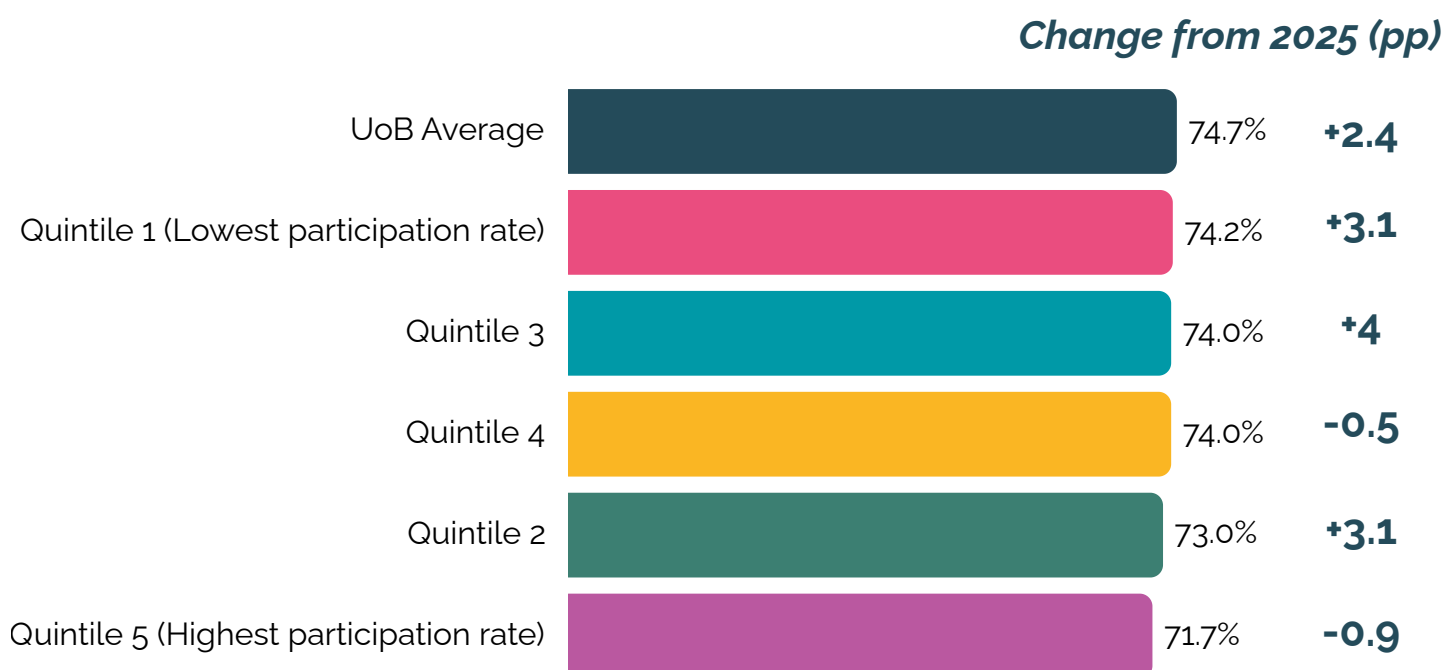


POLAR: Participation of Local Areas

Groups local areas into five quintiles based on the proportion of young people who enter higher education, with Quintile 1 representing the lowest participation and Quintile 5 the highest.

Scores were fairly similar across the POLAR quintiles, with only 2.5 pp between the highest and lowest results. Students from the lowest-participation areas (N=349) had the highest score at 74.2%, while those from the highest-participation areas (N=592) had the lowest at 71.7%.

Scores improved from 2025 to 2026 across Quintiles 1 to 3, but fell slightly in Quintiles 4 and 5.

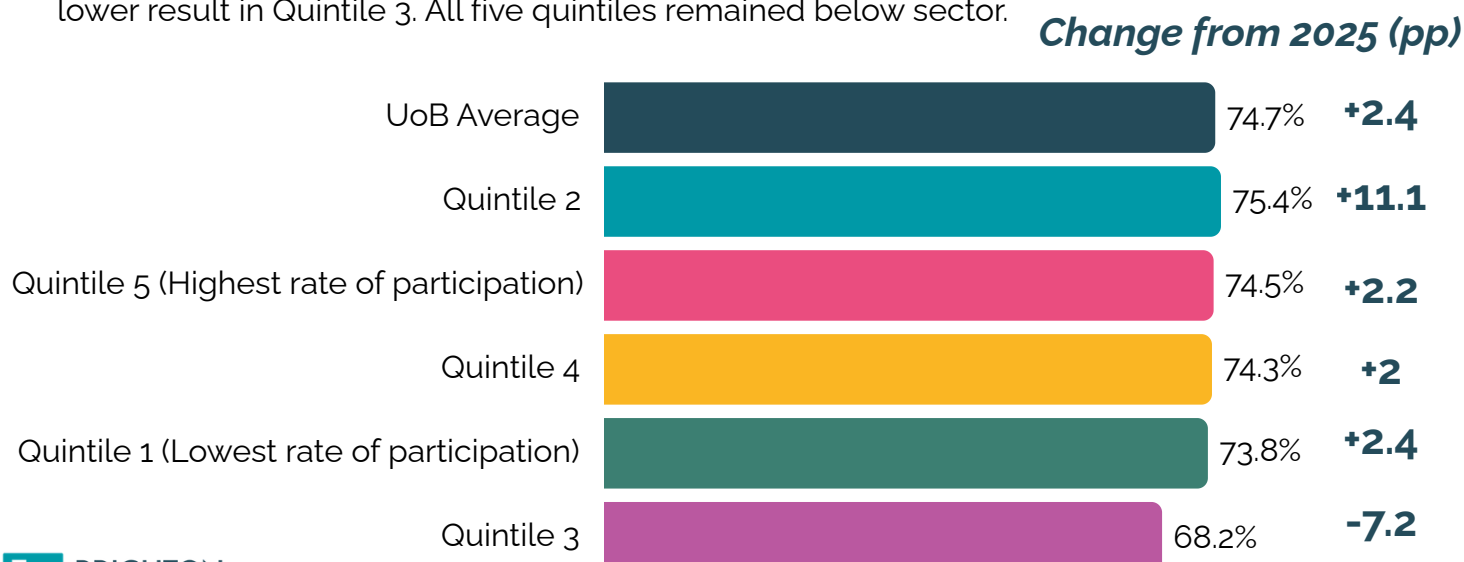


TUNDRA: Tracking underrepresentation by area

Groups areas in England into five quintiles based on the proportion of state-school pupils who enter higher education, with Quintile 1 representing the lowest participation and Quintile 5 the highest.

Quintile 2 (N=330) had the highest score at 75.4%, up 11.1pp from 2025 to 2026. Quintile 3 (N=374) stood out as the least positive group at 68.2%, down 7.2pp and 8.2pp below sector.

The main issue is therefore not students from the lowest-participation areas, but the much lower result in Quintile 3. All five quintiles remained below sector.



Open Text Comments - All Summarised

Students were given the opportunity to leave comments, including positive feedback, negative feedback, and their thoughts on the best aspects of the University of Brighton as well as areas needing the most improvement. Each student could respond to one, none, or all of these categories. A total of 1293 students left negative comments, 1364 provided positive feedback, and 1036 students left comments on the best aspects and areas for improvement.

Positive Responses

A total of 18 students left positive feedback about the SU and its services.

Key topics included:

- **Societies, community and belonging:** Positive comments mainly focused on the role of societies in creating connection and a sense of belonging. Students described societies and social spaces as an important part of university life, helping them meet others and develop friendships outside their courses.
- **Support from BSU staff and services:** Students valued BSU staff as supportive and empathetic. This support had helped them remain at university during a difficult period.
- **Wellbeing activities:** Wellbeing initiatives, including creative activities held in café spaces, were viewed positively and provided opportunities for students to take a break and connect with others.
- **Welcome activities, events and entertainment:** Welcome activities, Freshers' Fair, workshops, social events and entertainment were highlighted as valuable opportunities for students to participate in university life.
- **Physical spaces and outlets:** Students positively mentioned BSU's social spaces and outlets, including the Art Shop, cafés and student bars. The Art Shop was described as a necessity.
- **Student voice and wider opportunities:** Students valued having their opinions heard through student voice and representation, student staff employment, networking and academic society activities.



Negative Responses

A total of 13 students left negative feedback about the SU and its services.

Key topics included:

- **Representation and visibility:** Some students were unclear about who their representatives were, what course representatives did and how to raise issues through them. Others felt that BSU had not been visible or influential enough when responding to major university decisions, including staff redundancies.
- **Support for societies and student-led activities:** Students raised concerns about limited funding, high participation costs, competition for space in the SU bar and barriers to organising extracurricular projects.
- **Affordability:** Students mentioned expensive shop prices and the costs faced by sports teams.
- **Communication and promotion:** Students wanted clearer promotion of Freshers' Fair and other opportunities, easier ways to contact BSU and more information about representatives.
- **Access and inclusion:** Some comments suggested that BSU activities could be easier to access for different groups of students. Some commuter students described feeling isolated and nervous about attending societies alone, suggesting that more could be done to help students in similar situations connect with others.

