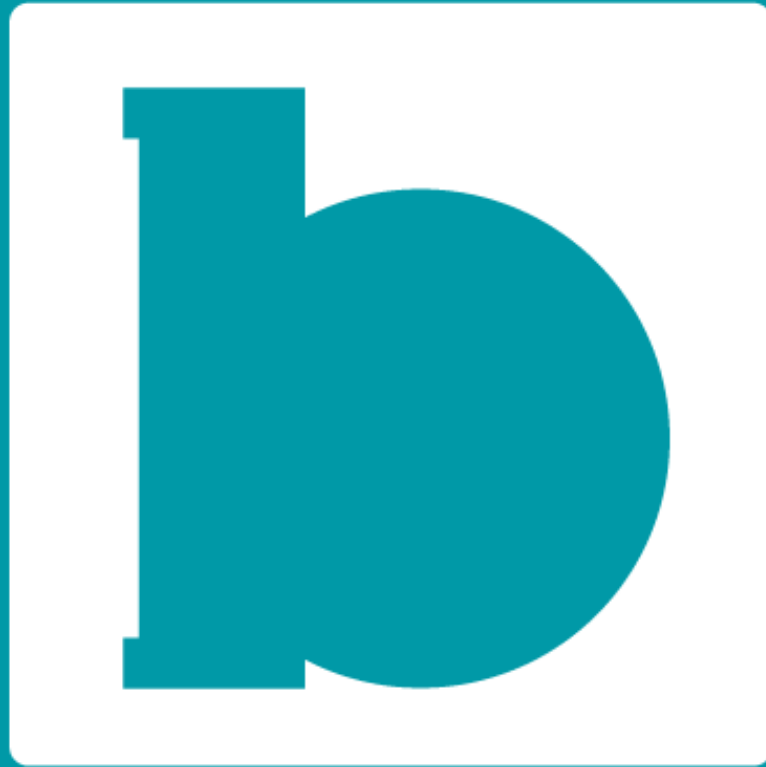




BRIGHTON
STUDENTS' UNION

Pulse Survey

2025/26

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Summary

The 2025/26 Pulse Survey gathered feedback from 506 students across the University of Brighton about their experiences of Brighton Students' Union (BSU), university life and the issues that matter most to them.

The results show that students continue to value what BSU provides. Overall, 97% agreed that BSU makes student life better, 93% were satisfied with the range of activities available, and 88% agreed that BSU effectively represents their academic interests. Students who had used BSU services, attended events or taken part in activities were consistently positive about their experiences.

One of the clearest messages from the survey is that satisfaction is high, but awareness is lower. Students generally liked the services and opportunities available once they had used them, but many said they did not always know what was available, where to find it or how to get involved. This was reflected throughout both the survey results and the open text comments.

Students also highlighted the pressures they are facing. The cost of living, passing their course, assessment stress, mental wellbeing and finding enough time were the issues raised most often. These challenges are closely linked, showing that many students are balancing financial, academic and personal pressures at the same time.

The survey also shows that being involved with BSU makes a difference. Students described making friends, feeling part of the University community, improving their wellbeing, developing confidence and gaining valuable skills through societies, free activities, student employment and representation roles.

Key Messages

Students value BSU

Students were positive about BSU across almost every area of the survey. Activities, advice, representation, commercial services and student opportunities all received high levels of satisfaction.

Awareness is the biggest challenge

The survey suggests that the quality of BSU's offer is not the main issue. Students repeatedly said they wanted clearer information about what is available, where services are based, when activities are happening and how to get involved.

Different students experience BSU differently

Some groups appeared throughout the report as being less aware of BSU or less likely to take part. These included postgraduate students, placement students, commuters, students with dependants and students based away from Moulsecoomb. In many cases, this seemed to reflect practical barriers rather than negative views of BSU.

Students want opportunities to connect

Whether students were talking about societies, free activities, The Venue or campus spaces, the same message came through. Students want opportunities to meet people, make friends and feel part of the University, with a wider range of activities that are affordable, welcoming and not always centred around alcohol.

Cost continues to affect student life

The cost of living remains students' biggest concern. Students also asked for affordable food and drink, free or low-cost activities and continued practical support throughout the year.

What this means for BSU

BSU already provides services, activities and support that students value. The biggest opportunity is helping more students benefit from them.

Improving awareness should be a priority. Students want communication that is clear, on time and easy to follow, with practical information about where activities are taking place, who they are for and how to get involved. They also want to see BSU more often across all campuses, not mainly at Moulsecoomb.

The survey also highlights the importance of reaching students who are less visible. Postgraduate students, placement students, commuters, students with dependants and those based at Falmer, BSMS or other sites often reported lower awareness or lower levels of engagement. Tailoring activities and communications to these groups is likely to have a greater impact than introducing large numbers of new events.

Finally, the results reinforce the value of helping students feel connected to university life. Students who took part in BSU activities consistently described benefits that went beyond having something to do. They talked about making friends, building confidence, improving their wellbeing, developing skills and feeling part of the University community. Continuing to invest in these opportunities, while making them easier to find and access, is likely to have the greatest impact on students' overall engagement and experience.

Recommendations

- Increase awareness of existing services and activities before expanding the overall offer.
- Strengthen BSU's presence across all campuses, particularly Falmer, City, and also for BSMS students.
- Continue to provide affordable activities, food and practical support while the cost of living remains a major concern.
- Make it easier for students with placements, caring responsibilities, commuting journeys and postgraduate study patterns to get involved.
- Keep creating opportunities that help students build friendships, feel part of the University and develop skills alongside their studies.

Introduction

Brighton Students' Union (BSU) carried out the 2025/26 Pulse Survey to better understand students' experiences of university life and their views of BSU. The survey looked at students' sense of belonging, wellbeing, engagement with BSU activities and services, awareness of support, academic representation, commercial services, and the main issues affecting them. A total of 506 students took part in the survey. The findings give an overview of students' experiences across the University, showing what students value, the barriers they face, and where they think BSU could improve.

The survey will help inform BSU's priorities for 2026/27. The report includes both survey results and themes from the open text responses, giving a fuller picture of what students said.

Methodology

The 2025/26 Pulse Survey was designed and sent out by Brighton Students' Union (BSU) using Jisc Online Surveys. The survey was open to all current University of Brighton students, and 506 students responded..

The survey included multiple-choice, Likert scale, ranking and open text questions, allowing students to provide both quantitative and qualitative feedback.

Results were analysed overall and by key demographic groups, including level and year of study: School, gender, sexuality, ethnicity, disability, international status and BSU engagement. Throughout the report, demographic differences are generally highlighted where results differ by around 10 percentage points (pp) or more from the overall result.

Open text responses have been summarised into common themes. These themes are included alongside the survey findings to show the issues students raised most often.

Demographics		% of respondents
Level of Study	Foundation	6%
	UG 1	50%
	UG 2	13%
	UG 3	13%
	UG 4	2%
	UG 5+	1%
	PGT - PGCE	2%
	PGT - Apprentice	0%
	PGT - Masters	9%
	PGR	1%
	UG Combined	85%
	PGT Combined	6%
School	Art and Media	13%
	Applied Sciences	15%
	Education, Sport and Health Sciences	28%
	Architecture, Technology and Engineering	15%
	Humanities and Social Sciences	16%
	Business and Law	10%
	BSMS	2%
Gender	Male	30%
	Female	60%
	Other gender	8%
Sexuality	Heterosexual	58%
	LGBTQIA+	37%
Ethnicity	White	67%
	Black	9%
	Asian	12%
	Mixed	6%
	Other ethnicity	5%

Further Demographics	% of respondents
International	16%
UK National	84%
Mature	33%
Has placement	51%
Disability declared	25%
Neurodiverse	36%
First in family to go to university	33%
Has dependants	10%
Commuter	27%
Has a different term time address to home address	57%

Engaged Students	% of respondents
Society member	41%
Society committee member	6%
Combined: Part of a society	46%
SVL	3%
Student Staff	3%
Free Activity attendee	28%
Advice User	14%
Happiness Circle attendee	4%

Key Findings

Student Activities

Key findings

Students were positive about the activities provided by BSU. Overall, 93% were satisfied with the range of activities, while 85% agreed that BSU is visible on campus. Satisfaction with the activities was high across most groups, but views on visibility varied more.

What this means

Students are generally happy with the range of activities available. The lower score for visibility suggests that some students may not always see what BSU is doing or know what is available. This points more towards a communication and campus presence issue than a problem with the activities themselves.

Key demographic differences

Range of Activities

- UG3 students (83% vs. 93%) and LGBTQ+ students (83%) were less satisfied with the range of activities.
- PGT Apprentices (80%) also reported lower satisfaction, although this is based on a small number of respondents.

SU Visibility

- Business and Law students (95% vs. 85%) were more likely to agree that BSU is visible on campus.
- PGT Master's students (50%) were much less likely to agree that BSU is visible on campus.
- Although not 10pp below the overall result, BSMS students (78%), Art and Media students (80%), students with a declared disability (78%), PGR students (80%) and students with dependants (81%) also reported lower visibility. Several of these groups are either based away from Moulsecoomb Campus or may spend less time on campus because of their course or personal commitments.

What this means for BSU

The range of activities is meeting the needs of most students. The next step is helping more students know about them. A stronger presence across all campuses, alongside regular promotion throughout the year, would help students who are less likely to come across BSU activities as part of their day-to-day university experience.

Key Findings

Advice, Wellbeing and Representation

Key findings

Students were positive about BSU's academic role. Overall, 88% agreed that BSU effectively represents their academic interests, while 75% said they know how to contact BSU for academic advice.

The difference between these two results shows that students are more aware of BSU's representative role than they are of how to access academic advice. Awareness was much higher among students who already had contact with BSU, including Student Staff, Student Voice Leaders and Advice Service users

What this means

Students generally trust BSU to represent their academic interests, but a quarter do not know how to contact BSU for advice. The main gap is therefore awareness rather than confidence in the service itself. Clearer promotion and signposting could help more students know where to go when they need academic support.

Key demographic differences

Academic representation

- UG2 students (78% vs. 88% overall), PGT PGCE students (75%) and Humanities and Social Science students (78%) were less likely to agree that BSU represents their academic interests.
- UG5+, PGT Apprentice, PGR and Mixed ethnicity students reported 100% agreement, although some of these groups had small respondent numbers.

Awareness of academic advice

- Awareness was higher among Advice Service users (96% vs. 75% overall), Student Staff (93%), PGT PGCE students (89%), Happiness Circle attendees (88%), Business and Law students (86%) and Student Voice Leaders (85%).
- Awareness was lower among BSMS students (63% vs. 75%) and Humanities and Social Science students (65%).
- The higher results among students already involved with BSU show that those with more contact with the Union are more likely to know about the wider support available.

What this means for BSU

Students have confidence in BSU's academic representation. More could be done to make academic advice easier to find, particularly for BSMS and Humanities and Social Science students. Promoting the service through Schools, course communications and existing student networks may help reach students who have less regular contact with BSU.

Key Findings

BSU Outlets and Spaces

Key findings

Students who used BSU's outlets and spaces were generally very positive about them. Overall, 98% were satisfied with the customer service they received, 95% were satisfied with events at The Venue, and 86% were happy with the product choice across BSU shops, cafés and bars.

Awareness and use were less consistent. The Venue was the best-known outlet (72%), followed by Cockcroft Shop (54%) and Basement Central (32%). Awareness of the Falmer and Grand Parade spaces was much lower. More than half of students (52%) had not taken part in any of the listed activities at The Venue, while 38% did not keep up to date with promotions or events at any BSU outlet.

The open text responses showed that students want a wider mix of social events at The Venue, including music, games, quizzes, sports screenings, creative sessions and quieter, alcohol-free activities. Across the Games Room, Living Room, Art Shop and Common Room, the same themes came up repeatedly: clearer promotion, more reliable opening hours, affordable products and activities, and spaces that feel comfortable and inviting.

What this means

The quality of students' experiences is not the main issue. Those who use the outlets and attend events are usually very satisfied. The bigger challenge is getting students through the door and making sure they know where the spaces are, when they are open and what is happening.

Location also matters. Students were much more likely to know about and follow outlets on the campus where they study. This means each space needs to work for the students based nearby, rather than relying on students travelling between campuses.

Key demographic differences

- Students with dependants were less satisfied with the product choice available (74% vs. 86% overall).
- Customer-service satisfaction was lower among PGT PGCE students (86% vs. 98%). This may be linked to PGCE students spending much of their time at Falmer Campus or on placement and therefore using BSU outlets less often.
- Satisfaction with events at The Venue was lower among UG5+ students (75% vs. 95%) and PGT PGCE students (67%), although both groups had relatively small numbers of respondents. These groups may have fewer opportunities to attend because of their campus location or stage of study.
- BSMS students (92% vs. 52%), PGT PGCE students (83%), UG5+ students (83%) and PGR students (67%) were more likely to say they had not taken part in any activity at The Venue.
- Awareness followed campus location. Art and Media students were much more likely to have heard of the Art Shop (59% vs. 14%) and the BSU Common Room (29% vs. 6%), while School of Education, Sport and Health Sciences students were more aware of the Games Room (34% vs. 17%) and Living Room (48% vs. 17%) at Falmer.
- Students with less regular contact with campus were more likely not to follow any BSU outlet, including students with dependants (62% vs. 38%), commuters (55%) and mature students (54%).

What this means for BSU

Students are positive about the outlets once they use them, but many are not aware of everything available. Promotion should clearly explain where each space is, its opening hours and what students can do there. Regular activity, visible signs and more consistent communication would help the Falmer and Grand Parade spaces feel active rather than closed or overlooked.

The open text responses also show that each outlet needs a slightly different approach: a wider events programme at The Venue, reliable access and a more welcoming feel at the Falmer spaces, better-value products at the Art Shop, and more reasons for students to visit the Grand Parade Common Room.

Key Findings

About the BSU

Key findings

Students had very positive views of BSU. Overall, 97% agreed that BSU makes student life better and 98% saw BSU as an ethical and sustainable organisation. Awareness of the positive changes BSU makes was slightly lower, although still high at 91%. This suggests that students value BSU, but do not always see the work and changes behind that positive experience.

When asked what BSU should continue doing, students most often mentioned events and activities, free and affordable opportunities, support and wellbeing, societies, communication, inclusive working and student representation.

Requests for change were mainly about improving what is already available. Students wanted more varied events, clearer promotion, more activity across campuses, better use of student spaces, more affordable food and activities, and stronger provision for students who are less well served by the current offer. Concerns centred on high prices, repeated or late communication, too much emphasis on alcohol and nightlife, and activity being concentrated at Moulsecoomb.

What this means

Students are positive about BSU and want it to continue providing support, events, societies, representation and affordable opportunities. The main issues are how widely these are seen and whether students across different campuses and circumstances can access them.

The open text responses also show that communication is not simply about sending more messages. Students want information to be clearer, better timed and shared through different channels, including more face-to-face promotion.

Key demographic differences

- There were no differences in views that BSU makes student life better, with agreement remaining high across all groups.

Awareness of BSU's positive changes:

- This was lower among UG5+ students (75% vs. 91% overall), PGT PGCE students (71%) and BSMS students (75%). For some of these students, lower awareness may be linked to spending less time on campus, being based at Falmer or BSMS, or having placements and other course commitments that reduce their contact with BSU activity.

BSU as an ethical and sustainable organisation

- PGT PGCE students were also less likely to describe BSU as ethical and sustainable (86% vs. 98%).
- Happiness Circle attendees reported lower agreement too (87%), although this result is based on a small number of respondents and should be treated with caution.

What this means for BSU

- Students value the role BSU already plays. More could be done to show what has changed as a result of its work, particularly to students who have less regular contact with BSU.
- The open text responses point to a small number of clear priorities: keep the support and activities students value, make them more affordable, improve the balance of activity across campuses, offer more non-alcohol-focused options, and communicate earlier and more clearly about what is available and what BSU has achieved.

Key Findings

Confidence and Belonging

Key findings

Students reported high levels of confidence and belonging. Overall, 95% felt confident they would complete their course successfully, 92% felt they belonged at the University of Brighton, and 92% agreed that BSU provides opportunities to meet new people.

Most students (88%) also felt part of a community of students and staff. Of those students, 98% said that feeling part of a community had made them more likely to continue their studies. As this was only asked of students who already felt part of a community, the result shows how important those connections are to the students who experience them.

Students were also generally positive about their wellbeing. 90% felt that the things they do in life are worthwhile, 86% were satisfied with their life nowadays, and 84% felt happy yesterday. However, 63% also said they had felt anxious yesterday, showing that anxiety remains common even among students who otherwise feel positive about their lives.

What this means

Most students feel confident, connected and positive about their university experience. Feeling part of a community also appears to matter for continuation, with almost all students who felt connected saying it made them more likely to stay on their course.

The main gaps were among students who may spend less time on campus or have fewer opportunities to build relationships with other students and staff. Anxiety also affected some groups much more than others, even where overall wellbeing remained positive.

Key demographic differences

Confident completing course successfully

- UG5+ students were less likely to feel confident about completing their course (60% vs. 95% overall), feel that they belong (60% vs. 92%) or feel part of a community (60% vs. 88%). However, this group was small, so the findings should be treated with caution.
- PGT PGCE students also reported lower confidence in completing their course (82%), belonging (78%), opportunities to meet new people (71%) and feeling part of a community (71%).

BSU Providing opportunities to meet new people

- BSMS students were less likely to feel that BSU provides opportunities to meet new people (60% vs. 92%) or that they feel part of a community (67% vs. 88%).
- PGR students were less likely to agree that BSU provides opportunities to meet new people (67% vs. 92%), although only a small number responded.

Wellbeing

- Students with a declared disability (71% vs. 84%), students from a Mixed ethnic background (70%) and students with dependants (50%) were less likely to say they felt happy yesterday.
- Anxiety was higher among students with a declared disability (81% vs. 63%), neurodiverse students (76%), students identifying as another gender (76%), LGBTQ+ students (73%) and Art and Media students (77%).

Feeling part of a community

- Student Voice Leaders and Student Staff all said they felt part of a community (100% vs. 88%), although both groups had relatively small numbers of respondents.

What this means for BSU

- The results show the value of helping students build connections with other students and staff. Opportunities to meet people and feel part of a community should remain an important part of BSU's work, particularly for postgraduate students, BSMS students and those in the later stages of study.
- The differences in anxiety also show that some groups may need more accessible, low-pressure ways to connect and find support. Activities and communication should take account of students who spend less time on campus, are based away from Moulsecoomb or have other commitments alongside their studies.

Key Findings

Top Concerns

Key findings

The cost of living (60%) was the issue students selected most often, followed by passing their course (55%) and coursework or exam stress (51%). Mental wellbeing (44%), employability after graduation (43%) and not having enough time (42%) were also common concerns.

Students are therefore managing several pressures at once. Financial worries sit alongside the demands of completing their course, keeping up with assessments and preparing for employment after university.

What this means

Students' concerns are not limited to one part of university life. Money, academic pressure, wellbeing and time are closely connected, and difficulties in one area may make the others harder to manage.

While BSU cannot address all of these issues alone, the results show the importance of cost-of-living support, academic advice and representation, wellbeing activities, and clear routes to University and careers support.

Key demographic differences

- Art and Media students were more likely to be concerned about the cost of living (73% vs. 60% overall), employability (65% vs. 43%) and mental wellbeing (55% vs. 44%).
- Students identifying as another gender were more likely to select mental wellbeing (70% vs. 44%), cost of living (72% vs. 60%), not having enough time (56% vs. 42%) and physical health (42% vs. 30%).
- UG3 students were more concerned about employability after graduation (64% vs. 43%) and not having enough time (52% vs. 42%).
- Applied Sciences students were more likely to report coursework or exam stress (63% vs. 51%) and not having enough time (53% vs. 42%).
- Humanities and Social Science students were more likely to select mental wellbeing (55% vs. 44%), employability (53% vs. 43%) and the time spent working outside university (33% vs. 22%).
- BSMS students were more likely to be concerned about passing their course (75% vs. 55%), physical health (50% vs. 30%) and issues in their personal life (42% vs. 22%). These results should be treated with caution because only a small number of BSMS students responded.

What this means for BSU

- The results point to a need for support that recognises how these pressures overlap. Cost-of-living help, academic advice, wellbeing support and careers information should be easy to find and promoted together, rather than treated as completely separate areas.
- The demographic differences also show that the balance of concerns varies between groups. Support and communication may therefore need to be adjusted by School, stage of study and student circumstances rather than relying on the same approach for everyone.

Key Findings

Benefits of being Engaged

Key findings

- Students described different benefits depending on how they were involved with BSU. Society members most often said societies helped them make friends and feel more connected (73%), try something new (51%), and build a stronger sense of belonging (39%). Their overall experience was rated 4.1 out of 5, with 80% giving a rating of 4 or 5 stars.
- Free Activities were also rated highly, averaging 4.2 out of 5, with 87% giving a rating of 4 or 5 stars. Students most often valued them for helping them meet people (51%), providing fun and affordable things to do outside their studies (44%), and helping them feel more connected to the University community (38%).
- Happiness Circles mainly helped students relax and manage stress (64%), take time to pause and reflect (39%), and support their mental health and wellbeing (32%), and scored 4.3 out of 5
- Student Voice Leaders most often valued gaining a better understanding of how University decisions are made (62%), along with communication, leadership and career experience.
- Student Staff most often valued transferable skills (57%), work experience (50%) and the flexibility to earn money alongside their studies (50%).

What this means

Each type of involvement offers something different. Societies and Free Activities mainly support friendships, belonging and social connection. Happiness Circles provide time to slow down and manage stress, while Student Voice Leader and Student Staff roles offer more direct skills and work experience.

The strongest benefits were not limited to employability - students also valued feeling connected, trying new things, building confidence and having affordable ways to take part in university life.

Key demographic differences

- Societies
 - Foundation Year, UG2 and UG3 society members were more likely to say societies had helped them make friends and feel connected. Students on placements were less likely to report this benefit.
 - LGBTQ+ society members were more likely to say societies had supported their wellbeing, while Applied Sciences students were more likely to report a stronger sense of belonging.
 - Society Committee Members were much more likely to report gaining leadership and event-planning experience (48% vs. 14% overall).
- Free Activities
 - Foundation Year students were more likely to say Free Activities had helped them feel a stronger sense of belonging (80% vs. 21%) and try something new (60% vs. 37%).
 - UG2 students were more likely to say Free Activities had provided affordable things to do (61% vs. 44%) and supported their wellbeing (44% vs. 25%). UG3 students were less likely to say they had helped them meet new people (24% vs. 51%).
- The numbers of Happiness Circle attendees, Student Voice Leaders and Student Staff were small, so differences between demographic groups should be treated with caution.

What this means for BSU

- The value of BSU involvement goes beyond attendance numbers. Students are gaining friendships, belonging, confidence, wellbeing support, skills and work experience through different parts of the offer.
- Societies and Free Activities should continue to be promoted as ways to meet people and feel part of university life, while Student Voice Leader and Student Staff roles can be promoted for the skills and experience they provide. Keeping a range of different opportunities is important, as students benefit from them in different ways

Key Findings

Barrier to getting Involved

Key findings

The biggest barriers to getting involved were practical rather than personal. For students who had not joined a society, not having enough time (47%) was the most common reason, followed by not knowing about societies (23%), not being able to find a society that interested them (16%), and not knowing how to join (15%).

Awareness was an even bigger issue for Happiness Circles. Nearly seven in ten students (69%) said they did not know about them, while 21% said they did not have enough time to attend. Very few students said they were not interested (8%) or felt the sessions would not benefit them (13%). Overall, the results suggest that students are not choosing not to get involved because they do not want to. More often, they either do not know about the opportunities, are unsure how to access them, or struggle to fit them around other commitments.

What this means

Across both societies and Happiness Circles, awareness and time were much bigger barriers than interest. This suggests that increasing promotion, making it easier to sign up and continuing to offer activities at different times may help more students get involved.

Key demographic differences

Societies

- LGBTQ+ students were more likely to say they did not have enough time (83% vs. 47% overall), could not find a society they wanted to join (28% vs. 16%) and did not want to pay the membership fee (26% vs. 14%).
- Asian students (27% vs. 15%), Black students (26%) and students from Black, Asian and Minority Ethnic backgrounds overall (27%) were more likely to say they did not know how to join a society.
- Students with dependants (32% vs. 13%) and commuter students (25%) were more likely to say they lived too far away from the society they wanted to join.
- Although an uncommon theme overall, students identifying as another gender were more likely to say they would not feel welcomed (22% vs. 3%).

Happiness Circles

- International students (79% vs. 69%), BSMS students (75%), UG3 students (76%) and students on placements (79%) were more likely to say they did not know about Happiness Circles.
- PGR students (39% vs. 21%), UG2 students (32%), Applied Sciences students (29%) and students with dependants (34%) were more likely to say they did not have enough time to attend.

What this means for BSU

- The biggest opportunity is helping students find activities rather than persuading them to take part. Clearer promotion, simple sign-up processes and regular reminders throughout the year are likely to have more impact than creating lots of new activities. Some groups may also benefit from activities that are easier to access around placements, commuting or caring responsibilities.

Further detail per section

Student Activities

To what extent do students agree or disagree with the following statements:

● Agree ● Disagree

Students are satisfied with the range of activities provided by the Students' Union.

93%

The Students' Union is visible on campus.

85%

15%

Students were positive about both the range of activities provided by BSU and its visibility on campus. Overall, 93% were satisfied with the range of activities, while 85% agreed that the Students' Union is visible on campus.

Satisfaction with activities was consistently high across most student groups. Perceptions of BSU's visibility were more mixed, with students who are already more engaged with BSU, such as Student Voice Leaders and Society Committee Members, reporting higher levels of agreement than some postgraduate and underrepresented groups. This suggests that increasing the range of activities, awareness and visibility, rather than increasing the number of activities, may have a greater impact on engagement.

The main differences between demographics to note are:

Range of Activities

- Foundation Year students (100%), PGT Master's students (100%), Business and Law students (100%), Humanities and Social Science students (98%), Society Committee Members (97%), Student Voice Leaders (96%) and Black students (96%) were more satisfied with the range of activities than the overall average.
- Lower levels of satisfaction were reported by UG3 students (83%), LGBTQ+ students (83%), students with a declared disability (86%) and PGT Apprentices (80%) (with caution - small population size).

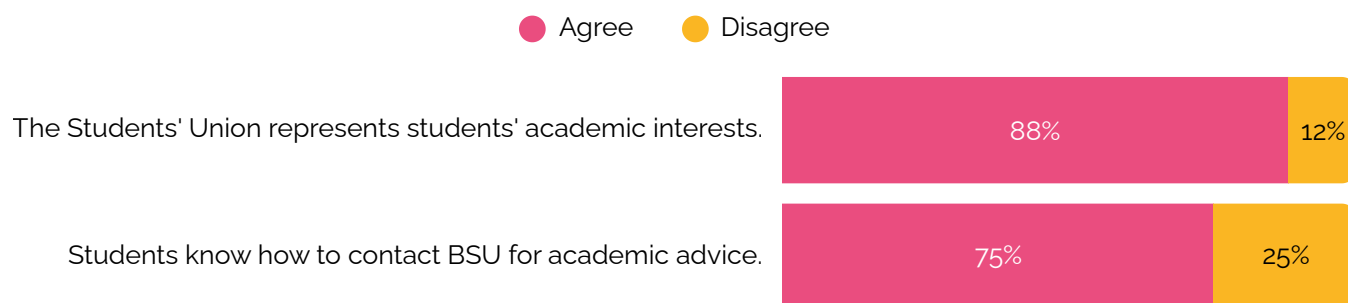
SU Visibility on Campus

- Foundation Year students (93%), Business and Law students (95%), Black students (93%), international students (91%), Society Committee Members (94%) and Student Voice Leaders (93%) were more likely than average to agree that BSU is visible on campus.
- Lower agreement was seen among PGT Master's students (50%), BSMS students (78%), LGBTQ+ students (78%), students with a declared disability (78%), PGR students (80%), Art and Media students (80%), and students with dependants (81%). For some groups, this may be due to not being based on Moulsecoomb campus or balancing other commitments. For example, Art and Media and BSMS students are primarily based on Falmer or City Campus, while students with dependants may have less time to engage with activities outside their studies.

Further detail per section

Advice, Wellbeing and Representation

To what extent do students agree or disagree with the following statements:



Students were positive about BSU's role in supporting their academic experience. Overall, 88% agreed that BSU effectively represents their academic interests, while 75% said they know how to contact BSU for academic advice if they need it. Students were consistently positive about the way BSU represents their academic interests, although awareness of academic advice was lower and showed more variation across groups. Students who were already engaged with BSU, such as Student Staff, Student Voice Leaders and Advice Service users, were consistently more likely to know how to access academic advice. This reflects a wider pattern across the survey, where students who are more engaged with BSU are generally more aware of the support available.

The main differences between demographics to note are:

BSU effectively represents students' academic interests

- Higher levels of agreement were reported by Foundation Year students (96%), Business and Law students (95%) and Student Staff (93%).
- Lower agreement was seen among UG2 students (78%), Humanities and Social Science students (78%) and PGT PGCE students (75%). (UG5+, PGR and PGT Apprentices also reported 100% agreement (with caution - small population size).

Awareness of how to contact BSU for academic advice

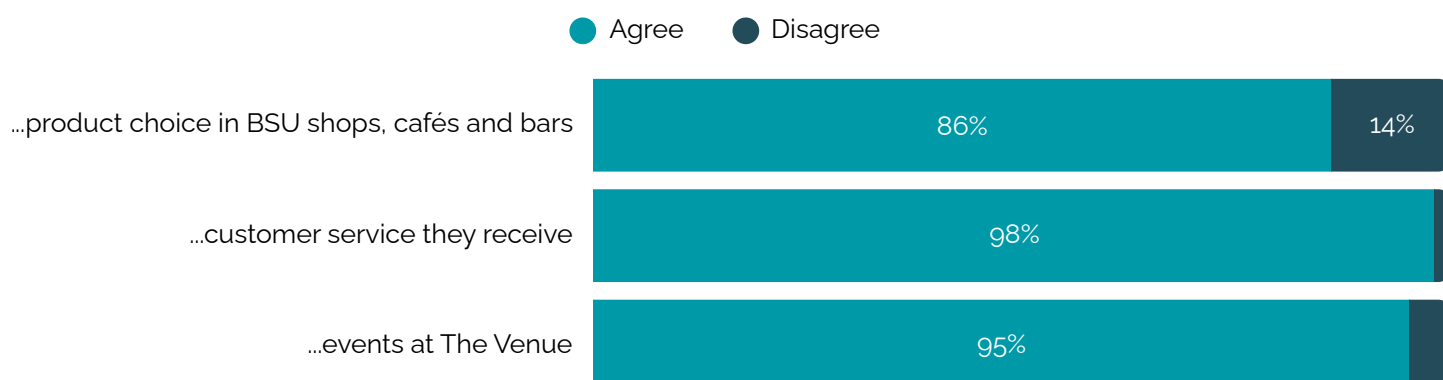
- Higher awareness was reported by Student Staff (93%), Advice Service users (96%), Happiness Circle attendees (88%), Business and Law students (86%) and Student Voice Leaders (85%).
- Lower awareness was seen among BSMS students (63%), Humanities and Social Science students (65%) and PGR students (67%).

Further detail per section

BSU Outlets and Spaces

To what extent do students agree or disagree with the following statements:

Students are satisfied with the...



Students were positive about BSU's shops, cafés, bars and The Venue. Overall, 86% were happy with the product choice available, 98% were satisfied with the customer service they received, and 95% were satisfied with events at The Venue. Customer service received the highest satisfaction of all three measures, while satisfaction with the events at The Venue was also consistently high. There was little variation in satisfaction levels between most student groups, showing that students' experiences of BSU's commercial services are consistently positive. Unlike several other areas of the survey, there were relatively few demographic differences across these questions, suggesting that students' experiences of BSU's commercial services are similar.

The main differences between demographics to note are:

Satisfaction with product choice

- Happiness Circle attendees (99%) and PGR students (100%) reported particularly high satisfaction (PGR - although this should be treated with caution due to the small number of respondents).
- Students with dependants were less satisfied than the overall average (74% vs. 86%), as well as PGT Apprentices (50%) reported lower satisfaction (although this should be treated with caution due to the small number of respondents).

Customer Service

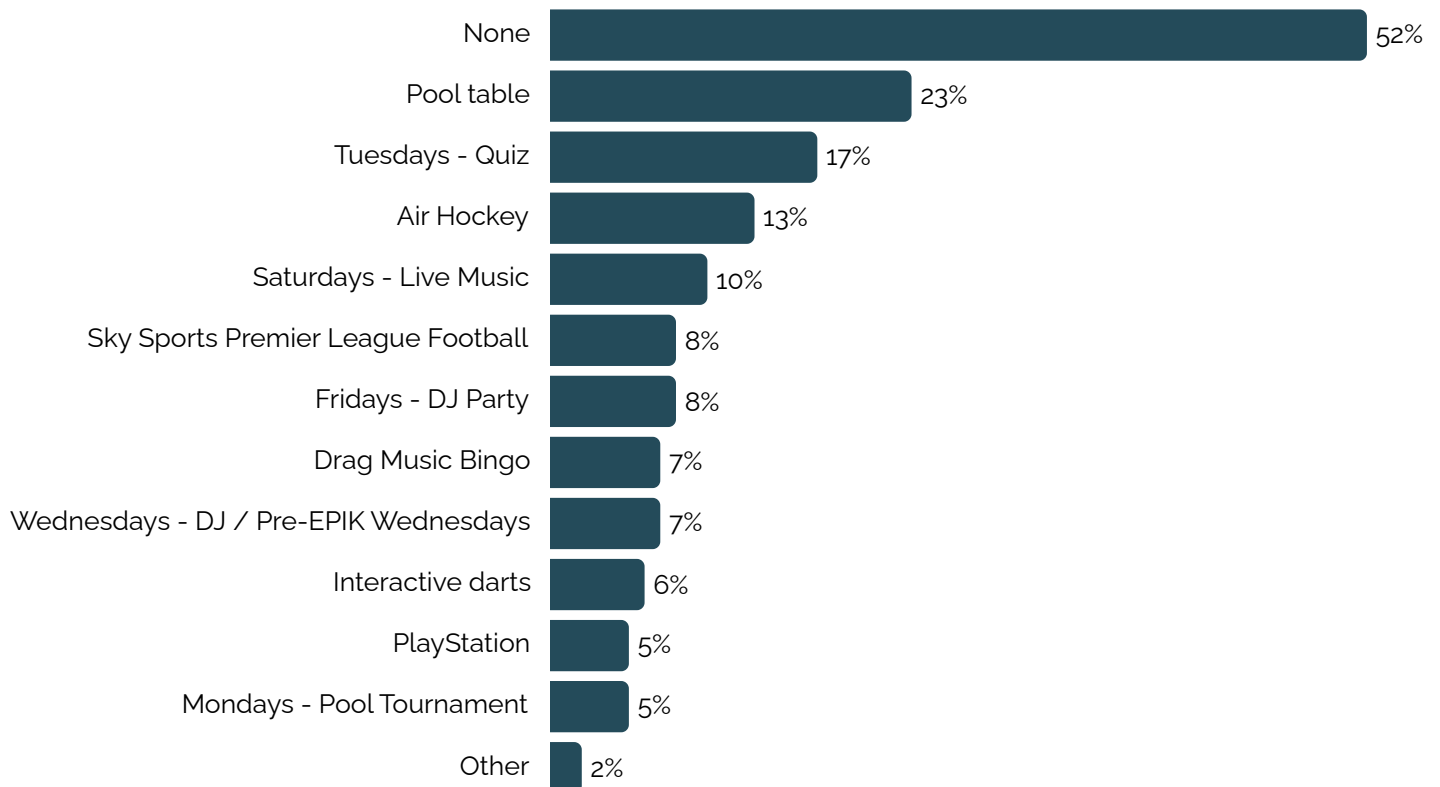
- Lower satisfaction was reported by PGT PGCE students (86% vs. 98%) and PGT Apprentices (50%). As both groups spend much of their time on placement, they may have fewer opportunities to use BSU's commercial spaces than students who are based on campus more regularly.

Events at The Venue

- Satisfaction with events at The Venue was also high across most groups.
- Lower satisfaction was reported by UG5+ students (75% vs. 95%) and PGT PGCE students (67%), although both groups had relatively small numbers of respondents. This may reflect how often these students use The Venue. PGCE students are primarily based at Falmer Campus, while UG5+ students may spend less time on campus as they progress through their studies, giving them fewer opportunities to attend events.

Which events and activities have students participated in at The Venue?

(Multiple choice)



Over half of students (52%) said they had not participated in any of the listed activities at The Venue, suggesting there is an opportunity to encourage more students to use the space. Among those who had taken part, the pool table (23%) was the most popular activity, followed by the Tuesday quiz (17%), air hockey (13%) and live music (10%). Most organised events attracted smaller numbers of students, suggesting that many students use The Venue casually rather than attending specific events. With satisfaction at The Venue already high, increasing the number of students using the space may be a bigger opportunity than increasing the number of events.

The main differences between demographics to note are:

- Business and Law students (33% vs. 23%) and male students (33% vs. 23%) were more likely to use the pool table.
- Foundation Year students (30% vs. 17%) and Architecture, Technology and Design (ATE) students (27% vs. 17%) were more likely to attend the Tuesday quiz.
- BSMS students (92% vs. 52%), PGT PGCE students (83%), UG5+ students (83%) and PGR students (67%) were more likely to select 'None', suggesting they are less likely to use The Venue. For some of these groups, this may reflect being based away from Moulsecoomb Campus or spending less time on campus due to placements, giving them fewer opportunities to take part in activities at The Venue.

What other events and activities are students interested in at The Venue?

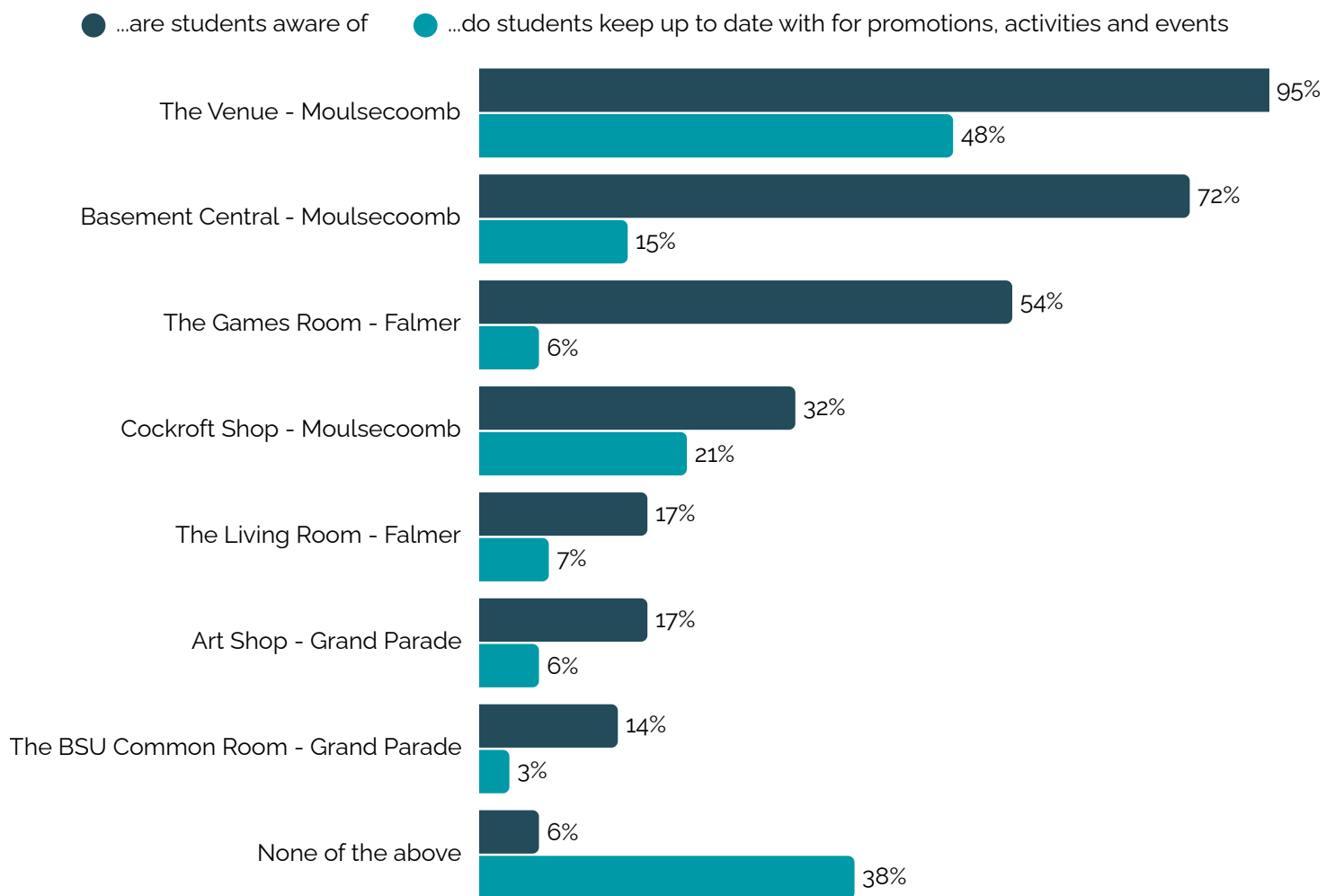
(Open text comments summarised)



- **Music and performances:** Karaoke, live music, DJs and other performances were among the most common suggestions.
- **Games and competitions:** Students suggested board games, video games, pool, darts and other competitive activities.
- **Quizzes and bingo:** Quiz nights and bingo were popular, including themed and more informal versions.
- **Themed nights and parties:** Students wanted a wider range of themed events, parties and social nights throughout the year.
- **Sports screenings:** Football, Formula 1 and other live sports screenings were regularly mentioned.
- **Events for different student groups:** Some students wanted more events for mature, international and LGBTQ+ students, as well as activities that bring different groups together.
- **Arts and crafts:** Painting, craft sessions and other relaxed creative activities were also suggested.
- **Food and drink events:** Students mentioned food-themed activities, drink events and events linked to different cultures and cuisines.
- **Quiet and sober activities:** Some wanted more low-pressure events that do not centre around alcohol, including quieter socials and wellbeing activities.
- **Social events:** Students wanted more opportunities to meet people and make friends, particularly outside existing friendship groups.
- **Talks, books and study events:** Suggestions included book clubs, talks, study sessions and discussion-based activities.
- **Film and comedy:** Film screenings and comedy nights were also mentioned.

Students' awareness and engagement with BSU outlets *(Multiple choice)*

Which BSU outlets...



The Venue was the place students were most likely to keep up to date with for promotions, activities and events (48%). Awareness of the other BSU outlets was much lower, with Cockcroft Shop (21%) and Basement Central (15%) the next most recognised. Fewer than one in ten students kept up to date with activities at The Games Room (6%), The Living Room (7%), Art Shop (6%) or The BSU Common Room (3%). Over a third of students (38%) said they did not keep up to date with any of the listed outlets. This suggests that while The Venue has good visibility, many students are not seeing promotions and activities across BSU's other spaces.

The main differences between demographics to note are:

The Venue

- Business and Law students (71% vs. 48%), Humanities and Social Science students (66%), Architecture, Technology and Design students (62%), Society Committee Members (71%), Student Staff (67%), Free Activity attendees (68%), Happiness Circle attendees (63%), students living away from home during term (62%) and male students (61%) were all more likely to keep up to date with The Venue.
- BSMS students (0%), PGT PGCE students (0%), PGR students (0%), UG5+ students (17%) and

School of Education, Sport and Health Sciences students (22%) were much less likely to keep up to date with The Venue. For some of these groups, this may be linked to being based away from Moulsecoomb Campus, placements, or spending less time there during the week.

The Art Shop

- Students from Architecture, Technology and Design (33% vs. 6%) were much more likely to keep up to date with the Art Shop,

Basement Central and Cockcroft Shop

- Applied Sciences students were more likely to keep up to date with Basement Central (32% vs. 15%) and Cockcroft Shop (37% vs. 21%).
- Foundation Year students also reported higher awareness of both outlets.

None

- Students selecting 'None' were more likely to be BSMS students (75% vs. 38%), PGT PGCE students (83%), UG5+ students (67%), PGR students (67%), students with dependants (62%), commuter students (55%) and mature students (54%). These groups are also more likely to spend less time on campus or be based away from Moulsecoomb Campus due to other commitments or placements, which may reduce how often they access BSU promotions and activities.

****Please note: The following questions were only asked of students who selected that they were aware of the specific BSU outlet or commercial space***

What would encourage students to use The Games Room at Falmer more?

(Open text comments summarised)



- **Opening hours:** The most common request was for the Games Room to be open more often and for longer. Several students thought it was permanently closed or said it appeared closed when they passed it.
- **Awareness and promotion:** Students wanted clearer information about where the Games Room is, when it is open and what is available. More promotion across campuses and

social media was also suggested.

- **Location:** A major barrier was that students at other campuses felt the journey was too far or costly, while others were only at Falmer for limited periods.
- **Games and activities:** Students suggested adding more games and activities, including darts, table tennis and a working Wii Sports setup. Some also wanted events that were open to everyone and did not require experience or an existing friendship group.
- **Space and atmosphere:** A few students felt the room could be lighter, more comfortable and more inviting, as it currently appeared quiet or abandoned from the outside.
- **Food and facilities:** Suggestions included a café, cheaper vending options and a small shop selling essentials.

What would encourage students to use The Living Room at Falmer more?

(Open text comments summarised)



- **Promotion and awareness:** Students wanted clearer information about where The Living Room is, when it is open and what takes place there. Several felt that the space was not promoted enough.
- **Opening hours:** Students wanted the space to be open more often and easier to access. Some believed it was permanently closed or unavailable because of private bookings.
- **Events and activities:** Suggestions included more social events, free activities, games and things happening regularly in the space.
- **Comfort and atmosphere:** Students wanted The Living Room to feel warmer, calmer, quieter and more inviting. Some mentioned noise, strong smells and sensory overload.
- **Seating and space:** More sofas, tables, chairs and general seating were requested, alongside a larger or less crowded space.
- **Food, drink and facilities:** Students suggested cheaper food, microwaves, a bar, coffee and other practical facilities.
- **Location and time:** Some students said they would use the space more if they spent more time at Falmer, but distance, travel and limited time between lectures were barriers.
- **Inclusive:** A small number wanted the space to better reflect the needs of mature, postgraduate and neurodivergent students.

What would encourage students to use the Grand Parade Art Shop more?

(Open text comments summarised)



- **Affordability:** Cheaper materials and equipment were the most common suggestions. Students mentioned lower prices, cheaper alternatives and better-value bulk packs.
- **Product range:** Students wanted a wider choice of stock, including architecture materials, bookbinding supplies, polymer clay, spray paint and larger packs of commonly used items.
- **Location and access:** Students based at Falmer or Moulsecoomb said Grand Parade was too far out of their way. Pop-up shops or easier ways to order from other campuses may help.
- **Promotion and information:** Some wanted more advertising about what the shop stocks, current offers and how products could be used, particularly for students who are not on art courses.
- **Relevance to non-art students:** A number said they did not use physical art materials or mainly worked digitally. Suggestions included hobby-focused promotion and digital art equipment.
- **Opening hours:** A small number wanted later opening, particularly for students who are only at Grand Parade in the evening.
- **Food and other products:** Students also mentioned cheaper food, a wider food range and more snacks or drinks.

What would encourage students to use the BSU Common Room at Grand Parade more? (Open text comments summarised)

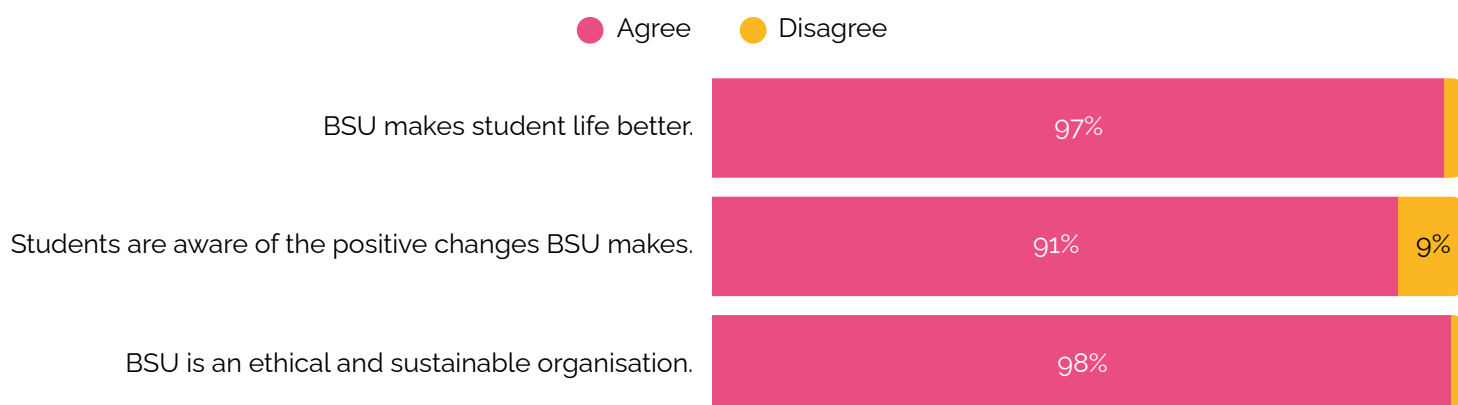


- **Promotion and awareness:** Students wanted clearer information about where the Common Room is, what it offers and when they can use it. Posters, signs and an introduction to the space at the start of the year were suggested.
- **Events and activities:** Students wanted more reasons to visit, including games, music, drinks, interactive activities and regular events.
- **Location and campus access:** Several students were based at other campuses or did not visit Grand Parade often, which limited how likely they were to use the space.
- **Comfort and atmosphere:** Students wanted the Common Room to feel warmer and more inviting, with comfortable seating and a relaxed area for spending time indoors.
- **Food and drink:** A small number suggested improving the coffee and offering drinks in the space.

Further detail per section

About the BSU

To what extent do students agree or disagree with the following statements:



Students were very positive about BSU. Overall, 97% agreed that BSU makes student life better, 91% were aware of the positive changes BSU makes, and 98% agreed that BSU is an ethical and sustainable organisation. Responses were consistently positive across almost all student groups. Awareness of the positive changes BSU makes was slightly lower than the other two statements, showing that while students value BSU, they are not always aware of the work happening behind the scenes.

The main differences between demographics to note are:

Awareness of the positive changes BSU makes

- This was lower among UG5+ students (75% vs. 91%), PGT PGCE students (71%) and BSMS students (75%). This may reflect where these groups are based and how much time they spend on campus. PGCE and BSMS are primarily based at Falmer Campus and attend placements, while UG5+ students may spend less time on campus as they progress through their studies. Together, this may give these groups fewer opportunities to see BSU campaigns, communications and activity.

Views of BSU as an ethical and sustainable organisation

- This was also positive across almost all groups. Lower agreement was reported by PGT PGCE students (86% vs. 98%) and Happiness Circle attendees (87%), although the Happiness Circle result should be treated with caution due to the relatively small number of respondents.

What is the one thing that the SU should start doing (Open text comments summarised)



- **More events and activities:** This was the most common suggestion. Students wanted a wider range of events, including music, games, film nights, themed events, outdoor activities and more free or non-alcohol-focused options.
- **Better promotion and visibility:** Students wanted clearer advertising about events, services and opportunities. Suggestions included more posters, social media posts, emails and in-person introductions, as well as clearer information about what the SU does.
- **More food, drink and student spaces:** Students suggested improving cafés, bars, shops and social spaces, particularly at Falmer. Requests included more seating, healthier food and reopening spaces such as the Hive, Games Room and Living Room.
- **More inclusive and tailored provision:** Students wanted more activities for mature, postgraduate, commuter, apprentice, placement and medical students, alongside better provision for disabled, neurodivergent, LGBTQ+ students.
- **More affordable opportunities:** Students asked for cheaper food, drinks, events and society participation, as well as more free activities, giveaways, bursaries and financial support.
- **A stronger presence across campuses:** Students wanted more events, facilities and face-to-face contact outside Moulsecoomb, particularly at Falmer, City Campus, BSMS, UBIC and Varley Park.
- **More support and opportunities:** Suggestions included stronger mental health and wellbeing support, academic and careers advice, part-time job opportunities and practical skills sessions.
- **More support for societies and social connection:** Students wanted societies to be easier to find and join, with more help for new societies and more opportunities to meet people outside existing friendship groups.
- **A stronger student voice:** A smaller number wanted the SU to campaign more strongly, consult students before making decisions and show greater independence from the University.

What is the one thing that the SU should continue doing (*Open text comments summarised*)



- **Events and activities:** Students wanted the SU to continue running a varied programme of events, including quizzes, bingo, live music, crafts, sports screenings, social nights and academic brunches.
- **Free and affordable opportunities:** Students valued free events, low-cost activities, affordable food and drink, discounts and services such as BSU Essentials and food provision.
- **Support and wellbeing:** Students wanted the SU to continue providing advice, mental health and wellbeing support, particularly for those experiencing financial worries, homesickness or difficulties settling into university.
- **Communication and visibility:** Regular emails, social media posts, posters and promotion of events and services were seen as helpful ways of keeping students informed.
- **Societies and community:** Students valued the SU's support for societies and its role in helping people meet others, build friendships and feel part of the university community.
- **Welcoming and inclusive approach:** Students wanted the SU to continue being friendly, approachable and inclusive, with activities that appeal to a wide range of students.
- **Venues, shops and cafés:** The Venue, campus shops, cafés and the Art Shop were regularly mentioned as services students wanted to keep.
- **Campus-wide activity:** Students valued events and activities taking place across different campuses, accommodation sites and halls, rather than being focused in one location.
- **Student voice and representation:** Students wanted the SU to continue listening to feedback, representing their views and campaigning on issues such as food prices and student wellbeing.

What is the one thing that the SU should stop doing (*Open text comments summarised*)



- **Affordability and pricing:** The most common concern was the cost of food, drinks, events, society insurance and items sold in SU shops. Students felt prices should be more affordable.
- **Communication and promotion:** Some students wanted fewer repetitive emails, clearer communication and earlier notice of events. Others felt there was too much reliance on online promotion and not enough face-to-face engagement.
- **Food, shops and cafés:** Students raised concerns about food quality, healthier options, limited stock, café opening times and the use of non-recyclable packaging.
- **Inclusion:** Some felt the SU should stop excluding or overlooking particular groups, including foundation students, disabled students and older students. A few also mentioned feeling pressured to attend events or join societies.
- **Event planning and variety:** Students wanted fewer repetitive, poorly attended or short-notice events. Some felt events should be planned with more student input and offer a wider range of activities.
- **Alcohol and nightlife:** Several students felt the SU placed too much emphasis on drinking, clubbing and nightlife, and wanted fewer alcohol-focused events.
- **Campus balance:** Students felt too much activity was concentrated at Moulsecoomb and wanted the SU to stop overlooking Falmer, halls and other campuses.
- **Society systems:** Concerns included inactive societies remaining listed, difficulties joining societies, the Rubric system, the sports app and the society website.
- **Student spaces:** Students questioned the closure or limited use of spaces such as the Games Room at Falmer, alongside hiring out or overselling student spaces.
- **Decisions and accountability:** Some felt the SU should stop making decisions without consulting students, making promises without clear results or appearing unresponsive to concerns.
- **Use of AI:** A small number specifically said the SU should stop using or promoting AI tools.

Further detail per section

Confidence and Belonging

To what extent do students agree or disagree with the following statements:

● Agree ● Disagree



Students reported high levels of confidence and belonging. Overall, 95% were confident they would complete their course successfully, 92% felt they belonged at the University of Brighton, and 92% agreed that BSU provides opportunities to meet new people. These were some of the highest results in the survey, with consistently positive responses across most student groups. The few differences that did emerge were mainly among postgraduate and later-stage students.

The main differences between demographics to note are:

Confidence in completing their course

- Lower confidence was reported by UG5+ students (60% vs. 95%) and PGT PGCE students (82%). Although both groups had relatively small numbers of respondents, students at these stages of study may face different pressures as they near the end of their course or complete professional qualifications.

Students' sense of belonging

- Lower agreement was reported by UG5+ students (60% vs. 92%), PGT PGCE students (78%), PGT Apprentices (50%) and postgraduate students overall (82%), although some of these groups had relatively small numbers of respondents. This may reflect that these students often spend less time on campus, whether through placements, being based at Falmer Campus or reaching the later stages of their course, giving them fewer opportunities to build a sense of belonging.

BSU provides opportunities to meet new people

- Lower agreement was reported by UG5+ students (75% vs. 92%), PGT PGCE students (71%), PGR students (67%) and BSMS students (60%). For some of these groups, this may be linked to spending less time on campus or being based away from Moulsecoomb, giving them fewer opportunities to take part in BSU activities and events.

Do students feel part of a community of students and staff?

● Agree ● Disagree

Do students feel part of a community of students and staff?

88%

12%

Follow-up question: Has feeling part of the community made students more likely to continue their studies? *(Asked only of students who felt part of a community of students and staff)*

● Agree ● Disagree

Has feeling part of that community made students more likely to continue their studies?

98%

Most students felt part of a community of students and staff at the University. Overall, 88% agreed they felt part of a community. Of those students, 98% said that feeling part of a community had made them more likely to continue their studies. This highlights the importance of belonging, with almost all students who felt part of a community saying it had helped them stay on their course.

The main differences between demographics to note are:

Feeling part of a community of staff and students

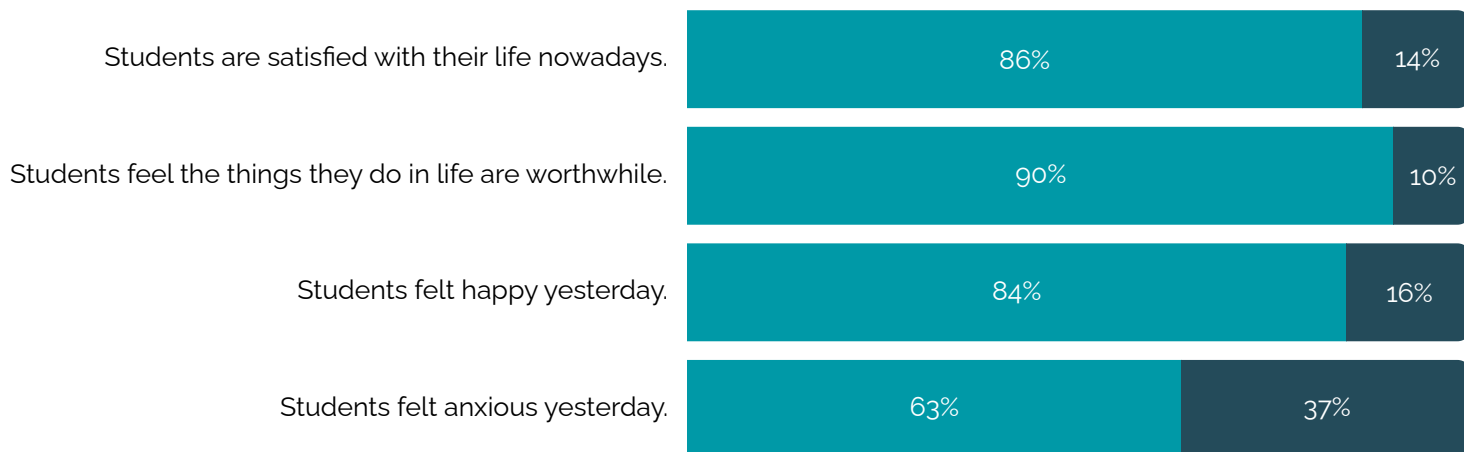
- Lower agreement was reported by UG5+ students (60% vs. 88%), PGT PGCE students (71%) and BSMS students (67%). This may reflect the amount of time these students spend on campus, due to placements, and those in the later stages of their course may spend less time on campus, giving them fewer opportunities to build relationships with other students and staff.
- PGR students, PGT Apprentices, Student Voice Leaders and Student Staff all reported 100% agreement, although some of these groups had relatively small numbers of respondents.

Feeling part of the community made them more likely to continue their studies

- Lower agreement was only reported by students identifying with 'other' ethnicity (83% vs. 98%), although this finding should be treated with caution due to the relatively small number of respondents.

Students' personal wellbeing

● Agree ● Disagree



Students were generally positive about their wellbeing. Overall, 90% felt that the things they do in their life are worthwhile, 86% were satisfied with their life nowadays, and 84% said they felt happy yesterday. Feelings of anxiety were more mixed, with 63% saying they had felt anxious yesterday. This shows that while most students feel positive about their lives overall, many are still experiencing day-to-day anxiety.

Students already involved with BSU, including Student Staff, Student Voice Leaders and Happiness Circle attendees, also tended to report more positive wellbeing across several of these measures. This reflects a wider pattern seen throughout the survey, with students who are more engaged with BSU generally reporting more positive experiences.

The main differences between demographics to note are:

Satisfied with life nowadays

- This was lower among PGT PGCE students (60% vs. 86%), PGR students (50%), students identifying with 'other' ethnicity (75%) and Humanities and Social Science students (81%).
- Applied Sciences students (93%) and Student Staff (99%) reported higher levels of life satisfaction.

Things they do in life are worthwhile

- Lower agreement was reported by Foundation Year students (84% vs. 90%), Applied Sciences students (80%) and students identifying with 'other' ethnicity (84%).
- Higher agreement was reported by Architecture, Technology and Design students (96%), Student Voice Leaders (100%), Student Staff (100%) and students with dependants (96%).

Felt happy yesterday

- Lower levels of happiness were reported by PGR students (50% vs. 84%), School of Education, Sport and Health Sciences students (77%), students on placements (71%), students identifying with 'other' ethnicity (70%) and students with dependants (50%).
- Higher levels of happiness were reported by Architecture, Technology and Design students (91%), Student Staff (100%) and Happiness Circle attendees (100%), although some of these groups had relatively small numbers of respondents.

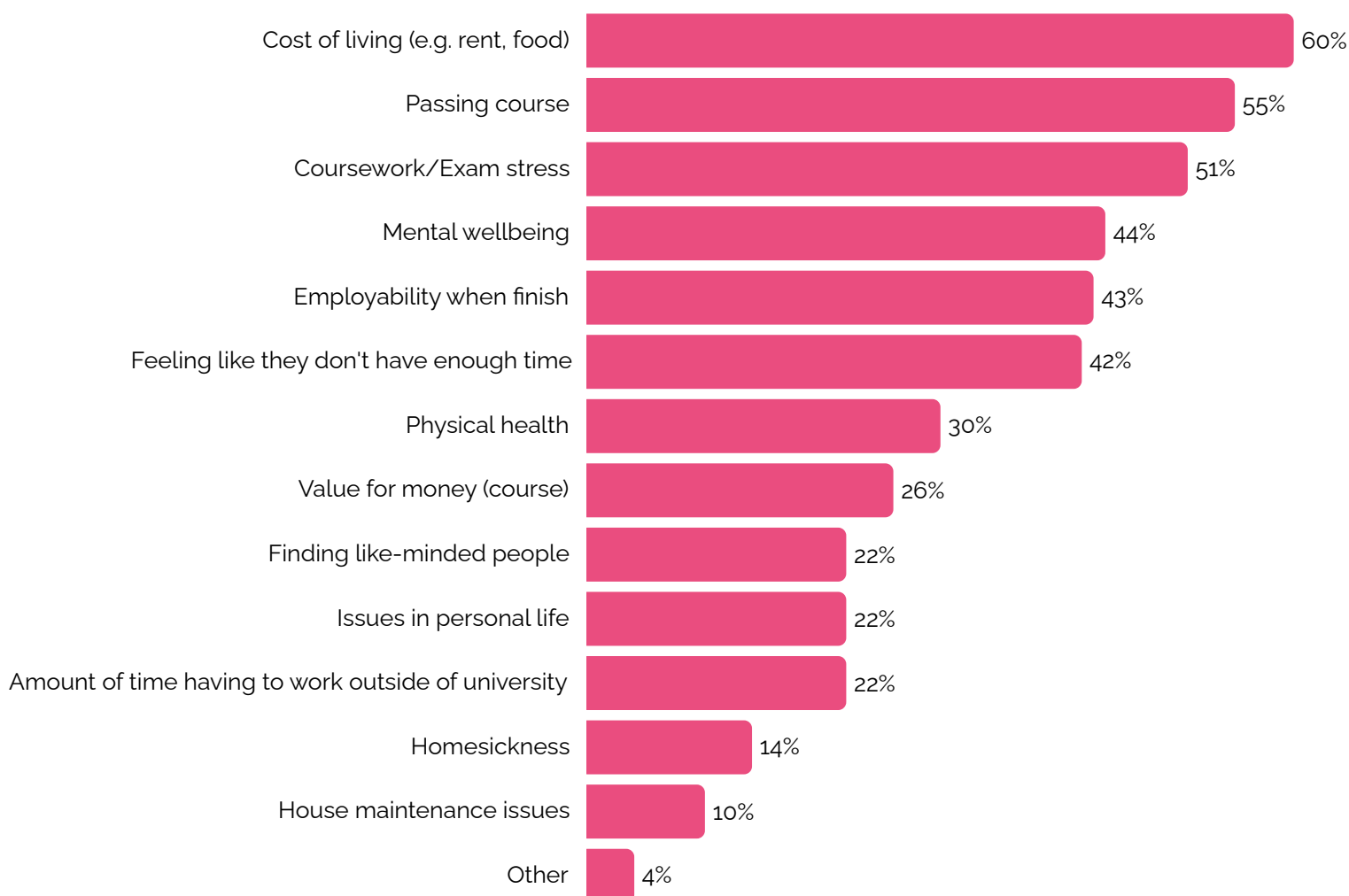
Felt anxious yesterday

- Feelings of anxiety were higher among students on placements (81% vs. 63%), students with a declared disability (76%), female students (73%), School of Education, Sport and Health Sciences students (77%) and UG3 students (72%).
- Lower levels of anxiety were reported by PGT Master's students (42%), PGR students (50%), Advice Service users (42%) and students who were the first in their family to attend university (35%), although some of these groups had relatively small numbers of respondents.

Further detail per section

Top Issues Affecting Students

What issues are concerning students most at the moment? *(Multiple choice)*



Students identified a range of issues affecting their university experience, with cost of living (60%) remaining the biggest concern. This was followed by passing their course (55%), coursework and exam stress (51%), mental wellbeing (44%), employability after graduation (43%) and feeling like they do not have enough time (42%). Overall, the findings show that students are balancing financial pressures alongside the demands of university, while many are also thinking ahead to life after graduation.

The main differences between demographics to note are:

- UG5+ students were more likely to report concerns across a wide range of issues, including cost of living (83% vs. 60%), passing their course (83% vs. 55%), mental wellbeing (67% vs. 44%), physical health (67% vs. 30%), employability (67% vs. 43%), finding like-minded people (50% vs. 22%), personal issues (50% vs. 22%) and working alongside their studies (50% vs. 22%), although this group had a relatively small number of respondents. Rather than one issue standing out, these students were more likely to report concerns across several areas.
- Humanities and Social Science students were more likely to report concerns about mental wellbeing (55% vs. 44%), employability (53% vs. 43%) and working alongside their studies

(33% vs. 22%).

- Architecture, Technology and Design students were more likely to identify employability (65% vs. 43%) as a concern.
- Some concerns were more closely linked to students' circumstances:
 - Students on placements were more likely to be concerned about employability. S
 - Students with dependants were more likely to report cost of living and not having enough time.
 - Students with a declared disability were more likely to identify mental wellbeing and personal issues as concerns.

Further detail per section

Benefits of being Engaged

Impact of being part of a Society

Benefits of being part of a society (Multiple choice)



Society members rated their experience positively, with an average score of **4.1** out of 5 stars.

Overall, 80% of those involved in societies gave a rating of 4 or 5 stars.



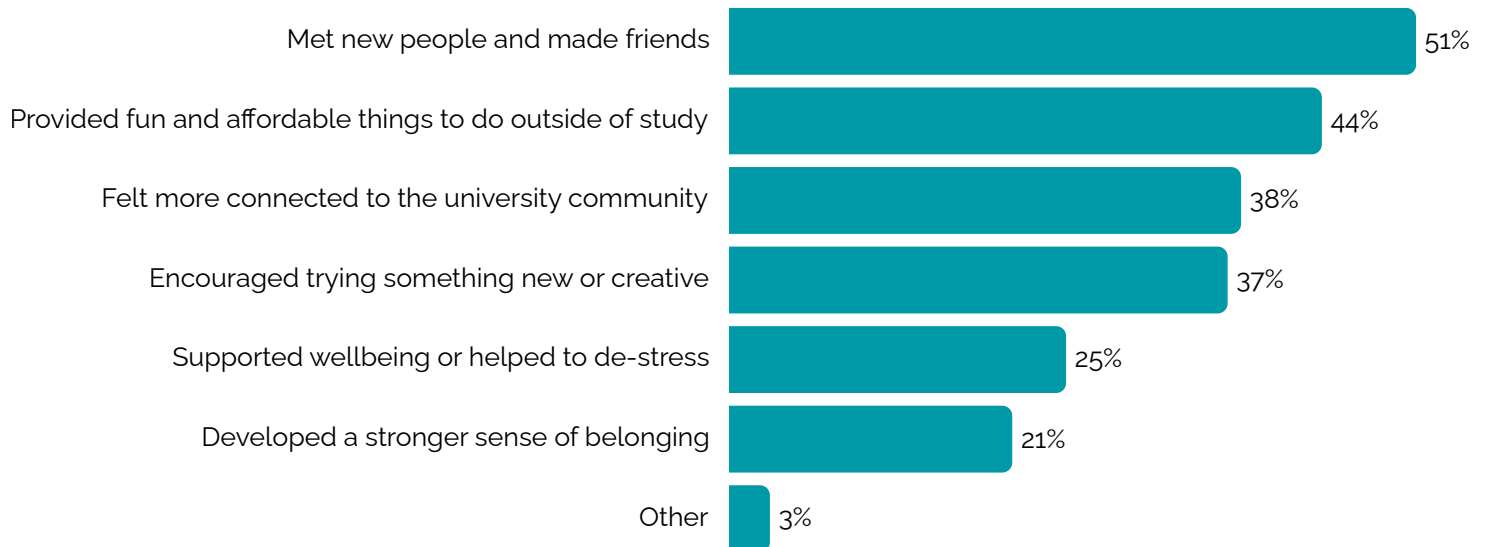
Society members rated their experience positively, with an average score of 4.1 out of 5 stars. The biggest benefit of being part of a society was making new friends and feeling more connected (73%). Students also said societies had encouraged them to try something new (51%), helped them feel a stronger sense of belonging (39%), improved their confidence or teamwork skills (38%), and supported their wellbeing (32%). Leadership and employability-related benefits were selected less often, suggesting that students value societies most for the social connections and sense of community they provide.

The main differences between demographics to note are:

- Foundation Year (94% vs. 73%), UG2 (91%) and UG3 students (84%) were more likely to say societies had helped them make new friends and feel more connected,
- International students (68%) and students on placements (57%) were less likely to report that societies had helped them make new friends and feel more connected.
- LGBTQ+ students (53% vs. 32%) were more likely to say societies had supported their wellbeing.
- Applied Sciences students (51% vs. 39%) were more likely to say societies had helped them feel a stronger sense of belonging.
- Society Committee Members (48% vs. 14%) were much more likely to report gaining leadership or event planning experience, reflecting the additional responsibilities of committee roles.

Impact of attending BSU Free Activities

Benefits of attending BSU Free Activities *(Multiple choice)*



*Students rated BSU Free Activities very positively, with an average score of **4.2** out of 5 stars.
Overall, 87% gave a rating of 4 or 5 stars.*



Students rated BSU Free Activities very positively, with an average score of 4.2 out of 5 stars. The biggest benefit was meeting new people and making friends (51%), followed by having fun and affordable things to do outside of study (44%), feeling more connected to the university community (38%), and trying something new or creative (37%). A quarter of students (25%) also said the activities had supported their wellbeing or helped them de-stress. BSU Free Activities play an important role in helping students build friendships, feel part of the university community and access affordable opportunities outside of their studies.

The main differences between demographics to note are:

- Foundation Year students were more likely to report more multiple benefits, including feeling a stronger sense of belonging (80% vs. 21%), trying something new (60% vs. 37%), meeting new people (60% vs. 51%) and improving their wellbeing (40% vs. 25%).
- UG2 students were also more likely to say the activities had provided fun and affordable things to do outside of study (61% vs. 44%) and had supported their wellbeing (44% vs. 25%).
- UG4 students were less likely to say the activities had helped them meet new people and make friends (24% vs. 51%). This may reflect students later in their studies already having established friendship groups or spending less time on campus than those in earlier years.

Impact of attending BSU Happiness Circles

Benefits of attending BSU Happiness Circles (Multiple choice)



★★★★★ 4.3

*Students rated the activity very positively, with an average score of **4.3** out of 5 stars. Overall, 82% gave a rating of 4 or 5 stars, including 46% who gave the highest rating.*

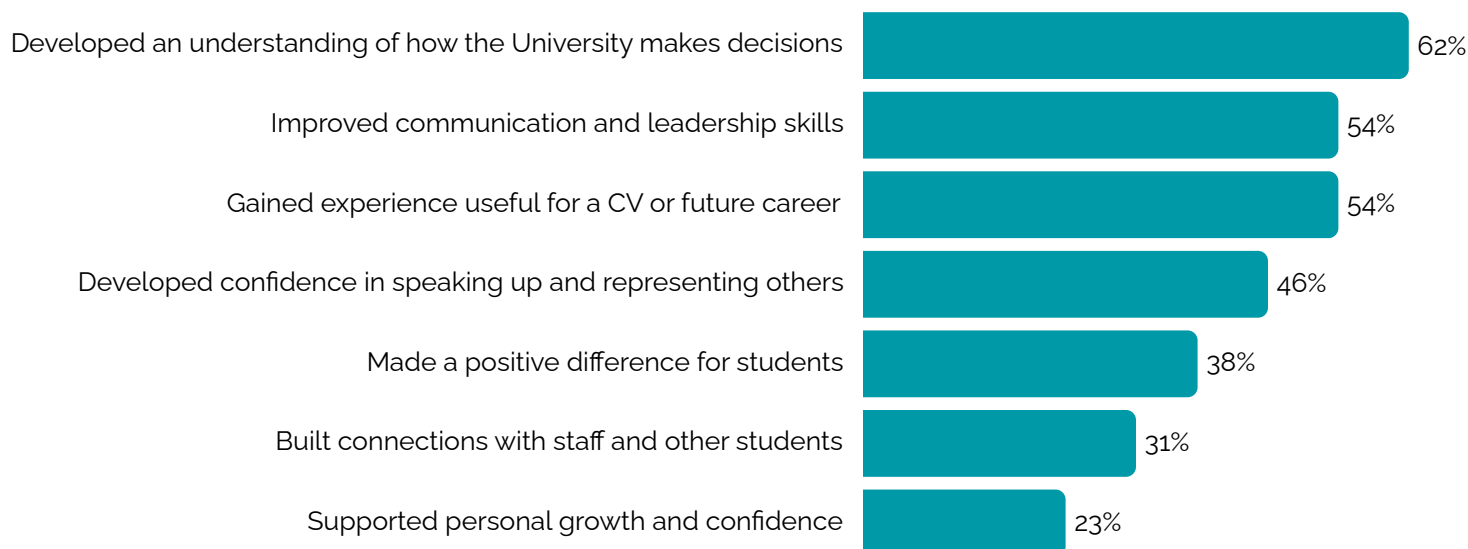
Students rated Happiness Circles positively, with an average score of 4.4 out of 5 stars. The biggest benefit was helping students relax and manage stress (64%). Students also said Happiness Circles had given them time to pause, reflect and reset (39%), supported their mental health and wellbeing (32%), helped them feel more connected to themselves and others (29%), and inspired them to be more positive or intentional in daily life (21%). The results show that students mainly value Happiness Circles as a chance to slow down, manage stress and take time for their wellbeing.

The main differences between demographics to note are:

- UG1 students were more likely to say Happiness Circles had helped them relax and manage stress (77% vs. 64%) and given them time to pause, reflect and reset (54% vs. 39%).
- LGBTQ+ students were also more likely to say that Happiness Circles had given them time to pause and reflect (60% vs. 39%) and supported their mental health and wellbeing (50% vs. 32%).
- Students with a declared disability (30% vs. 14%), and students with dependants (50% vs. 14%) were more likely to say Happiness Circles had encouraged them to practise mindfulness or meditation (30% vs. 14%).

Impact of being a Student Voice Leader

Benefits of being a SVL (Multiple choice)



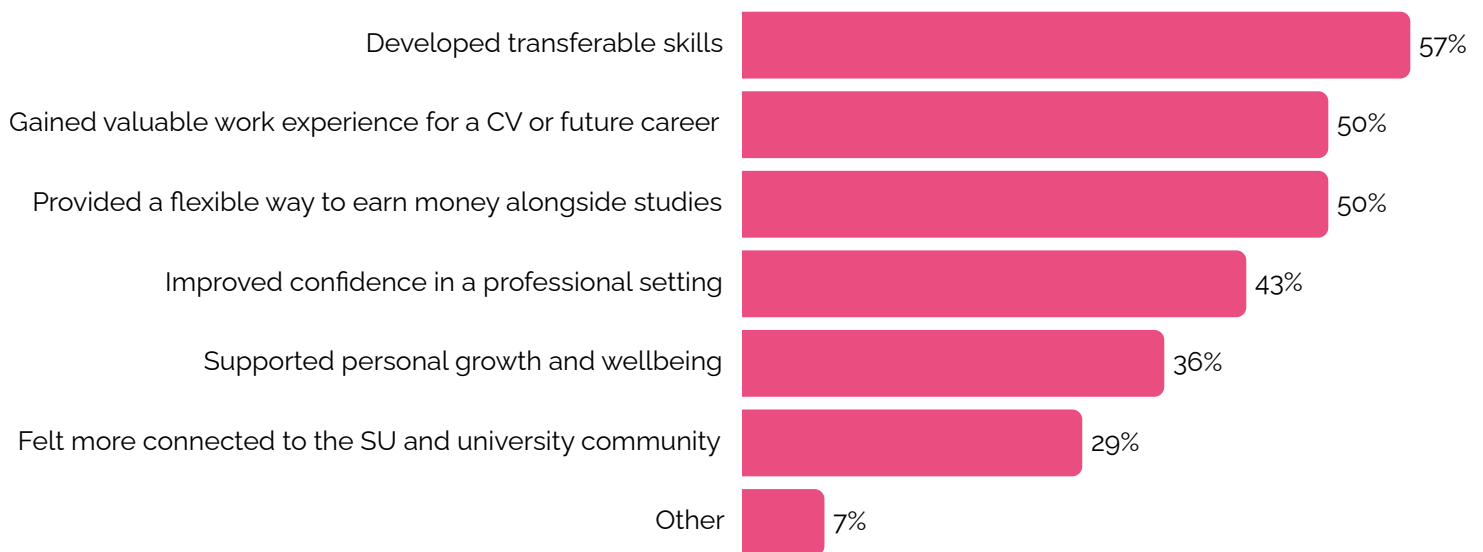
*Students rated the activity positively, with an average score of **3.8** out of 5 stars. Overall, 54% gave a rating of 4 or 5 stars.*

Student Voice Leaders gave their experience a rating of 3.8 out of 5 stars. Students most commonly said the role had helped them understand how the University makes decisions (62%). Many also felt it had improved their communication or leadership skills (54%), given them experience for their CV or future career (54%), and helped them develop confidence in speaking up and representing others (46%). Around a third said the role had helped them make a positive difference for students (38%) and build connections with staff or other students (31%).

Only a small number of Student Voice Leaders completed the survey, and there were no clear differences were seen between groups.

Impact of being part of BSU Student Staff

Benefits of being part of BSU Student Staff (Multiple choice)



★★★★★ 4.3

*Students rated the activity very positively, with an average score of **4.3** out of 5 stars. Overall, 71% gave a rating of 4 or 5 stars.*

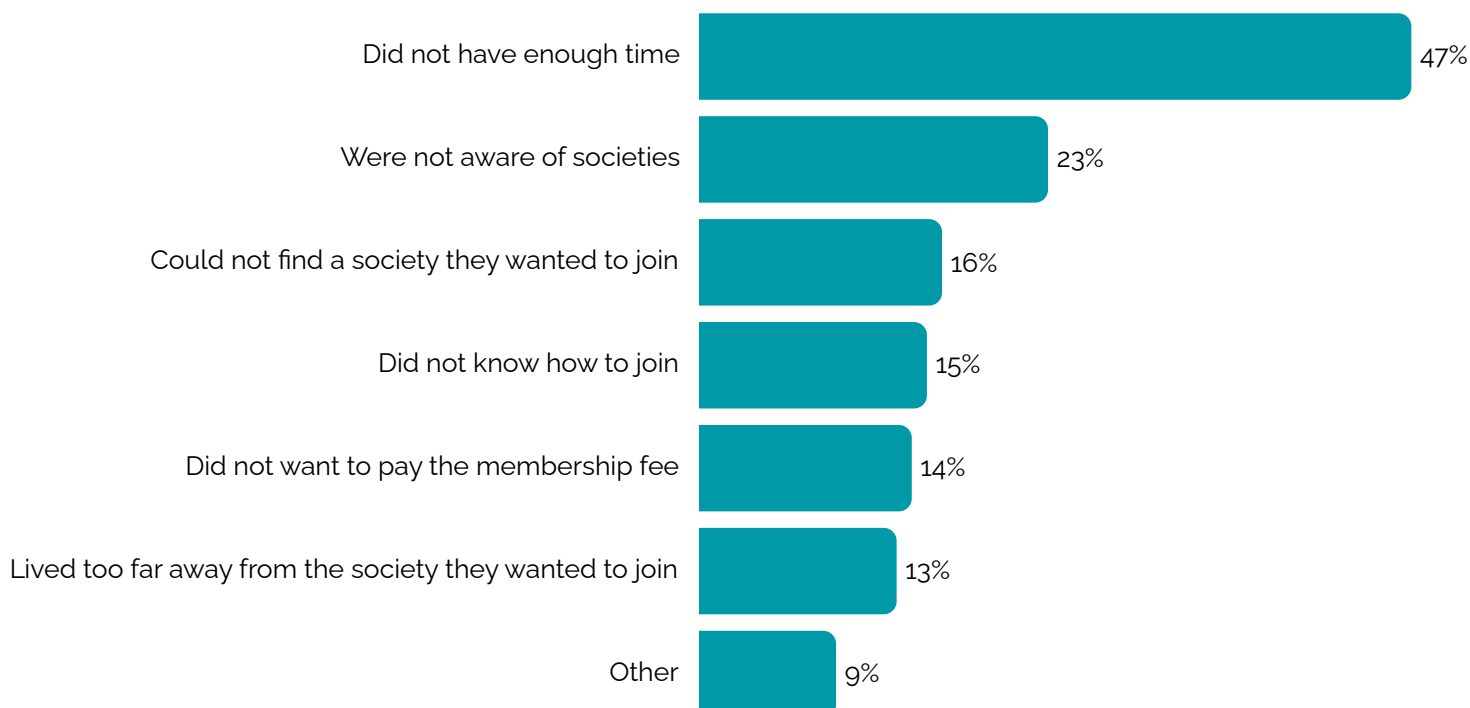
Student Staff gave their experience a rating of 4.3 out of 5 stars. Students most often said the role had helped them develop transferable skills, such as teamwork, communication and time management (57%). Many also felt it had improved their confidence (50%), given them valuable work experience for their CV and future career (50%), helped them build relationships with staff and other students (43%), and given them a better understanding of how the Students' Union works (36%). Fewer students said the role had improved their academic experience (21%) or helped them feel more connected to the University community (21%).

Only a small number of Student Staff completed the survey, and there were no clear differences were seen between student groups.

Further detail per section

Barriers to getting involved

Barriers to joining a society (Multiple choice)

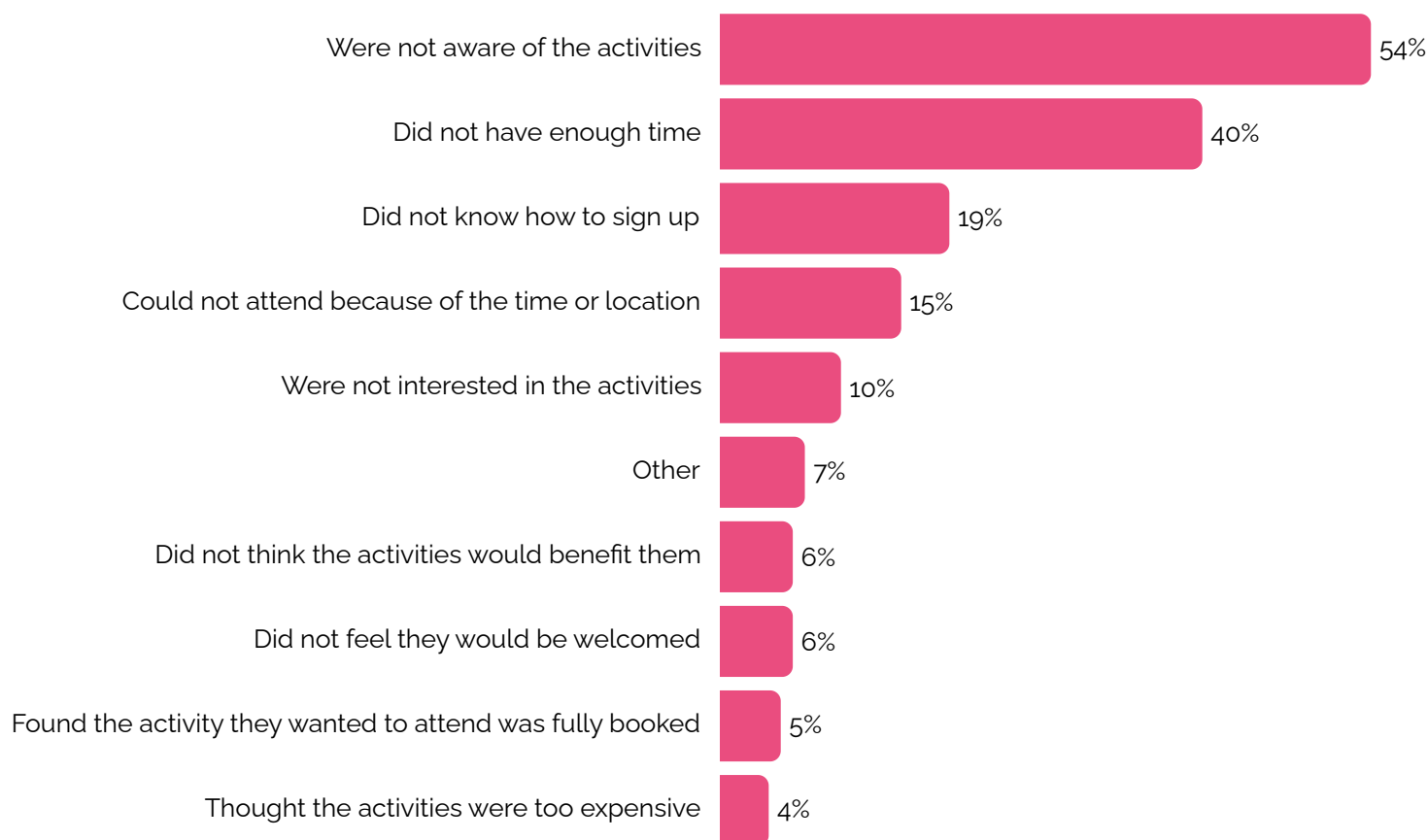


The most common barrier to joining a society was not having enough time (47%). Almost a quarter of students said they did not know about the societies available (23%), while others could not find a society they wanted to join (16%) or did not know how to join (15%). Membership fees (14%) and living too far away (13%) were also mentioned. Only 3% felt they would not be welcomed. This suggests that most students are held back by time, information and access rather than a lack of interest or concerns about being accepted.

The main differences between demographics to note are:

- Several groups faced more than one barrier. LGBTQ+ students were more likely to report not having enough time (83% vs. 47% overall), not finding a suitable society (28% vs. 16%) and not wanting to pay the membership fee (26% vs. 14%).
- Awareness was a greater issue for some ethnic groups. Asian students were more likely to say they did not know about societies (40% vs. 23%) or how to join (27% vs. 15%). Students from Black, Asian and Minority Ethnic backgrounds overall were also more likely not to know how to join (27% vs. 15%).
- BSMS students reported particularly low awareness, with 56% saying they did not know about societies and 33% not knowing how to join.
- Distance was more often a barrier for students with dependants (32% vs. 13%) and commuter students (25%).
- Humanities and Social Science students were more likely to say they could not find a society they wanted to join (29% vs. 16%).
- Students identifying as another gender were also more likely to feel they would not be welcomed (22% vs. 3%), showing that although this was uncommon overall, it was a much greater concern for this group.

Barriers to not attending BSU Free Activities *(Multiple choice)*

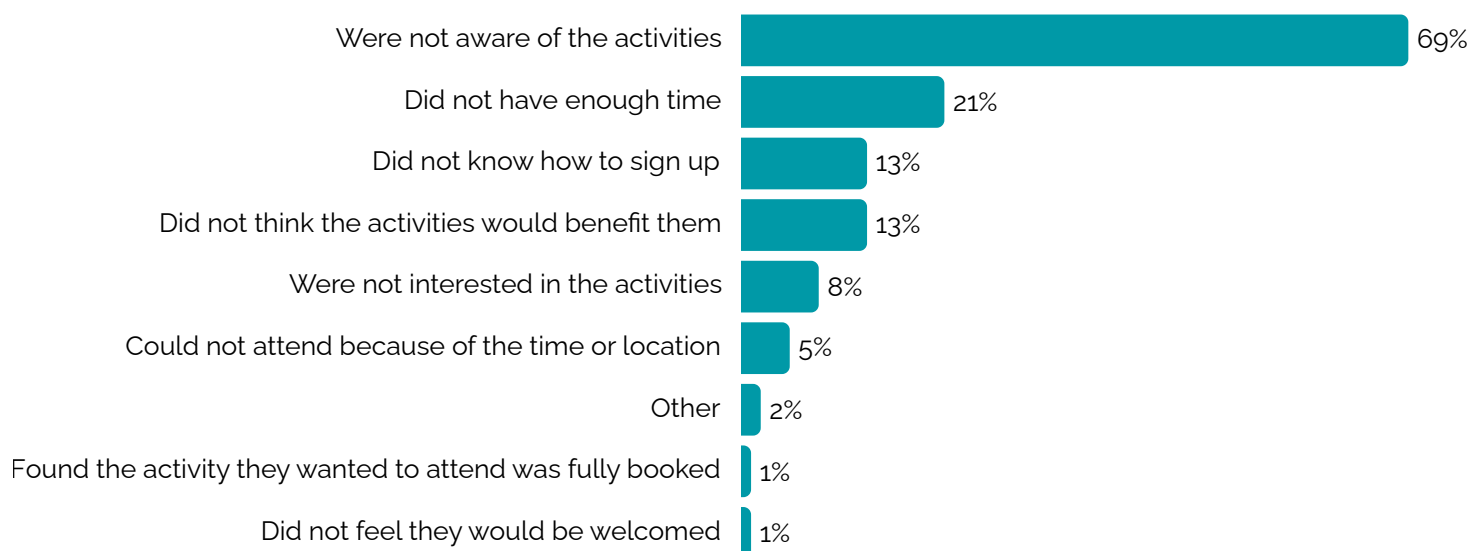


Among students who had not attended a BSU Free Activity, the biggest barrier was not knowing about them (54%). Not having enough time (40%) was the second most common reason, followed by not knowing how to sign up (19%) and activities being held at the wrong time or location (15%). Only 10% said the activities were not of interest to them, while 6% said they would not benefit or would not feel welcome. This suggests that awareness is a much bigger barrier than interest, with many students simply not knowing about the activities or how to take part.

The main differences between demographics to note are:

- Black students (72% vs. 54% overall), students from Mixed ethnic backgrounds (67%) and BSMS students (73%) were more likely to say they did not know about BSU Free Activities, although the BSMS result is based on a relatively small number of respondents.
- School of Education, Sport and Health Sciences students were more likely to say they did not have enough time (51% vs. 40%).
- International students (27% vs. 15%) and students identifying as another gender (28%) were more likely to say the activities were held at the wrong time or location.
- Although only 6% of students overall said they would not feel welcomed, this rose to 22% among students identifying as another gender. While this represents a small group of respondents, it suggests there may still be barriers to participation for some students.

Barriers to not attending Happiness Circles (Multiple choice)



The biggest barrier to taking part in Happiness Circles was not knowing about them (69%). Not having enough time (21%) was the second most common reason, followed by not knowing how to sign up (13%) and not thinking the sessions would benefit them (13%). Only 8% said the activities were not of interest, while 1% said the session they wanted to attend was fully booked. Awareness is by far the biggest challenge, with relatively few students choosing not to attend because of a lack of interest.

The main differences between demographics to note are:

- International students (79% vs. 69% overall), BSMS students (75%), UG3 students (76%) and students with placements (79%) were more likely to say they did not know about Happiness Circles, although some of these groups had relatively small numbers of respondents.
- PGR students (39% vs. 21%), Applied Sciences students (29%), UG2 students (32%) and students with dependants (34%) were more likely to say they did not have enough time to attend.
- Not knowing how to sign up was more common among Asian students (25% vs. 13%), students from Mixed ethnic backgrounds (23%) and Business and Law students (18%). Female students (16% vs. 13%) were also slightly more likely to agree with this too.
- Students identifying as another gender (26% vs. 13%) and Applied Sciences students (21%) were more likely to say they did not think Happiness Circles would benefit them, although these findings should be treated with some caution because of the relatively small number of respondents.