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**We will be
the most
empowered
students in
the world,
and this
will help us
change the
world**



We are motivated. We chose Bath because we wanted more control and influence over our education - seeking personalised and flexible learning experiences that cater to our interests and needs.

We see the University as an enabler of our ambitions to change the world. Through cutting-edge research, innovative teaching, and a commitment to social responsibility, we want to drive progress and address global challenges - making the world healthier, more equal, and fairer.

When we feel powerless - over our education, our experience or our lives - our health suffers, our satisfaction declines and we learn and earn less.

We believe that student power - exercised responsibly and mindful of responsibilities - helps students understand how they can shape their education and the world around them.

For us, empowerment is about three things:

- ① We understand our rights, processes and entitlements, and the responsibilities the University and others have to us.
- ② Student influence whenever a decision is made that could impact us - shaping decisions about our course, our university and our city.
- ③ Student choice: we are given maximum opportunities and exemplary support to shape what we learn and do around our talents and passions.

Students told us:

Rights

In 2023/24 (December 2023–July 2024), 149 individual students sought advice from the SU's Advice and Support Team relating to Individual Mitigating Circumstances (IMCs). Trends show that this is more likely to be home, undergraduate, and students who have disclosed a disability to the University. Nearly a third were also from POLAR quintiles 1-3.

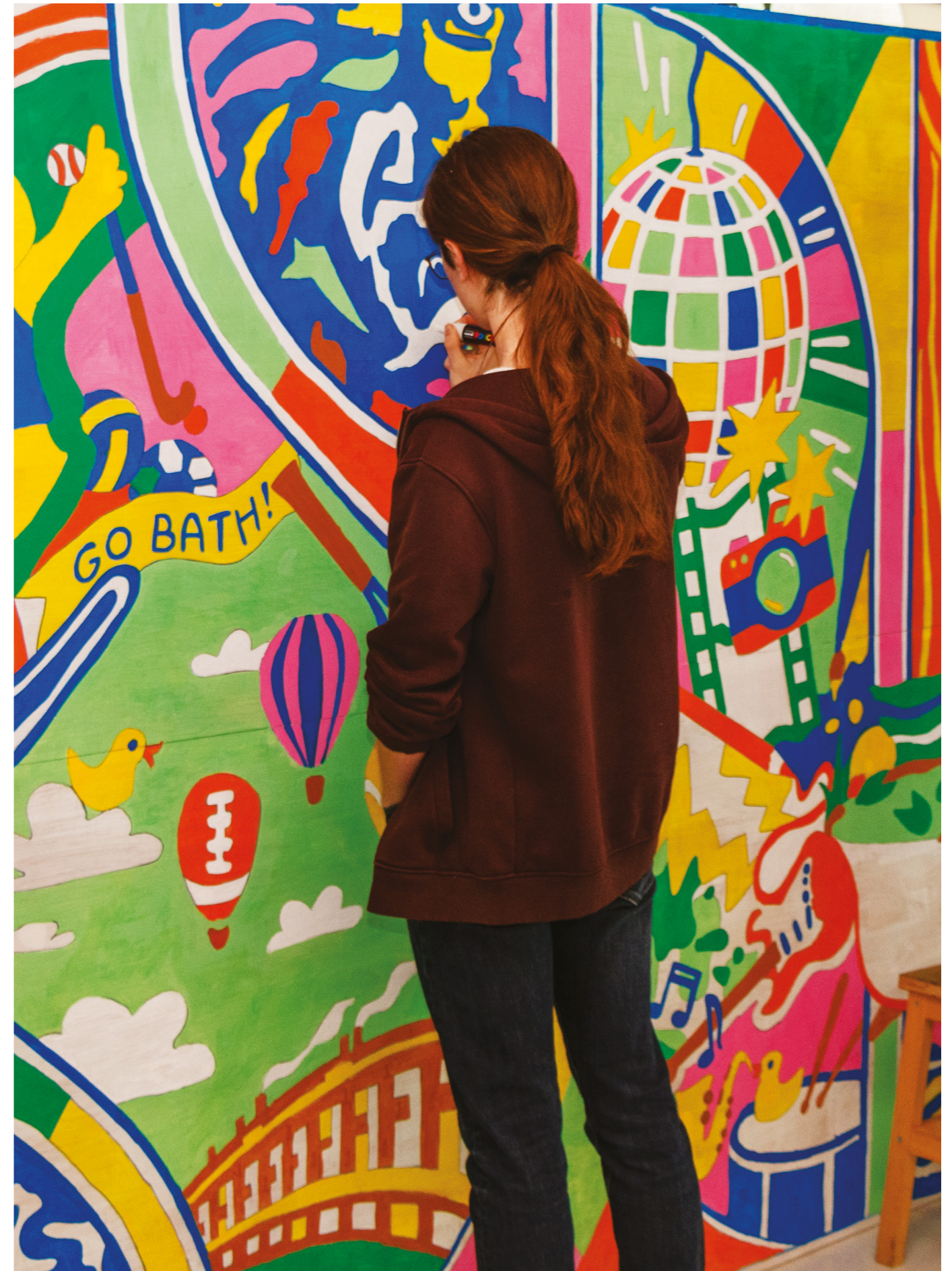
Over 100 students also sought advice relating to an Academic Appeal and a further 50 related to academic misconduct. In contrast to the IMC trends, these students were more likely to be overseas fee payers, with high numbers from an Asian ethnicity and postgraduate level of study.

Students told us, as part of the *Together We Shape Tomorrow* engagement, that they see a real positive impact from having lectures delivered in person, preferring this over online delivery (not to be confused with recorded lectures, which as we see earlier in this report students highly value as an addition to their learning experience and an essential for accessibility).

Prospective students told us at open days (June 2024) that one of their key concerns was whether they would enjoy the course they choose, and what happens if they have made a mistake, whether they have the right to be able to change their course once they register. This speaks to how essential transparency of student rights and expectations are to student confidence and therefore student experience and success.

100+
STUDENTS
SOUGHT ADVICE
RELATING TO
AN ACADEMIC
APPEAL

50
STUDENTS
SOUGHT ADVICE
RELATING TO
ACADEMIC
CONDUCT



Influence

The SU annually facilitates the election, and ongoing support, of over 500 student Academic Representatives, along with student representatives who are members of core University committees. SU Officers are members of all major decision-making committees including University Council, University Finance Committee and University Senate⁶.

We see annually thousands of students engaging in SU elections, standing as candidates or voting, demonstrating that students are keen to have their say and use their influence to improve theirs, and others', experiences.

Students can give feedback through a range of mechanisms from formal representative structures, committees, surveys, and other informal feedback collecting opportunities on their course/research and the wider student experience. One of the key mechanisms for providing feedback on taught units is through the Online Unit Evaluation process. OUEs require a 30%, or 30 students, threshold for the OUE to be reported and actioned on, and significant numbers of OUEs fail to meet this threshold despite work in recent years to improve promotion to students. This means vital student insight is lost or ignored through the snags in this process.

Choice

Students like choice; the *National Student Survey (2019, 2021, 2023)* tells us that around 30% of students do not agree that there is an appropriate range of options to choose from on their course. We also hear from elected student Academic Reps that the reduction of unit choice following Curriculum Transformation has resulted in less flexibility to build a suite of content that they wish to study for some courses. This is often originally their main driver for choosing the University and their course.



500+
student Academic
Representatives
elected and supported
by the SU each year

⁶<https://www.bath.ac.uk/teams/statutory-bodies-and-committees/>



On rights, we want to see:

- ❶ A clear statement of rights – offering detail about what students can expect from the University and how they can resolve issues rapidly and without fear of reprisal when those rights are not met.
- ❷ A placement specific statement of rights – ensuring students on placements (both paid and unpaid) understand what they can expect from the University and employers, and how they can seek support when on placement.
- ❸ Further investment into peer support – ensuring this programme is a dedicated, credit bearing, and student led education programme with both compulsory and student-led elements that assists in transition, reveals the “hidden curriculum”, integrating social, study skills and health education, helps students manage their own development and builds understanding over what students should expect. Enabling all students, especially those from marginalised and/or widening participation backgrounds, to succeed.
- ❹ A commitment to carefully analyse casework and complaint causes and trends – as well as sources of occasions where students fail to live to up the responsibilities that the University sets – with joint action to prevent problems.

On influence, we want to see:

- ❶ A rigorous approach to module feedback where all students are invited to reflect on their own efforts and engagement as well as teaching, learning and facilities – and where it is compulsory for every

module leader to respond publicly both to feedback and the realities of student life with adjustments and improvements, regardless of sample size.

- ❷ A culture of partnership at subject level, where student representative communities form agendas for change and respond to feedback trends that they continually work with academics and professional services staff on to enhance provision.
- ❸ All professional services units to work in partnership with The SU to develop a student influence plan that combines formal representation with survey work and student partners that both assures and enhances the support on offer at the University.

On choice, we want to see:

- ❶ A commitment to a curriculum that allows students to engage in interdisciplinary activity and that enables students to obtain credit both for their major area of study and wider interests – in conjunction with other HE providers, employers and the wider community.
- ❷ To work towards maximum flexibility in learning – including online, hybrid, and in-person classes to accommodate different learning styles and life circumstances. All students will be able to tailor their education to fit their personal and professional commitments, enabling them to balance work, study, and other responsibilities more effectively.
- ❸ A curriculum that enables all students to benefit directly from and engage in the creation of new knowledge – growing innovation and critical thinking.