

Bristol SU Annual Survey

2017 Report



BRISTOL SU
the best student life

Welcome!

In 2016 we introduced the Bristol SU Annual Survey, to give you a chance to tell us all about your experiences at Bristol, on all areas of student life. This survey focuses on a range of issues from your course, to your living situation, wellbeing, and activities.

Each year the Annual Survey enables us to find out what issues current students are facing. It ensures your Reps can work to make the changes you want to see, by providing a valuable opportunity for consultation and to providing an evidence base for change. Here are just a few of the things we did as a direct result of last year's feedback:

1. You told us how we could improve sport at Bristol. This has seen the introduction of a much **cheaper and more flexible sports pass** in 2017/18!
2. Your comments about the rising cost of halls were used to secure **£120,000 for accommodation bursaries**.
3. Our Postgraduate Education Officer, used your responses to stop **postgraduate spaces** from being closed in the Arts & Social Sciences Library, and to secure more social space for Postgraduate Research Students, such as the Brambles.
4. You told us what you thought of events at Bristol SU. That helped us develop an even better **Welcome Week** programme!
5. You told us which support services you found most approachable, and have helped shape new **investments in pastoral support**, that will see the University introduce Wellbeing Advisors across Faculties in 2017/18.

This year's survey focused on a lot on the changing landscape effecting university students. We looked at how you feel about the proposed changes to Higher Education, in the Teaching Excellence Framework. We looked at how we can improve your mental wellbeing. And we looked at the effect of rising costs of education, from the value of your course to the cost of living.

We hope you find the results as interesting as we have!

This report was prepared by Chloe Maughan (Research & Evaluation Coordinator).

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Methods & Numbers

Demographics

There were 1,401 initial responses to the Bristol SU Annual Survey. The demographics of the respondents were as follows:



ORIGIN

76% Home
9% International
(excluding EU)
14% EU



GENDER

33% Men
64% Women
2% Non-binary or other
identity
1% Prefer not to say



STUDY LEVEL

71% Undergraduate
15% Postgraduate
Taught
14% Postgraduate
Research



MODE OF STUDY

93% Full-Time
7% Part-Time



Methodology

The Survey was circulated through the Bristol SU newsletter, social media, and via the MyBristol portal. We also handed out business card reminders on the precinct, and advertised the Survey on digital screens across campus, to ensure we could gather the opinions of a wide range of students.

The data was analysed, summarised and disseminated across the officer and staff team at Bristol SU, to enable teams to act on student feedback.

Data from the survey has already been used to inform campaigns and work at Bristol SU, and will enable your representatives to create change by giving them an evidence base.



Accommodation

Accommodation satisfaction varied across the sector, with many respondents noting that Bristol rent was more expensive to live in than they had expected.

How much rent are you paying?*

University Residence or partnership residence: £145 p/w (bills included)

Private halls: £156 p/w (bills included)

Private rental: £104 p/w (bills excluded)

*All figures calculated by mean average

50% of students reported that they were dissatisfied with the cost of their accommodation.

Tenants' Rights

65% of students agreed that they are aware of their rights as a tenant. 23% of students disagreed, and 12% were unsure.

72% of students said they would be confident addressing an issue with their landlord if it arose. 19% said they wouldn't be confident, and 9% were unsure.

Accommodation Satisfaction

70% of students were satisfied with their quality of their accommodation

36% of students were satisfied with the affordability of their accommodation

63% were satisfied with their landlord

48% would recommend their letting agent to other students

Students who rented through the Student Unions' own letting agency, Bristol SU Lettings, recorded higher satisfaction across the board than students renting with other letting agents in Bristol.

Bristol SU Lettings

88% of students are satisfied with the quality of their accommodation

73% of students are satisfied with their landlord

80% would recommend the letting agent

59% satisfied with the affordability of their accommodation

Other Lettings Agents in Bristol

64% students are satisfied with the quality of their accommodation

57% of students are satisfied with their landlord

42% would recommend the letting agent

28% satisfied with the affordability of their accommodation



Cost of Living

The cost of living for Bristol students has been on the rise for a number of years. The data shows that the average mean accommodation cost for students living in the private rental sector, excluding utility costs, stands at **£452** per month for 2016/17, with a median of **£470**. This works out at roughly **£104 per week** for rent, or **£5424 per year**.

50% of students are dissatisfied with the affordability of their accommodation.

This rises to as much as:

60% among students in University & University Partnership accommodation

64% among students from State School backgrounds

£452

Mean average price paid by Bristol students renting in the private sector each month

£470

Median average price paid by Bristol students renting in the private sector each month

How does this add up?

In 2012 insurance company, LV, conducted a study into the cost of university. They predicted student living costs of around £9250 per year. Their calculation included:

£1,440 for food for all three terms

£616 for all utility bills for the year in private accommodation

£376 a year for household essentials and toiletries

£483 a year for travel, including going back home from University

£344 for books and course equipment

£1,707 per year for clothes, leisure and activities

Adding in the (mean) average accommodation cost for students this places living costs at around **£10,390** per year for current Bristol students, leaving a shortfall of **£2,190** per year for undergraduate students receiving the maximum loan of £8,200. For undergraduate students receiving the minimum loan of £3,821 this shortfall could be as high as **£6,563**. This calculation also excludes additional one-off expenses such as deposits and agency fees.

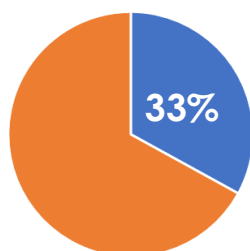
61% of students find finances and the cost of living a significant worry

55% of students worry about repaying debts from education costs

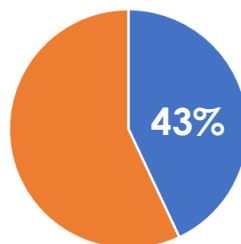


For self-funded postgraduate students, reliant on the Postgraduate Loan of £10,000 to fund their studies, the short-fall is likely to be much greater, as unlike undergraduate student loans, there is no separate funding reserved for their tuition fees.

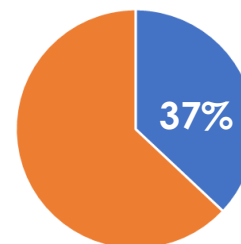
35% of students self-reported that they had experienced financial hardship whilst at University. These figures were particularly high among Postgraduate Students. Hardship was particularly high among postgraduate taught students, 35% of whom were reliant on the Postgraduate Loan to fund their tuition fees:



33% of Undergraduates have experienced financial hardship



43% of Postgraduate Taught students have experienced financial hardship



37% of Postgraduate Research students have experienced financial hardship

The cost of renting in Bristol was frequently mentioned in student comments. Students noted that it was not uncommon to have to pay over £1,000 out in agency fees and deposits prior to being able to move in to a property.

"I'm lucky that whenever I've been struggling with money I could ask for more hours at work - though at times it has definitely impacted on my studying."

"This year my rent will be increased. I'm worried about how I will handle to pay."

"My maintenance loan did not cover my rent. I had to work part-time to make up £400 each term to pay on top of this as well as living costs. I also had to borrow £1000 off of my parents."

A common theme was the gap between rent costs and maintenance loans for undergraduate students, with large numbers of students noting that their loan did not cover their accommodation costs.

Women students tended to report financial issues at a greater rate than men or non-binary students. 51% of men reported that financed and the cost of living were a significant worry for them, compared to 58% of non-binary students, and 65% of women students. Additionally 28% of men recorded having experienced financial hardship whilst at University compared to 35% of non-binary students, and 38% of women students.



Undergraduate Education

Course feedback remains an issue for undergraduate students, with 62% and 46% of students, respectively, listing more detailed feedback and quicker feedback among the academic changes that could most improve their educational experience.

Feedback was the priority issue for undergraduate students.

Access to study space is highlighted as a key issue, with 60% of students citing this as a change that would improve their education. This figure rose to 68% among Arts students, and 73% among students studying in the Social Sciences & Law Faculty.

This issue came up a lot with regards to exam periods, where students noted having to be up very early in order to secure a seat in the library. Some students struggled to find a study space between formal teaching hours, and noted that this could be a cause of stress as it meant they were unable to dedicate the whole gap to studying.

Contact hours also remain in issue for students studying within the Arts and Social Sciences faculties, with 73% of Arts students, and 50% of Social Science & Law students, wanting to see an increase in contact hours. These students are also less likely to view their course as good value for money, in comparison to their counterparts in other faculties (see section on course cost). A handful of these students noted that an increase in contact time would help them to feel more integrated within the University, giving them more time to build connections with their coursemates.

46% of students wanted more spacing between their exams that fell within the same period. Many students suggested that a change like this would help them to feel less stressed, with a number noting that stress impacts upon their mental health.

26% of students wanted to see a decrease in the number of assessments assessed by one piece of work. This figure rose to 32% among Engineering students and 38% among students based in the Social Science & Law Faculty.

41% of sampled undergrads had considered withdrawing from their degree at some point in the current academic year.

This figure is however limited by a number of factors. Firstly, the survey does not give us details of the factors that might be behind student's decisions to withdraw, which could be influenced by a number of internal and external factors, including finances, illness, personal confidence, or simply not being on the right course. Additionally, first years students were over-represented within the sample. These students were significantly more likely to have considered withdrawing from their course from students in the later years of study. Indeed 49% of sample first years had

60% of students want more access to study space



62% of students want more detailed feedback on their work



46% of students want quicker feedback on their work



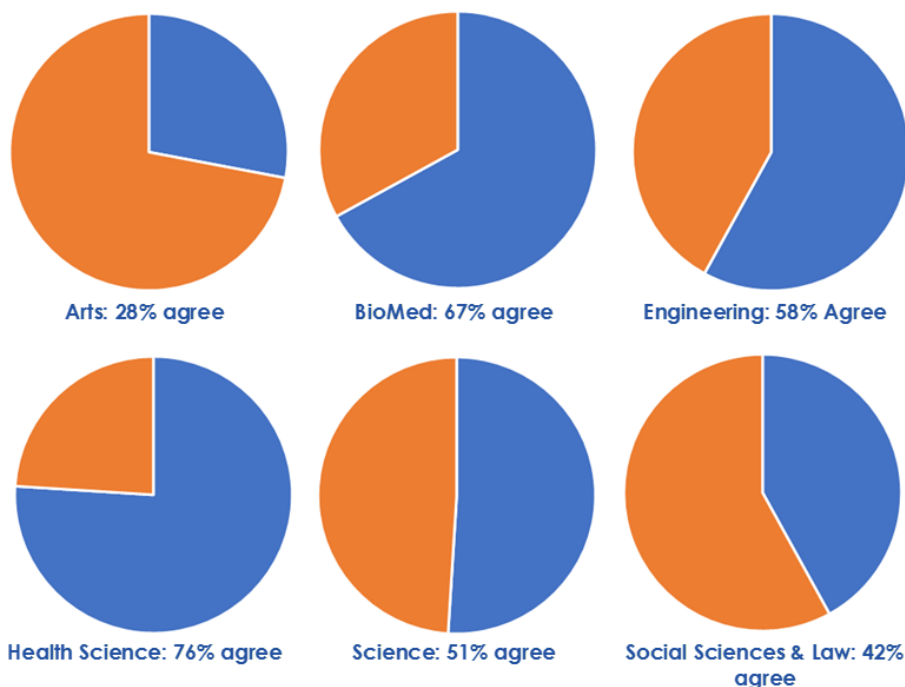
considered withdrawing, compared to 30% of third years. First year students were more likely to consider withdrawing often, with 18% of first year's considering withdrawing often or very often, in comparison to 11% of third year students. This may relate to the difficulties related to the first-year journey, which for many students may be the first time living away from home, and away from their traditional support network. Additionally, during this time students often have the competing pressures of making new friends, beginning a new course, and possibly managing their finances for the first time.

The analysis did, however, suggest that women and students from liberation groups were disproportionately likely to consider withdrawing from their degree. 43% of women, compared to 35% of men, reported that they had considered withdrawing from their degree in the last academic year, though the difference was not statistically significant. Disabled students in particular were more likely to have considered withdrawing from their degree at some point in the last year. Indeed, 61% of disabled students had considered withdrawal, and 1/3 had considered withdrawal often or very often. By comparison 32% of students belonging to no liberation group had considered withdrawal.

Course Costs

When averaged across faculties, 53% of students agree that their course is good value for money. However, our results showed significant differences across faculties in student perceptions of value. Overwhelming the majority of students studying STEM subjects agree that their course constitutes good value for money. Meanwhile the majority of students in the Arts or Social Sciences & Law Faculty don't feel that their course is good value for money.

"My course is good value for money"



Policy Change: The TEF Question

Note: At the time the survey was launched, the government had proposed that the Teaching Excellence Framework would be linked to student fees, with high performing institutions able to increase their fees with inflation. At present tuition fees are frozen, and the Government has agreed to pause the link between TEF and fees until 2020. As such the definition of TEF given below, that was used within the question wording in the survey, is presently out-of-date. However the student responses generally suggest that Bristol students are opposed to fee differentiation across universities.

Question included in the survey: *"The government has proposed introducing a "Teaching Excellence Framework" (TEF) that would rank Universities on the basis of their teaching quality, using a variety of indirect measures such as the National Student Survey (NSS), student employment rates, and rates of students who withdraw from their course. Universities would then be able to increase their tuition fees beyond current levels, and would be allowed to raise them by different amounts based on their ranking. This means that different universities will charge different levels of tuition fees, according to their TEF rating."*

We asked students what they believed the effect of the TEF would be on Higher Education.

78% of students believe the TEF will have a **negative effect** on Higher Education.

In particular students noted that they believed the TEF would lead to increased tuition fees, and could limit choice for the poorest students, with only students from richer backgrounds able to access the best universities.



Postgraduate Education

Postgraduate Taught Students

128 postgraduate taught students (PGT) took part in the education section of the survey. Students from the Social Sciences & Law Faculty were over-represented within this sample, representing 69%. This may be influenced by the difference in funding structures available for UK students, where students from STEM subjects are offered the opportunity of doing an undergraduate masters, under which their tuition fees will be covered by their Student Loan. These students would therefore be represented in the undergraduate pool, whereas the masters for students studying in the Arts Faculty or Social Sciences & Law would more commonly be referred to as postgraduate students.

81% of PGT had discussed ideas from their course with teaching staff outside of their contact hours, either in person or via email.

70% of PGT had discussed their career plans with a university staff member (tutor, teaching staff or career advisor).

78% had discussed their academic performance or feedback with their personal tutor.

Study space access came up as a key issue for PGT students, with 50% recording increased study space among the key changes that could improve their educational experience.

45% of PGT wanted more detailed feedback on their work.

42% wanted to see an increase in contact hours.

34% of PGT had considered withdrawing from their degree at some point in the last year. However, students who were reliant on the new postgraduate loan appeared to be disproportionately affected. Indeed 20% of students reliant on the postgraduate loan had considered withdrawing from their course often or more. By comparison only 6% of students who were in receipt of a studentship (i.e. on a fully funded programme) had considered withdrawing often or more. Response rates from students in receipt of studentships were not, however, high enough to determine if this difference was statistically significant.

Postgraduate Research Students

77% of PGR had discussed their academic progress with their supervisor often or more very often.

But less than half of PGR had discussed their social, mental or physical wellbeing with their supervisor or another member of academic supervisor over the last academic year.

44% of PGR felt they had access to all the resources and facilities they would like to access, to support their research.

Of those who felt they needed additional resource:

- 32% wanted access to grants for travel for conferences, workshops or other external training.
- 16% wanted access to specialist IT equipment or software.
- 14% of respondents wanted access to a desk, office or lab space within their Department.
- 10% wanted greater access to library study spaces.
- 10% wanted access to meeting rooms within their Faculty.
- 7% wanted access to specialist research/lab equipment.

Students who didn't have a dedicated space within their department, often talked about how this had impacted upon their integration and sense of community within the University. For some the absence of a dedicated working space led to a poor work/life balance, as strained study space access meant they often used their home as a working space.

"It makes it very stressful to not have a designated desk/office space as you never know if there will be space in the library. It is therefore difficult to separate work from home if you have to work in your room, and this separation is necessary for mental wellbeing."

Postgraduates who teach

It should be noted that the sample size for this section was relatively small, with only 65 respondents eligible to answer this section of the survey.

60% of respondents felt they were fairly remunerated for their teaching responsibilities. 16% disagreed, and 24% were unsure.

Of the students who felt they were not fairly remunerated a common theme was that the hourly pay did not match up with the amount of time they spent working, particularly for marking or preparatory work. Students commonly noted that their pay was allocated on the basis of marking a set number of papers per hour, but many felt that this amount was too high, especially when they were new to the job. Similar issues emerged with regards to preparatory work. One student noted: "We are only paid for 1 hour of prep/marketing for tutorials. This normally takes an absolute minimum of 2 hours and is often more like 3-4 hours." Another student noted that the

rate of pay may have negative implications for mature students returning to education from a career or students with dependants:

“Although I have done some teaching for the University, I am paid much less than I get in my career. In fact, I ended up being worse off financially for the teaching I was doing. This has a number of negative consequences, including a lack of integration with the University. While it may be possible for someone starting out their career with no family commitments to be paid so little, the low rates of pay discriminate against older people with family obligations. As a result, it will be difficult to attract older PhDs back into academia.”

53% of Postgraduates Who Teach rated the overall quality of the support and preparation for their teaching duties as good or excellent. However, training appears somewhat patchy:

- 30% of students stated they had received no training on different learning styles
- 30% recording they had received no training on how to assess work to an appropriate standard, and;
- 51% reported that they had received no training to support students with disabilities, including learning disabilities.

The Day-to-Day: How do the lives of postgraduate students differ to undergraduates?

- Postgraduate students were more likely to have children than undergraduate students, with 9% of PG noting they had childcaring responsibilities, compared to <1% of undergraduates.
- Postgraduate students were more likely to be mature students than undergraduate students, with 44% of PG recording they were 25 or older when they began their postgraduate course, compared to <1% of undergrads¹.
- Postgraduate students were less likely to participate in student life. Only 46% of PG had attended a society event or meeting in the last year, compared to 79% of undergraduate students. The biggest barrier to their participation in extra-curricular activities was time.
- The majority of PG (55%) felt a sense of belonging at the University of Bristol, however, they were less likely to report this than undergraduates. This may be affected by the fact that PG students are more likely to be studying part-time than their undergraduate counterparts. 27% of PGT respondents studied part-time, compared to 1% of undergraduates.

¹ Undergraduates are described as ‘mature students’ if they are aged over 21 when they begin their undergraduate course.



Health & Wellbeing

Over the last few years, wellbeing has become a priority issue for students. Among previous generations, students would refer to education, housing and finances as their priority issues. But student comments showed that mental health/wellbeing is now perceived as one of the “bread and butter” issues of student experience.

Most students report that their time at the University of Bristol has had a positive impact on their physical health and wellbeing, as well as their personal confidence and self-esteem.

Unfortunately, when it comes to mental health and wellbeing the majority of students report that their time at University has negatively impacted on their wellbeing.

47% of students recorded that their time at University has had a positive impact on their physical health or wellbeing.

60% of students reported that their time at University has improved their personal confidence and self esteem.

35% reported their time at University had positively impacted upon their mental health and wellbeing. However, 41% reported that their time at University had negatively impacted on their mental health or wellbeing.

Students cite that workload and stress are significant detractors from their wellbeing at University.

A substantial number of students also discussed how social culture at University, in particular not feeling part of a community or having a solid network of friends, impacted upon their wellbeing.

This, in particular, may explain why we see a lessening negative impact on student mental wellbeing as we progress through study years, as it may be that negative wellbeing is more exasperated within the first-year journey. A number of first year students noted that University had been an isolating experience so far; this was particularly prevalent where students didn't feel like they had formed many relationships within their accommodation.

Access to mental health support at University comes up as a key issue for Bristol students. When asked what changes could be made to better support their wellbeing at University the top issues that emerged related to: improving pastoral support, and access to Mental Health services, including the counselling service.

43% of Undergraduate students report that their time at University has had a negative impact on their **mental health and wellbeing**

38% of Postgraduate Taught students agreed

37% of Postgraduate Research students agreed

Fewer undergraduate students report that University has negatively impacted upon their wellbeing as they increase through year groups.

Year 1: 47% negative

Year 2: 42% negative

Year 3: 39% negative



Stigma affected whether students felt able to reach out for mental health support, with many students reporting that they saw the Student Counselling Service as a space for students with the most serious issues.

"You hear of very long waiting lists, and as such, I would not consider my mental health problems to be significant, so do not apply for counselling because I do not want to detract from those in need."

What has helped to support student wellbeing at university?

Unsurprisingly many students listed friends among the key things that had supported their wellbeing. Many students also detailed how engaging in sports clubs and societies had helped their wellbeing.

"Finding a society where I could meet like-minded people, or people who have the same interests as me, and trying to attend as many events as I can when I feel up to it, as a way to socialise and get out of my little negative bubble sometimes."

"Personal tutor, Information office, Student Health Service, and the Counselling service all helped to support my wellbeing at uni. I was so surprised by how much support I received! I don't think I would've sought out further help if it wasn't for my personal tutor pointing me in the right way and being so understanding"

Many students noted how particular members of staff had provided good support for their wellbeing, with a number of students who had disclosed a mental health condition to a staff member noting they that staff had been supportive and helpful.

Liberation groups disproportionately experienced a negative impact on their mental health and wellbeing while at university.

43% of women, compared to **34% of men**, reported that their time at University had negatively impacted on their mental health and wellbeing. This rose to **59% among non-binary students**.

This figure was reported at:

- **56%** among **disabled students**
- **50%** among **home BME students**
- **52%** among **LGBT+ students**

By comparison, 36% of students who did not belong to any liberation group reported that their time at University had negatively impacted on their wellbeing.

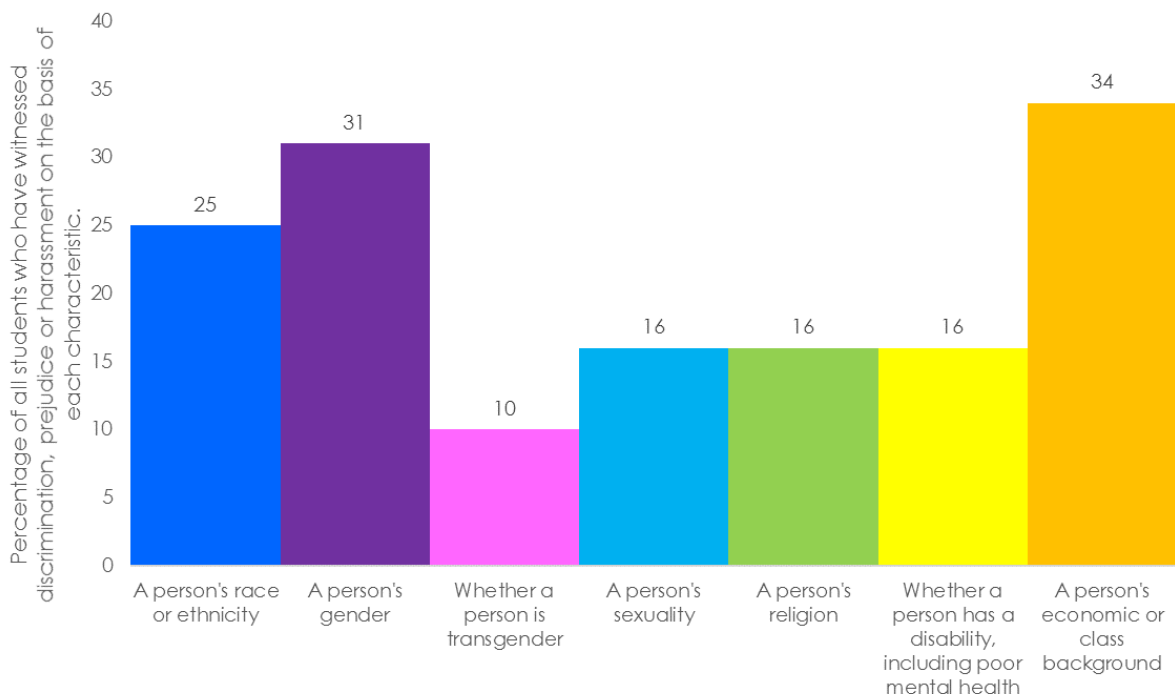
Equality

We're constantly striving to champion equality and diversity, and as such have sought to understand the inequalities being faced by our students. We asked Bristol students to identify any harassment, prejudice or discrimination they had witnessed while studying and living in Bristol.

Across most liberation groups there was no significant change in reporting of harassment, prejudice or discrimination between 2016 and 2017. However, there was a 19% increase in the proportion of international students reporting prejudice or harassment on the basis of race or ethnicity in 2017. The Survey does not provide enough information to give possible reasons for this difference, but it is perhaps worth noting that nationally there has been [an increase in hate incidence](#) on the grounds of racial identity since the 2016 Brexit vote².

More than 1 in 3 students had witnessed prejudice on the basis of class. This was the characteristic against most students reported having witnessed prejudice, discrimination or harassment. Qualitative comments suggested that with regards to class students felt prejudice went both ways, with some students feeling as though they were stigmatised for coming from a high socio-economic background, or for being privately educated. However, most reports of prejudice came from students from lower socio-economic backgrounds, or students who had attended state schools. Comments from these students often referenced feeling there was a divide between students from low and high income backgrounds within university life.

Inequality in Bristol



² BBC, *Race and religious hate crimes rose 41% after EU vote*, BBC Website, 13 October 2016 <<http://www.bbc.co.uk/news/uk-politics-37640982>>

Equality & Liberation

When a more intersectional approach was taken to analysing the results, it was found that reporting rates for each protective characteristic tended to be higher among individual's belonging to that particular liberation group. For example, 48% of BME students reported witnessing prejudice on the basis of race or ethnicity, compared to 25% of all students. Similarly 32% of LGBT+ students had witnessed prejudice on the basis of sexuality, compared to 16% of all students. There are a number of reasons this might be the case. Students belonging to a liberation group may, for example, identify micro-aggressions that may not be immediately apparent to individuals that are not affected by that particular form of oppression. Individuals therefore may be more equipped to identify a wider range of behaviours constituting discrimination or prejudice against persons sharing their identity.

Nearly 1/2 of BME students had witnessed racial prejudice, discrimination or harassment.

Student experiences of victimisation

Participants were asked if they had been directly affected by violence, harassment or discrimination while living and studying in Bristol.

1 in 5 students reported that they had experienced one of these forms of victimisation.

Women and students belonging to liberation groups were disproportionately affected, with 12% of reported violence believed to be motivated by identity based discrimination. Almost 1 in 3 BME students had experienced victimisation. 30% of LGBT+ students had experienced victimisation.

15% of all students reported that they had experienced verbal harassment.

2% reported experiencing assault amounting to a minor or major injury.

8% of students recorded experience of sexual harassment.

4% of respondents recorded experience of sexual assault or rape.

1 in 10 women had experienced sexual harassment.

1 in 20 women had experienced sexual assault or rape.

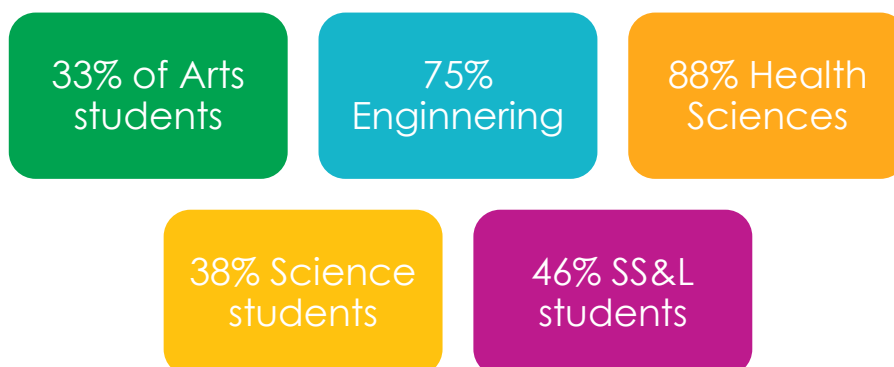


Careers

Most Bristol students express confidence that they'll be in work 6 months from graduation (66%), though this figure is somewhat lower with regards to students confidence that they'll find graduate level work in this time (50%). Confidence levels vary notably across subject disciplines and liberation groups.

Careers & Subject

Proportion of students confident they'll have a graduate level job 6 months from graduation by Faculty*



*BioMed not included due to restricted sample size.

Careers & Liberation

Students who don't belong to a liberation group tend to have greater confidence around their job prospects, than students who fall into a liberation group.

69% of home students are confident they will have a job 6 months after graduation.
This falls to **47%** among international students.

70% of students who do not belong to any liberation group are confident they will be in work 6 months after graduation.

This falls to:

65% among LGBT+ students

50% among BME students

59% among disabled students

64% among students from a low socio-economic background

54% of students who do not belong to any liberation group are confident they will be in a graduate level job 6 months after graduation.

This falls to:

42% among LGBT+ students

42% among BME students

35% among disabled students

39% among students from a low socio-economic background

Your SU



Students who engage with Bristol SU are more likely to feel part of a community.

Students who take part in Bristol SU student groups (clubs and societies) are more likely to feel a sense of belonging at University. 76% of students who take part in clubs and societies weekly or more felt a sense of belonging at University, compared with 62% of students who don't take part in student groups.

1 in 4 undergrads participate in a society weekly or more.

1 in 5 undergrads participate in a sports club weekly or more.

The biggest barrier students faced with regards to participation in activities was time, whether not having enough time overall, or not being available at the specific time the activity took place.

A large number of students recorded that shyness or lack of confidence had inhibited them from participating in the activities they wanted to. This was the second largest barrier to participation reported by undergraduate students. Frequently students recorded that they felt they'd "left it to late" to join a society or club, and would need to wait until the next term or year came around to take part.

Did you know?

Bristol SU societies and sports clubs put on events for newcomers at the beginning of Term 1 and Term 2 for "give it a go". You can check out the full range of events here: <https://www.bristolsu.org.uk/what-s-on>

What would you most like to see Bristol SU work on or improve over the next year?

327 students took pause to tell us what they'd like to see the SU working on over the next year. Your ideas included anything from (in your words) "making sport cost less than your first born child", to running more events.

You told us:

- You'd like us to run more events, and focus on making the SU more of a social hub
- You'd like us to put more focus on the "bread and butter" issues: your course, accommodation and wellbeing
- You told us you'd like more communications tailored to your interests, and you'd like to see more on what we're working on
- You'd like us to keep campaigning on Mental Health and for better wellbeing provision for Bristol students
- You told us you'd like more space for activities, and that the room booking system was a pain for clubs and societies
- You told us you'd like sport to be more accessible, with more flexible and cheaper sports passes

- You told us you'd like to see campaigns on a whole host of issues, such as mental health, homelessness and tuition fees, to name just a few.

So what are our next steps?

Every word you wrote - every idea, every frustration - has been passed on to the relevant team, so that they can make sure they're putting your feedback into practise over the next year. And we've already been working hard to secure some of those big changes!

- In September we announced the introduction of a [new and improved sports pass](#)! Over the last two years, Bristol SU and The Centre for Sport Exercise and Health have worked hard to create a new model that addresses students concerns as well as bringing in greater flexibility.
- We ran our biggest Welcome Week programme yet! With a whole range of events, suited to all sorts of interests!
- We conducted a review of our room bookings system, and this year trialled a brand-new allocation system for sports clubs and societies.
- We introduced our brand-new [Wellbeing Network](#), open to all students, so that we can support you to run events and campaigns on the wellbeing issues that matter most to you.