

Student Voice Forum: Questions & Answers

| Theme | Summary Questions | Written Response |
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| AI & The Environment | <p>How can the University claim to advocate for sustainability considering the environmental impacts of AI? Why does the University not know its Scope 3 sustainability impact?</p> | <p>We do have an estimate of our Scope 3 emissions, and they are reported annually in our sustainability report and the general university report. However, scope 3 (indirect) emissions are significantly harder to calculate as it depends on all our suppliers reporting back to us their carbon emissions. We have recently updated our procurement policy to include that requirement and are starting to collect such data; for example, our staff travel portal now gives carbon usage as well as cost of flights etc. We will apply the same principle to our AI procurement if it is an external vendor or we create our own in-house AI tool. If we do the latter, then our solar farms will be the source of the electricity which is green by nature.</p> |
| Student Consultation on AI | <p>Students feel there has been a lack of information re the general roll out of the MySurrey AI platform. What was the student consultation and process used to make this decision?</p> | <p>My AI Surrey gives all students equal access to generative AI technologies in a safe and university-supported environment. The Students' Union were consulted throughout.</p> |
| AI & Ethics | <p>How can the University justify using AI while partnering with companies linked to serious human rights and environmental harms- effectively prioritising profit and convenience over integrity, ethics and accountability?</p> | <p>The university has thorough procurement processes and due diligence checks and there was no evidence to substantiate these claims in these processes.</p> |

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| AI & Creativity | How can the University justify including generative AI into every course, including acting and the arts, considering strong opposition from creative industries? | The university is launching an AI in Education framework in September 2026, to guide where and how AI will be integrated into the curriculum. It sets out how AI will be embedded thoughtfully within selected areas of the curriculum and advocates for not adding AI in everywhere, but only where it makes sense to, in discipline-specific ways, and to support learning more generally. |
| AI & Safeguarding | How is the University safeguarding students despite AI's known risks of illegal misuse, serious mental health harm and privacy/security concerns? | In line with all use of university-endorsed technologies, students and staff must always adhere to our code of conduct, any breaches of which will be taken very seriously. Our agreements with companies also focus on ensuring data sovereignty. |
| Cost of AI | How much is the University spending the AI tool and why is money being spent on this while cutting teaching budgets and staff? | To ensure that we're not overspending the contract for My AI Surrey is by usage, not a lump sum, so we're only paying for what we use. |
| Teaching Quality | Could the University place more emphasis on improving teaching quality, alongside the use of AI, to better support student learning? | The university prides itself in the quality of its education and is always seeking to innovate and improve. The AI in Education framework is one such development: our responsibility is to equip students with the skills they need to succeed after graduation. Engaging constructively with major technological change, and its challenges, is essential to meeting that responsibility. |
| Circuit Laundry | Are there any plans to improve or change the Circuit Laundry system at the University? Who is the correct team to contact with escalated concerns about Circuit Laundry? | We are contracted to Circuit for another year, and after that there will be a competitive process for the next contract. In the meantime if you have concerns, please email accommodation@surrey.ac.uk |

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| AI Literacy Training | What does AI Literacy look like? What training is the University offering to students to improve their AI literacy? | We are introducing an AI in Education framework which goes beyond simple guidance on tool usage and teaches students about broader issues including accuracy, bias, ethical use, environmental impact and the limitations of AI systems. Our approach focuses on preparing you to work effectively alongside AI rather than attempting to exclude it from the learning process. |
| AI and marking | How can the University argue that pieces of coursework that use generative AI are equally valid to ones that don't? | Our AI in Education framework is designed to ensure that we are able to assess learning outcomes against student ability and competencies in light of AI developments. We are undertaking a review of assessments across all modules, to take effect from September 2026 onwards. Our aim is to ensure that assessments continue to support meaningful learning and fairly recognise your understanding and abilities. Where AI tools could complete a task with minimal input from you, assessments are being redesigned to emphasise reasoning, creativity, problem-solving and reflection. |
| Sustainability of AI | OpenAI (makers of ChatGPT) have announced that they will run out of money as of 2027. What is the point in investing in a service which we know will be shutting down soon? | My AI Surrey platform launched with Chat GPT, but other LLMs will be added. |
| Removal of AI | Would the University consider removing an AI tool if enough students support the decision to remove it? | Given the significant impact AI is already having on the job market, and on society more broadly, it would be a disservice to students if we did not address this within their education. Ignoring such a major technological development risks leaving graduates underprepared for the world of work. |
| Cafe Affordability | Are there any plans to make cafés on campus cheaper? | We have a range of offers on campus, with Hillside Food Court being home to our value range. When Sir Ronald Wates opens we will be offering Wetherspoons prices, including the all day refills on hot drinks. |

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| <p>Exams for Commuters</p> | <p>How can exam timetables be more suitable for commuting students? Some commuters struggle to get to 9am exams especially with traffic and train cancellations and risk their grade. Commuting is very expensive at this time of the morning.</p> | <p>We do recognise that 9am exams can be particularly challenging for students who commute, especially where travel involves peak-time costs or the risk of delays and cancellations.</p> <p>Exam timetabling however is more complex than it might seem. We have to balance avoiding clashes, ensuring fair spacing between exams, meeting room capacity and staffing constraints, and accommodating students with access arrangements. With large cohorts and shared modules across programmes, there's limited flexibility to move individual exams without affecting others. That said, we are mindful of the impact early starts can have and will continue to look for solutions and keep our timetabling patterns under review. If you are affected by significant travel disruption on the day, there are formal mitigation processes in place so that students are not disadvantaged by circumstances beyond their control.</p> <p>We would also encourage students to plan travel carefully during the exam period and, where feasible, consider contingency options. We'll continue to reflect on feedback like this as part of ongoing timetable planning.</p> |
| <p>Feedback Deadlines</p> | <p>I'm Computer Vision's course rep. There are some professors that have no specific time period to announce the coursework's results. For us one of our professors has not announced the results from the previous semester yet! So I think there should be a deadline, making it more scheduled. Thanks.</p> | <p>All coursework marks should be returned within 3 weeks. If there is a challenge with this your module leader should be keeping you up to date. If this is not happening please raise through your Head Rep and SSLCs.</p> |
| <p>Parking</p> | <p>Is there an update on the parking on Manor Park r.e. the park and ride carpark opening date?</p> | <p>We are currently resolving some final regulatory hurdles to open this car park, and trying to complete these as quick as possible. We are aiming for the next 6-8 weeks if all goes well</p> |

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| <p>New Accommodation</p> | <p>Is there any update on the renovation of the University accomodation on the way to stag hill?</p> | <p>This remains an aspiration, however it is a complicated building project as planning is extremely difficult in that location, so reuse of the current structures is the only viable option, however they are in a poor condition, and will require extensive work</p> |
| <p>Study Volunteering & Neurodiversity</p> | <p>What support is available for neurodivergent psychology students when navigating study volunteering? I know students in the subject who have struggled to find studies for which they would not be excluded. This could impact their ability to gain SONA tokens.</p> | <p>Psycology students who are finding this an issue should discuss with their Personal Tutor or Programme Lead as a first point of support.</p> |