

WONKHE

Rights and remedies

C6, student rights, the OIA – and closing the gap between what students experience and what they complain about

WONKHE SUs | SEPTEMBER 2026

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KNOW YOUR STUDENT RIGHTS

ABOUT THIS TOOL

WHO ARE YOU?

BETA

Find out what you can actually ask for – and who you can put it to.

Tell us what's happening. We'll show you the rights you can rely on, how strong each one is, how far each one actually gets you, and the practical steps to act on it.

Q Search by keyword – try “deposit”, “evicted”, “marks”

OR PICK A TOPIC



Before I start

Offers withdrawn, courses cancelled, deposits, visa sponsorship (CAS).



My course and teaching

Changes, strikes, quality, placements



My results and conduct

Appeals, misconduct, complaints



My money

Tuition fees, student finance, council tax



Where I live

Deposits, repairs, leaving, eviction, rent – halls, private student blocks and private renting



Being treated fairly

Discrimination, harassment, disability support



My job

Pay, hours, deductions, employment rights



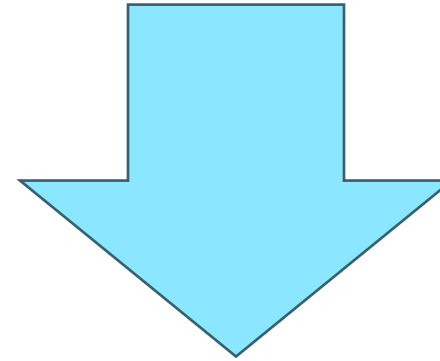
My visa and immigration

Student visa, work, the Graduate Route

Snog Help them cope	Marry Eradicate the issue	Avoid Warn them
Cost of living: Hardship funds Free breakfasts	Cost of living: Loan students more money Take active steps to reduce student costs	Cost of living: Warn them about costs with accurate information Decent budgeting support
Deadline/exam bunching: Chillout tent Pop up revision spaces		Deadline/exam bunching: Nudge progress on revision and continuous assessment all year

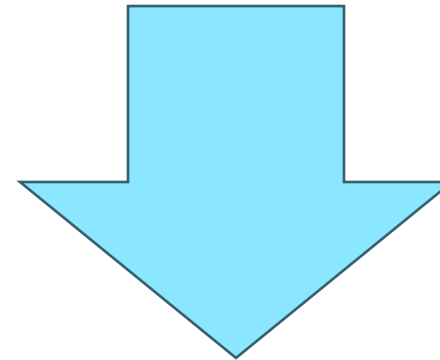
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Deadline/exam bunching: Chillout tent Pop up revision spaces	Deadline/exam bunching: Don't over-use exams Don't bunch their deadlines up	Deadline/exam bunching: Nudge progress on revision and continuous assessment all year

Students experience problems



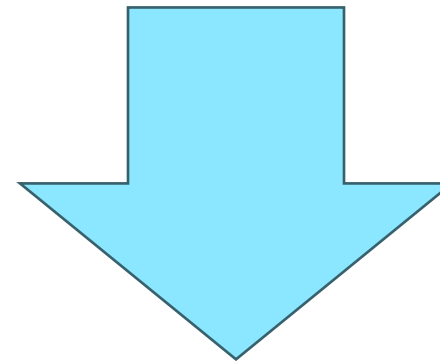
Students take part in SU research

Students choose their representatives



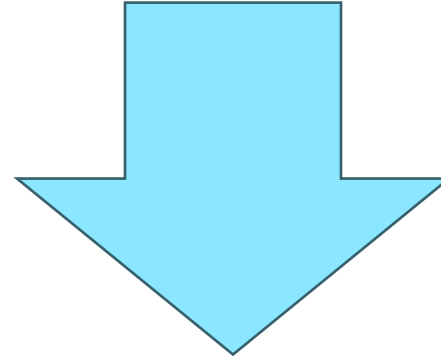
**SU uses access and evidence to persuade
university to change**

**SU uses campaigns to cause prioritization of its
issues**

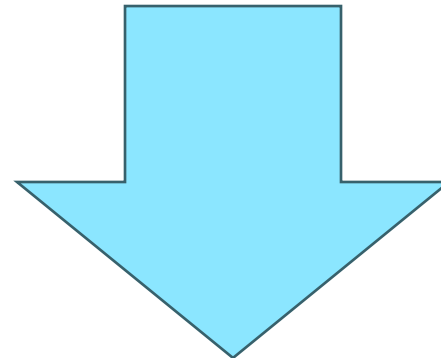


Fewer students experience fewer problems and when they do they're not as problematic

Students experience problems

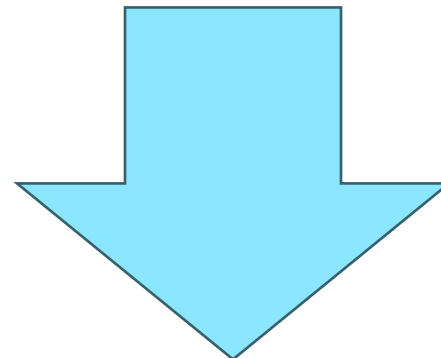


Students get advice



Problem gets solved

Problem not solved

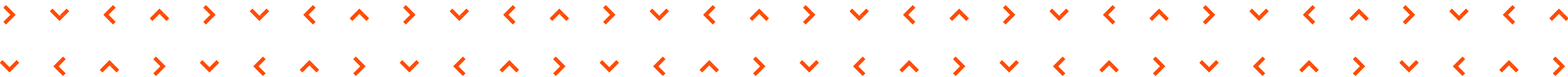
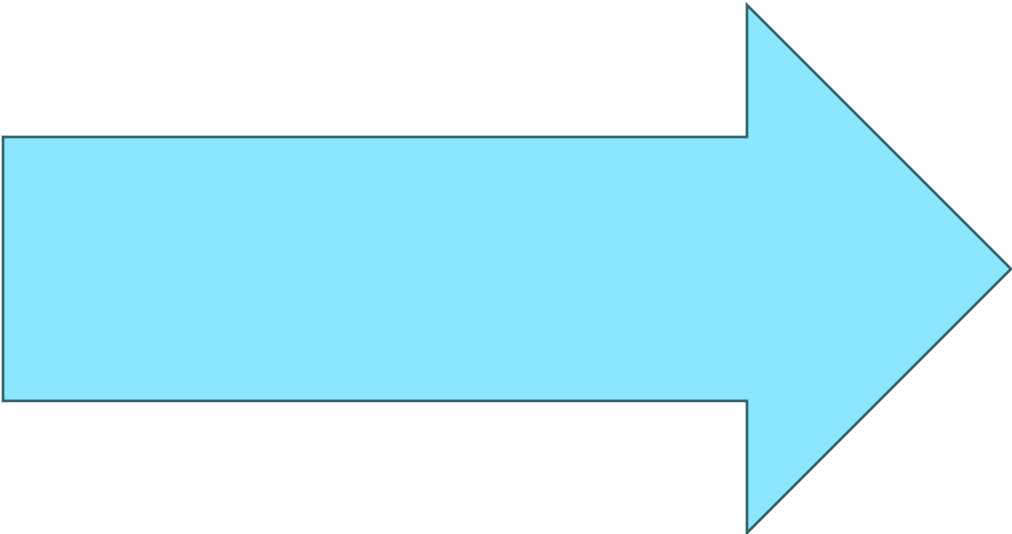


Data on the above used to reduce or minimize problems in the future

An academic appeal

I had a mental health problem
I had a car crash
I suffered a family loss
My car broke down

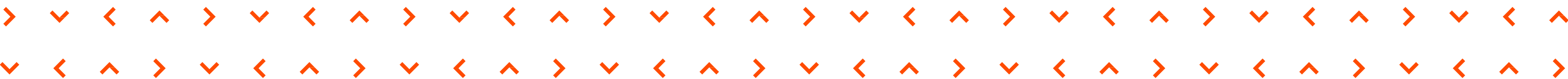
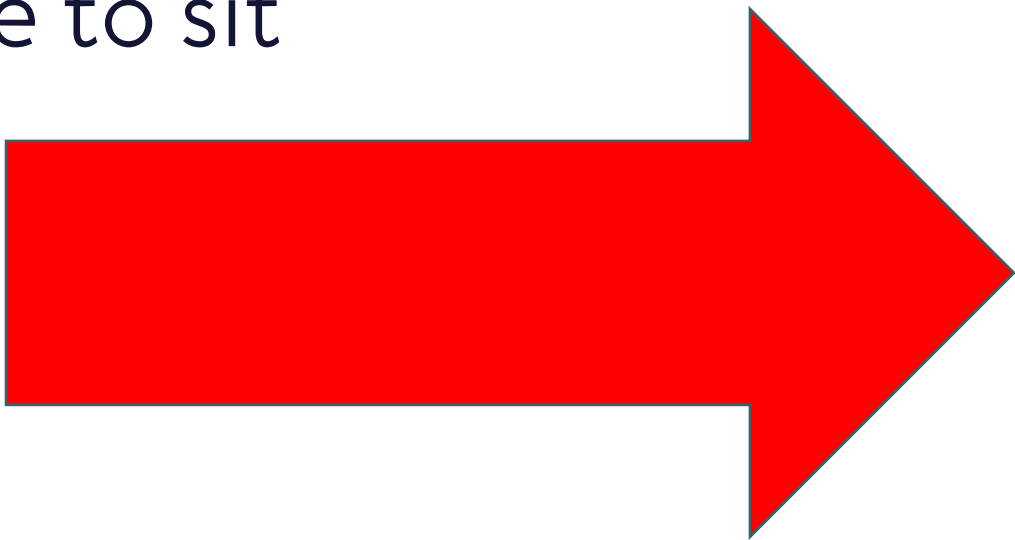
That's why I did badly
Can I have another try please



Another academic appeal

The library had no resources
My diss supervisor was never
available
There was never anywhere to sit
on campus
The teaching was awful

That's why I did badly
Can I have another try please



Another academic appeal

Capturing and sharing learning from complaints and academic appeals

Complaints and academic appeals are a valuable source of feedback and learning. They can help providers to find ways to improve their services and academic decision making. It is good practice for providers to record all complaints and academic appeals at the formal and review stages as a minimum so that the information can be used for analysis and for management and governance reporting. It's also important to capture learning from complaints and appeals, including from concerns that are resolved at the early resolution stage.

- Does the university learn from failed appeals?
- Do students create/emphasize/exaggerate personal issues to get mit circs?



Current complaint allocation time: 9 months

Fri, 21/08/2026 - 12:00

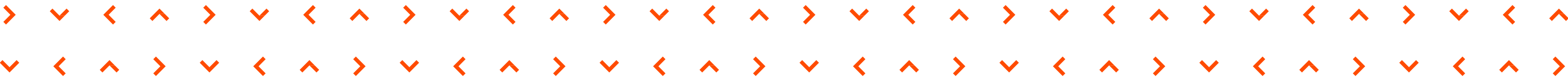
We are sorry, due to a significant and sustained increase in demand, there is a delay of up to 9 months in allocating some complaints to a Complaints Reviewer.

We are continuing to improve how we deliver our service and are working hard to ensure we have the resources we need to deal with this increase in demand. [Please see more detailed information on our delays.](#)

Thank you for your patience.

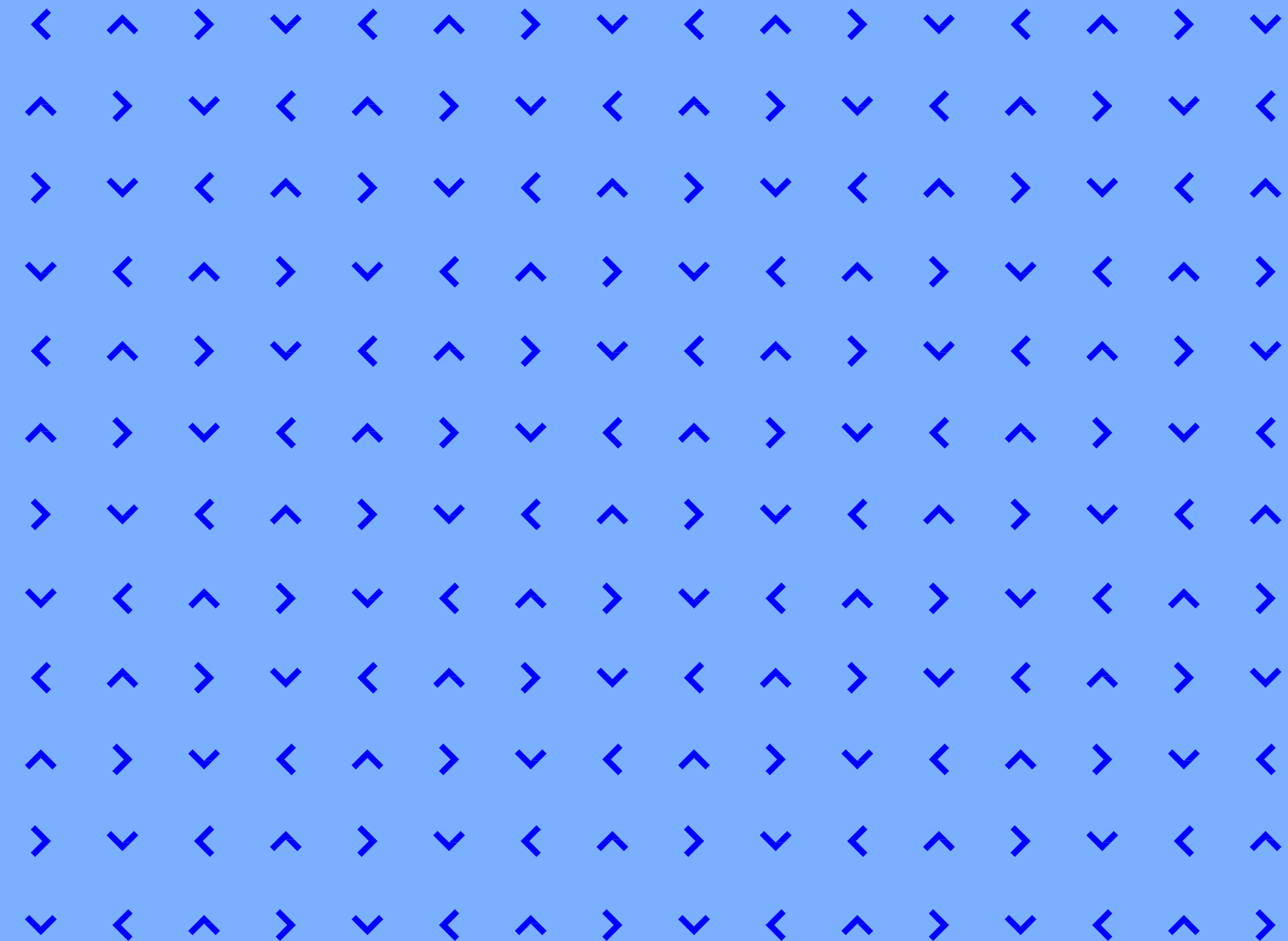
To submit your complaint to the SPSO, you can use our [online complaint form](#) or [download a paper copy](#).

Updated: August 21, 2026



01

The reservoir



A people's court

20 → 240

interim relief applications to employment tribunals – from about 20 a year to about 20 a month in each of 12 regional offices

+39%

claims against employers in the year to March 2026, to 50,000 – with “open track” complex cases up from 33 to 61 per cent of the total since 2020–21

+55%

backlog of unresolved individual claims in a single year, to 64,000

2030

when a case filed today may finally be heard

The judges' culprit: a technology that locks on to the most obscure provision available “like a heat-seeking missile” and serves it to anyone who types a grievance into a box.

WHY TRIBUNALS?

Built in the 1960s as a people's court. No fee to bring a case. The losing side rarely pays costs. No penalty for turning down a reasonable offer. A badly presented claim still gets a full hearing if a real grievance might be buried inside it.

SOUND FAMILIAR?

No fee, no costs risk, no penalty for rejecting an offer, and a process designed on purpose to be usable without a lawyer. That is every university complaints procedure – and the OIA. Add a regulator whose stated purpose now includes making it easier for students to complain.

Nine consecutive years of increases

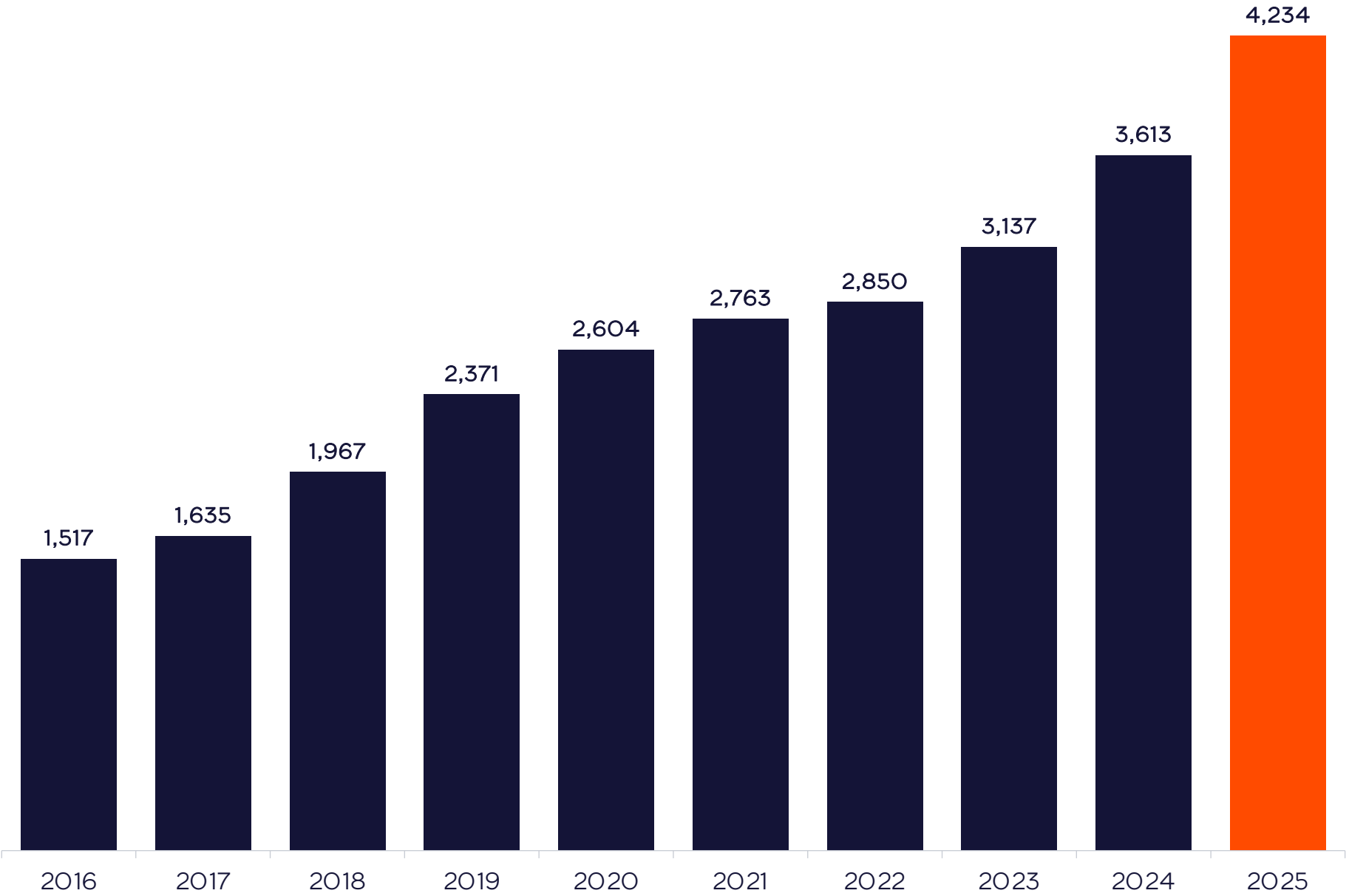
COMPLAINTS RECEIVED BY THE OIA, 2016–2025

4,234 complaints in 2025 – the first year over 4,000 and a 17 per cent rise on 2024

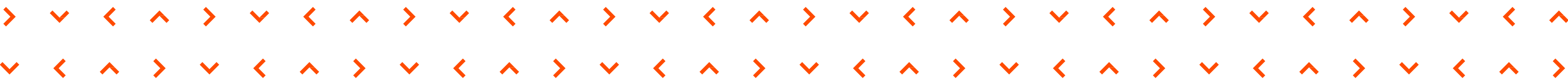
October 2025 was the busiest month in the OIA’s history, at 516

Where 2008 saw 42.5 complaints per 100,000 students, 2025 saw 165.8 – so this is not just more students

The same shape as the tribunal curve – without, yet, the acceleration



Source: OIA Annual Report 2025, complaints received 2016–2025. Per-100,000 rates from the OIA’s 2025 operating report.



The capacity signal

1 in 5

complaints closed in 2025 were Justified, Partly Justified or Settled

16% → 20%

the share of complaints the OIA could not look at – Not Eligible – in a single year

70%

of those came too early – students who started the internal process and gave up waiting for a decision

9 months

the SPSO’s current wait just to allocate a complaint in Scotland, after a 31 per cent rise in 2025–26 and a doubling since 2019–20

OIA – 4,234 in 2025. “The tip of the iceberg” – Helen Megarry

Internal complaints – no published data at all. Volumes sit in annual reports to senates and academic boards that almost nobody outside can read. This year’s anecdote from complaints teams and SU advisers: volumes up, submissions longer, more grounds cited.

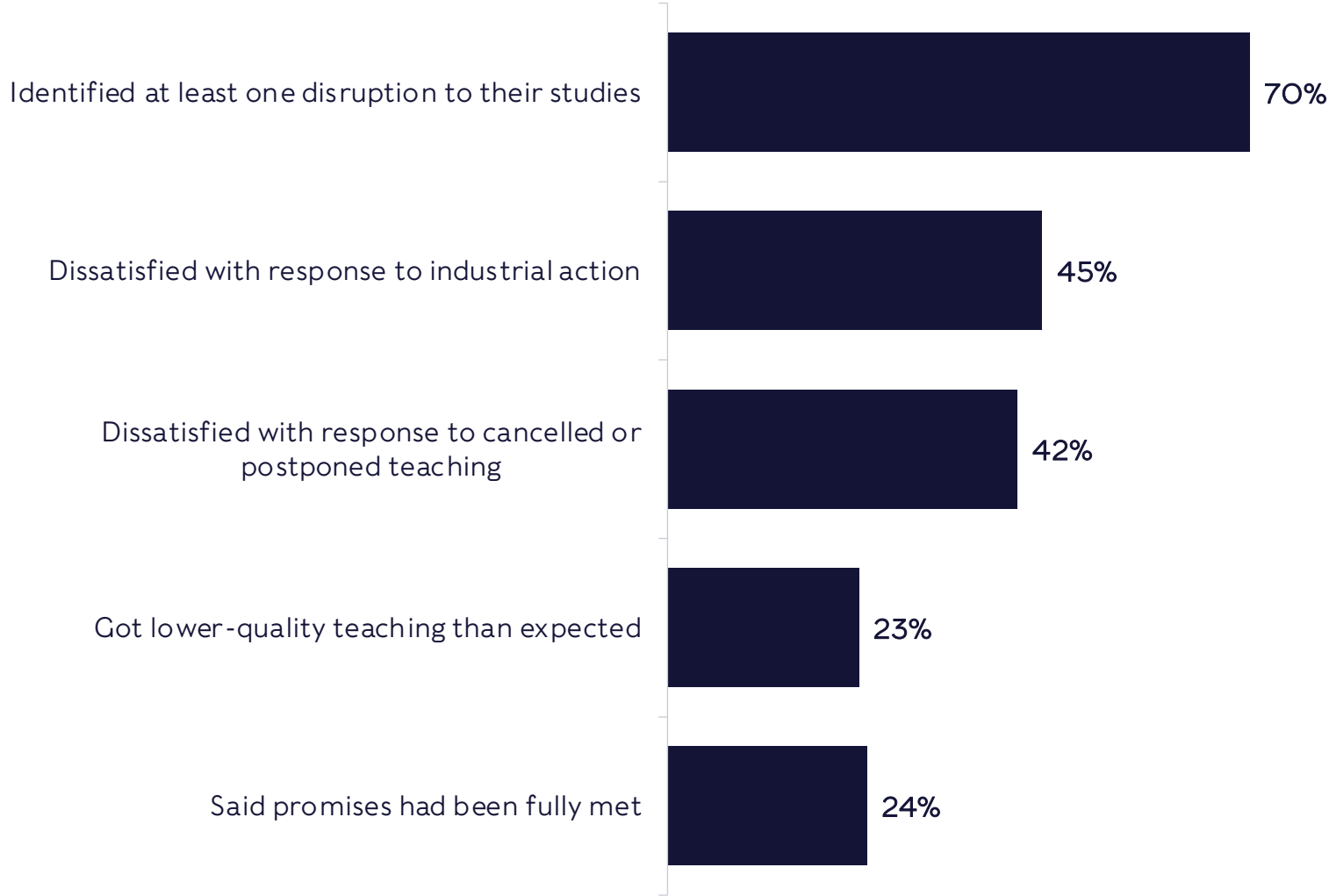
Unexpressed grievance – what students experience and never formally raise. The next two slides measure it.

Anecdote rather than evidence for now – but exactly how the tribunal story started, with judges noticing something odd well before anyone quantified it.

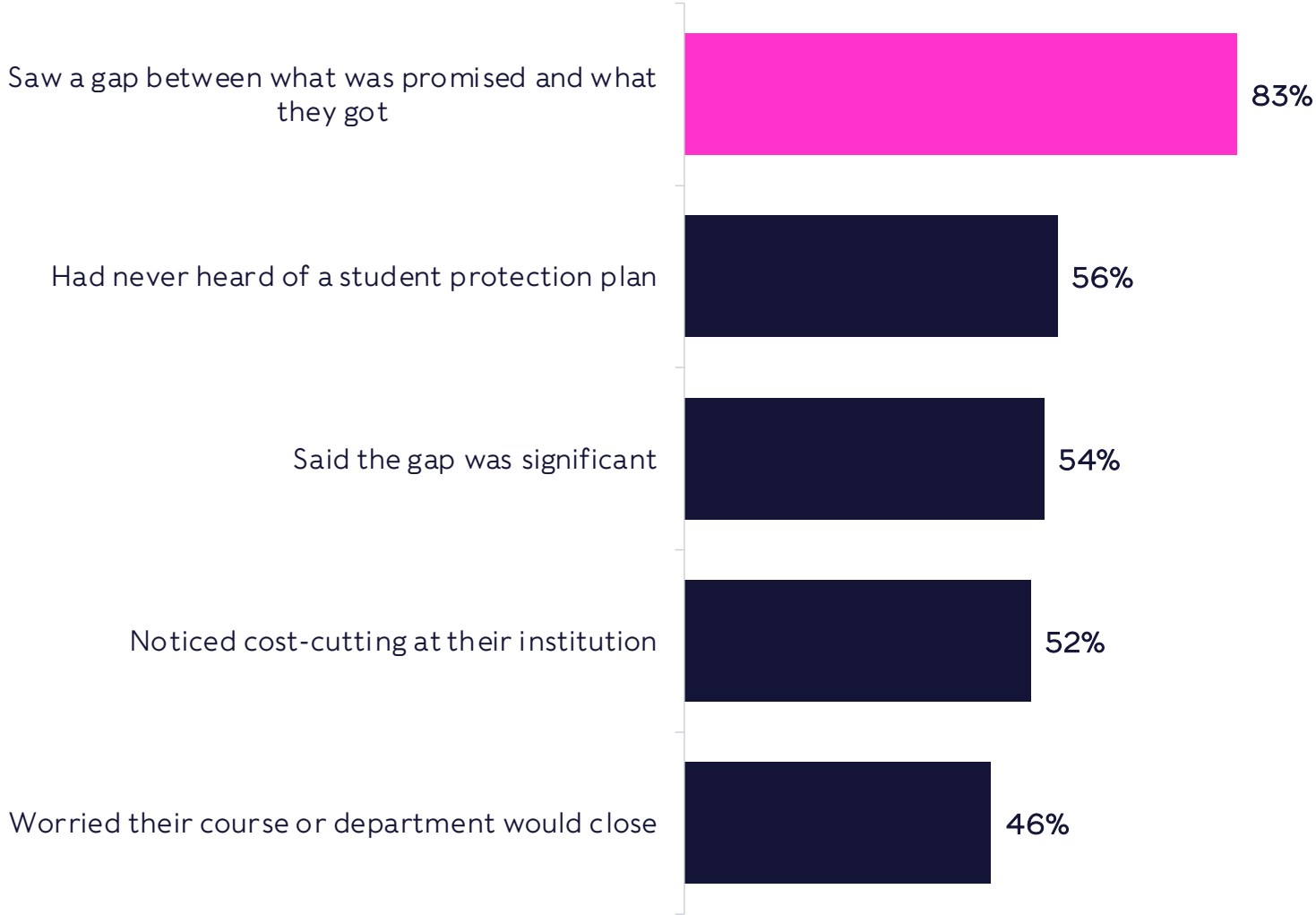
Sources: OIA Annual Report 2025, trends in complaints. SPSO complaint allocation notice and delay data, 2026. Wonkhe, “The OIA is getting faster while the system it depends on gets slower”, April 2026.

What students experience

PUBLIC FIRST FOR OFS – 2,001 STUDENTS, JUNE 2025



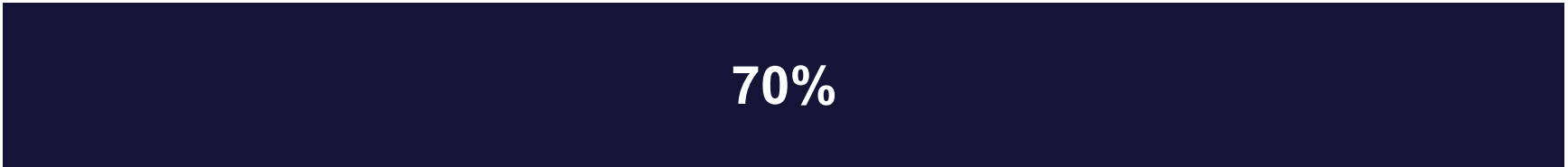
SAVANTA FOR OFS – 1,256 STUDENTS, JANUARY 2026



Two pieces of research commissioned by the regulator, eighteen months apart, describe the same thing – a student body that experiences a great deal and formally expresses almost none of it.

Sources: OfS, “Explorations – consumer rights” (Public First), June 2025. OfS, “Students’ perceptions of their provider’s response to financial challenges” (Savanta), January 2026.

What students do about it



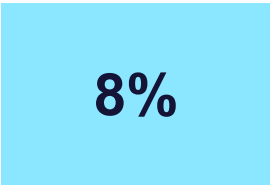
70% identified at least one disruption to their studies



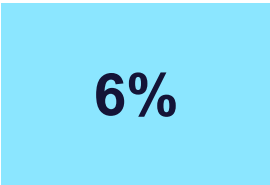
23% raised something informally – a rep, a conversation



11% used an actual complaints procedure



8% had heard of the OIA



6% of those dissatisfied with the internal outcome went on to it

40% could not describe their rights at all
52% felt poorly informed about their right to compensation

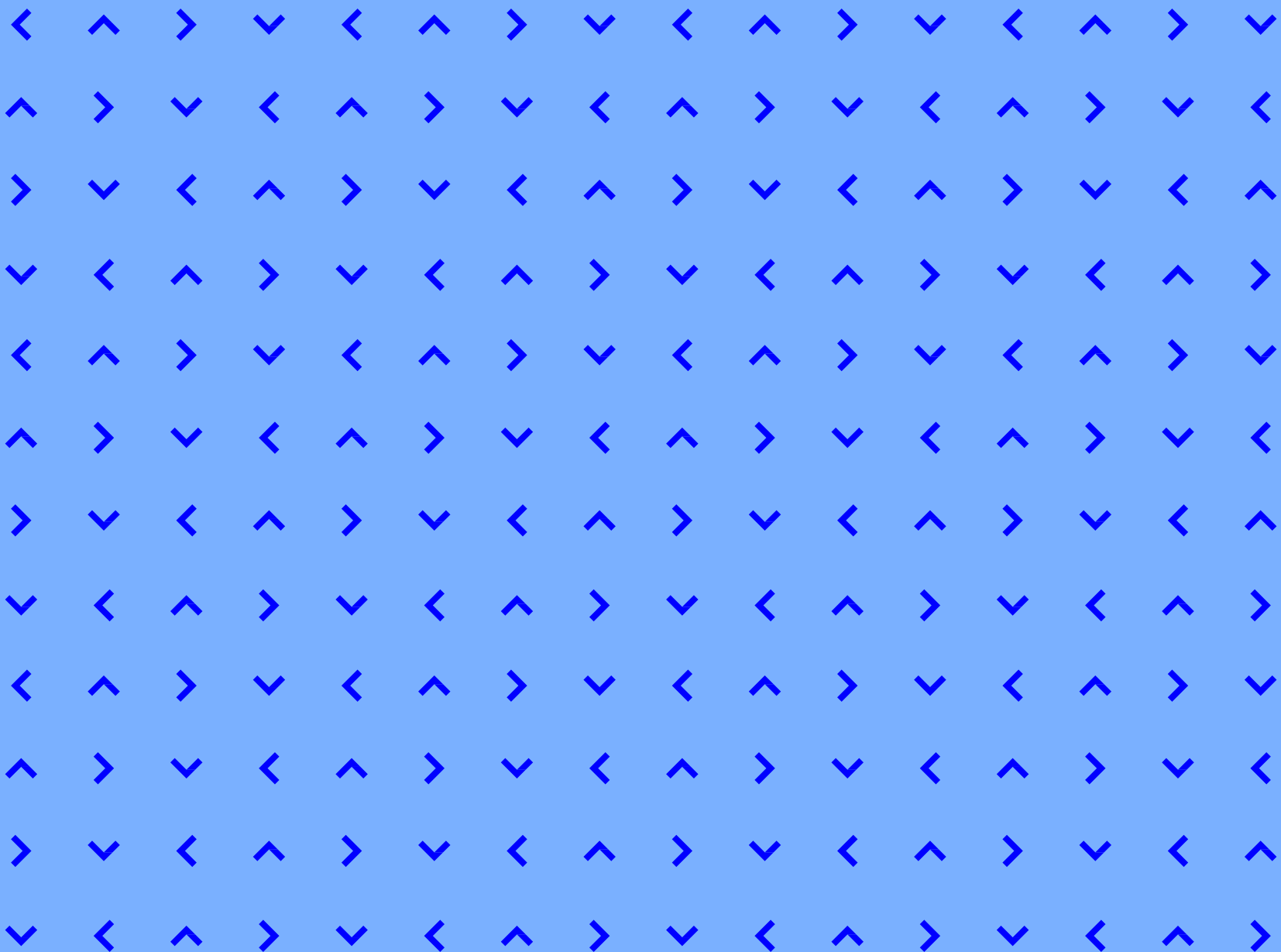
“I think people are scared of getting struck off their course.”

“Going to the OIA would have to be a pretty serious thing to do... I’d feel a little bit like a snitch.”

Source: OfS / Public First, June 2025. Focus group quotations from the same study – neither barrier appeared in the poll.

02

Why the water
sits there



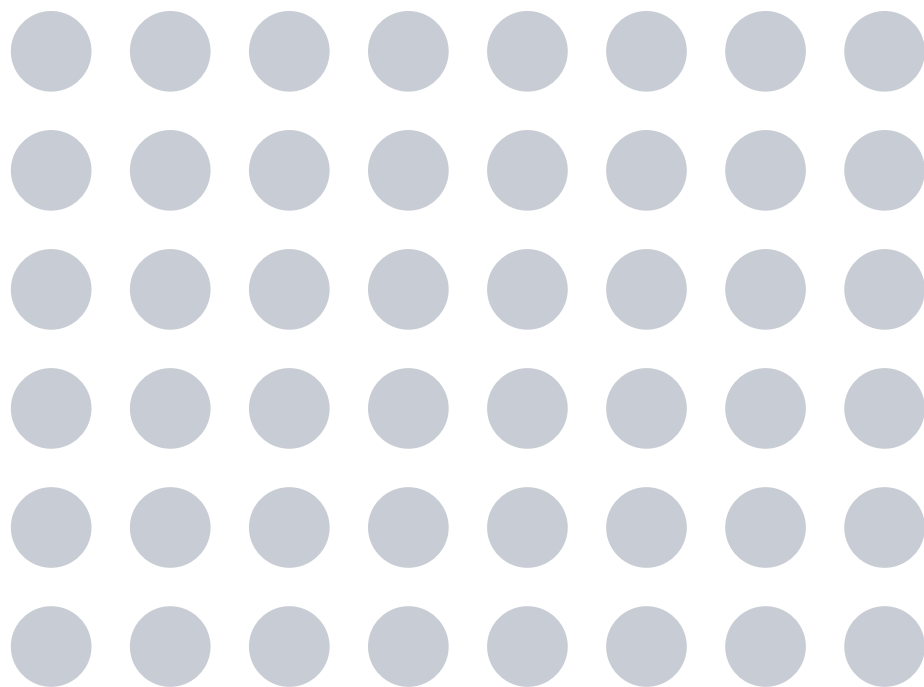
Passivists – five reasons people do nothing

THE BARRIER	WHAT OFS FOUND	CAN A CHATBOT FIX IT?
Opportunity cost – it takes time, and the procedure can outlast the problem	35% of non-complainants lacked the time or energy	Yes – it removes most of the drafting effort
Aversion to conflict – nobody wants a battle with a big institution	Informal routes ran at twice the rate of formal ones	Partly – it lowers the temperature, not the stakes
Confidence and cultural capital – some people are just more up for the fight	25% of non-complainants would not know how	Yes – a competent, referenced letter in an afternoon
Fear of retribution – from an organisation you depend on for a degree, or a visa	“Scared of getting struck off their course.” Not in the poll – only in the focus groups	No
Not knowing the right exists	40% could not describe their rights. 8% had heard of the OIA	Yes – the regulation, the deadline, the remedy, in a minute

The two a large language model cannot touch – futility and fear – are exactly the two the regulator has just named as a provider’s responsibility. Hold that thought.

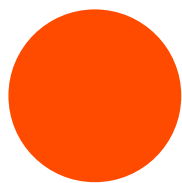
Sources: consumer passivism literature via Wonkhe, “The SU theory of change is broken. Nudniks might fix it”, September 2024. OfS / Public First, June 2025.

Nudniks – the few who complain anyway discipline the market



THE PASSIVISTS

Most people who suffer detriment do nothing. They mention it to friends and family and move on.



THE NUDNIK

Complains regardless of the cost-benefit calculation. Rare and credible – and that is the source of the power.



WHAT THE SELLER DOES NEXT

Changes its behaviour – for everyone, not just the complainant. Hassan Syed bought Twitter promotion for “don’t fly British Airways” in 2013 and an airline changed how it handled lost luggage.

Arbel and Shapira’s finding is that the nudnik, not the regulator, is what keeps most sellers honest. The sector’s theory of change assumes students are nudniks. The evidence says they are passivists.

THE SHOE SHOP, WOLVERHAMPTON, 1994

The customer who got the manager knew her rights and could cause a scene. The first worked as a signal because it was expensive – knowing your rights took effort, so someone who had made it was more likely to have a real grievance.

When the appearance of knowing your rights costs nothing, it carries no information – and the person behind the counter stops treating it as evidence of anything.

The arithmetic of impunity – why nobody asks if the cut is lawful



Illustrative arithmetic using OfS / Public First percentages – roughly half can describe their rights, around a third have ever complained, 6 per cent of the dissatisfied go on to the OIA. Cupcake – proportions applied in sequence for illustration, not a modelled estimate.

THE OFFICER WITH THE PETITION

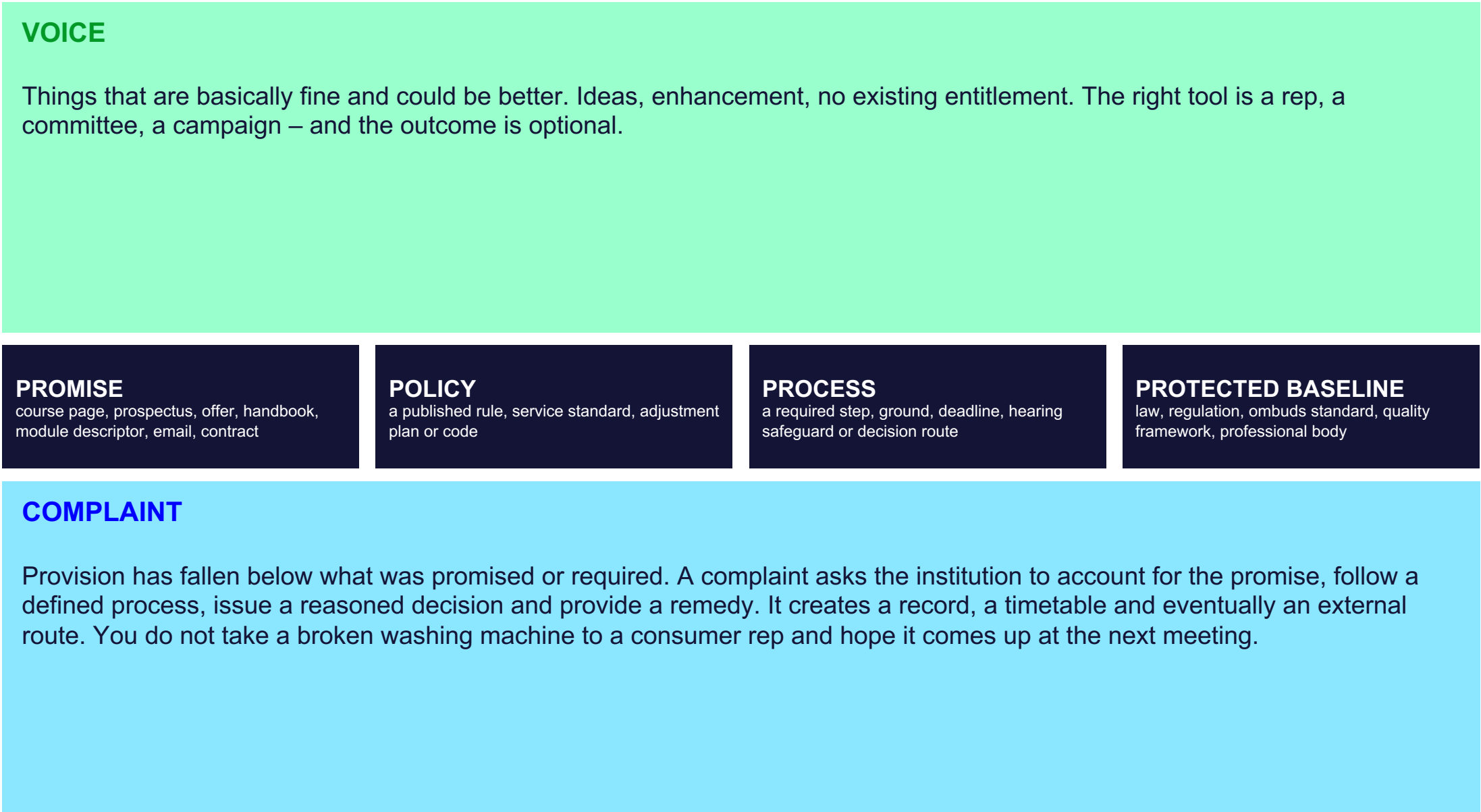
Her university had cut library hours. Her instinct was a petition. If those hours were advertised and material to a student’s choice – for many students the late slots are the only usable ones – withdrawing them mid-contract is a consumer protection issue, not a suggestion for improvement. A term spent petitioning delivers a student to the complaints office out of time.

EVERYTHING ELSE ON THE RISK REGISTER HAS A NUMBER OR A NAMED ENFORCER

Insolvency. A missed recruitment target. A redundancy consultation with a real tribunal at the end of it. A league table position. Consumer law has neither – so against a six-figure saving on library staffing, the expected cost of breaching it rounds to zero.

That is the reservoir’s other side. Providers have been able to depend on students not understanding or feeling able to exercise their rights to pull off the changes. The respective risks have been weighed.

The baseline – voice above the line, complaint below it



FOUR TESTS

Is there a possible promise? A policy? A process? A protected baseline? If any answer may be yes, treat it as a rights issue until an adviser or authoritative source says otherwise.

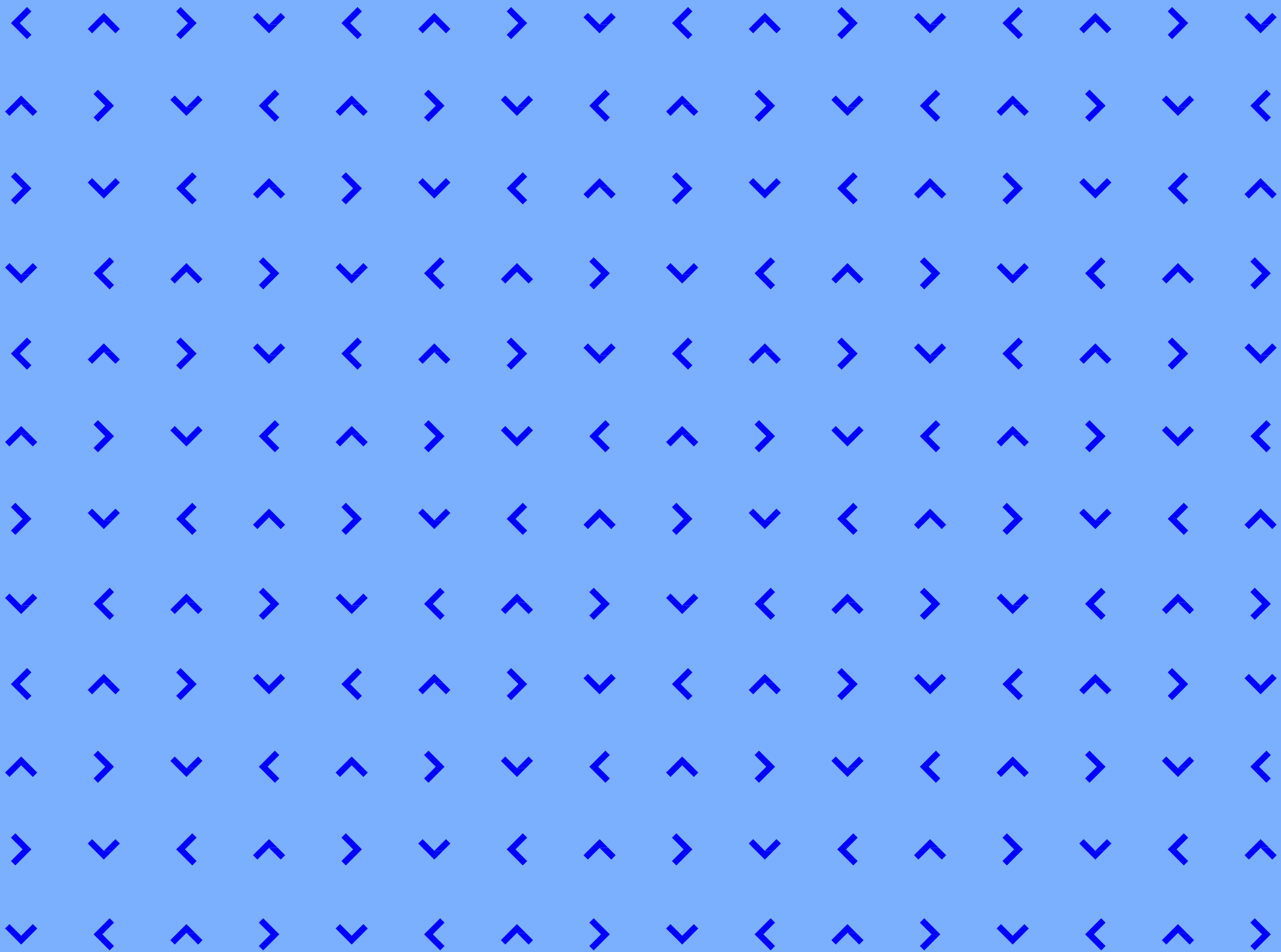
ONE RULE WITH NO EXCEPTIONS

A rights issue does not need majority support. A baseline can be breached for one disabled student on an inaccessible trip while the rest of the cohort is happy. The number affected changes the route and the remedy – never whether it matters.

Many issues are both – enforce the baseline now, campaign to raise it for the future. Source: Wonkhe, “How to become a rights-focussed SU”, August 2026.

03

**What Ofs
proposes – and
why**



The regulator reads the number the right way round

OPPORTUNITY COST	AVERSION TO CONFLICT	CONFIDENCE	FEAR OF RETRIBUTION	NOT KNOWING
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“The inherent power imbalance between a provider and a student means that some students may find it difficult to make a complaint due to a student’s dependency on a provider for progression, fear of adverse consequences or limited confidence in the decision-maker’s independence from the subject matter of the complaint.”

OFS | TREATING STUDENTS FAIRLY CONSULTATION | PARAGRAPH 68

PARAGRAPH 67

Cites the 40 per cent who could not describe their rights and concludes: “Such students are unlikely to be able to exercise their rights by complaining.” A low complaints number read as a symptom, not a success.

WHY THIS IS THE PIVOT

The regulator has just named three of the five passivist barriers – dependency, fear, confidence – as things a provider is responsible for dismantling. It is the most important thing in the consultation, and it is in the reasoning rather than the condition.

What C6 actually says

WHAT IT REPLACES

C1 and C3 – and it applies to every registered provider, not only new registrants as C5 did from August 2025. Student protection plans go.

- Seven principles: honesty and good faith, clear and accurate information, fair terms, reasonable care and skill, following its own policies, treating students fairly on complaints, and not exploiting the power imbalance.
- Consumer Rights Act grey-list terms become absolute prohibitions rather than merely potentially unfair ones.

SURPRISE SCOPE

Apprentices and employer-sponsored students in. Third-party ancillary services – contracted-out accommodation, disability support – in, with the provider retaining responsibility.

- “Commitments” means all written, verbal or visual information given to anyone with an interest in studying there.
- The campus tour guide who says “24-hour library” when it closes at midnight has made a commitment. So has the agent, the prospectus photograph and the open day.

THE DEMAND-SIDE THREE

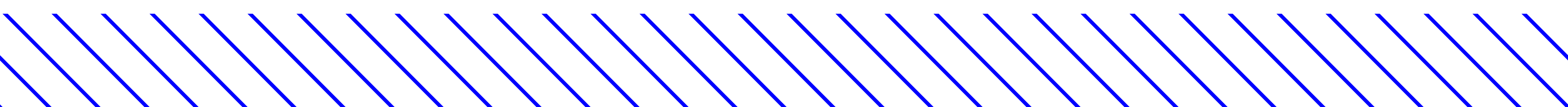
C6.4a.iii – all reasonable steps to give timely, clear and effective advice on complaints and redress, specified as free, independent and confidential throughout.

- A public commitment that a complainant will not be penalised “academically or otherwise” – including through withdrawn financial support or visa sponsorship. Aimed at the one barrier no LLM can touch.
- Complaints documents and an explanation of the OIA’s role on a single page – against a baseline of 8 per cent awareness.

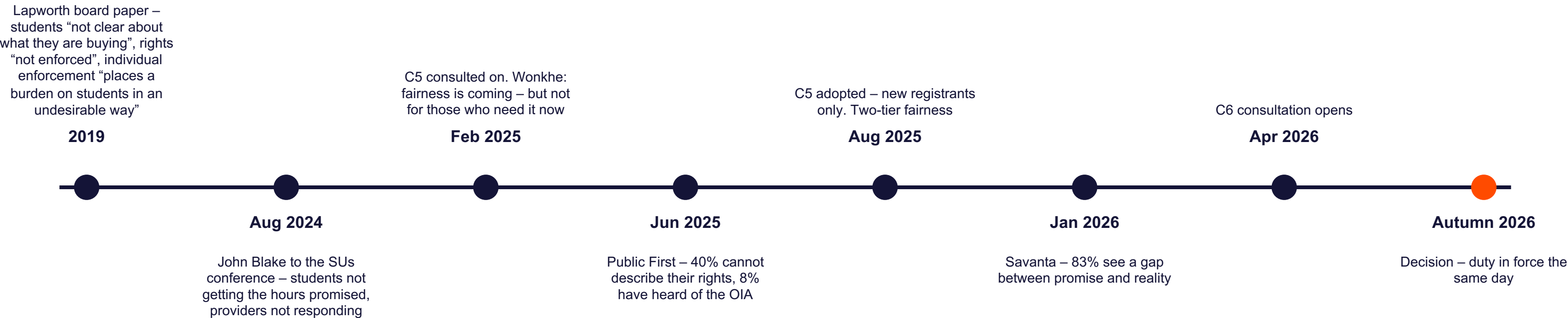
TIMING

Consultation opened 16 April 2026 and closed 9 July. Final decisions due autumn 2026.

- The substantive fairness duty takes effect the day the decision is published.
- Publication obligations follow three months later – somewhere between November 2026 and February 2027.
- Regulatory judgements, not consumer law findings – a C6 breach does not by itself crystallise into a remedy for the student in front of it.



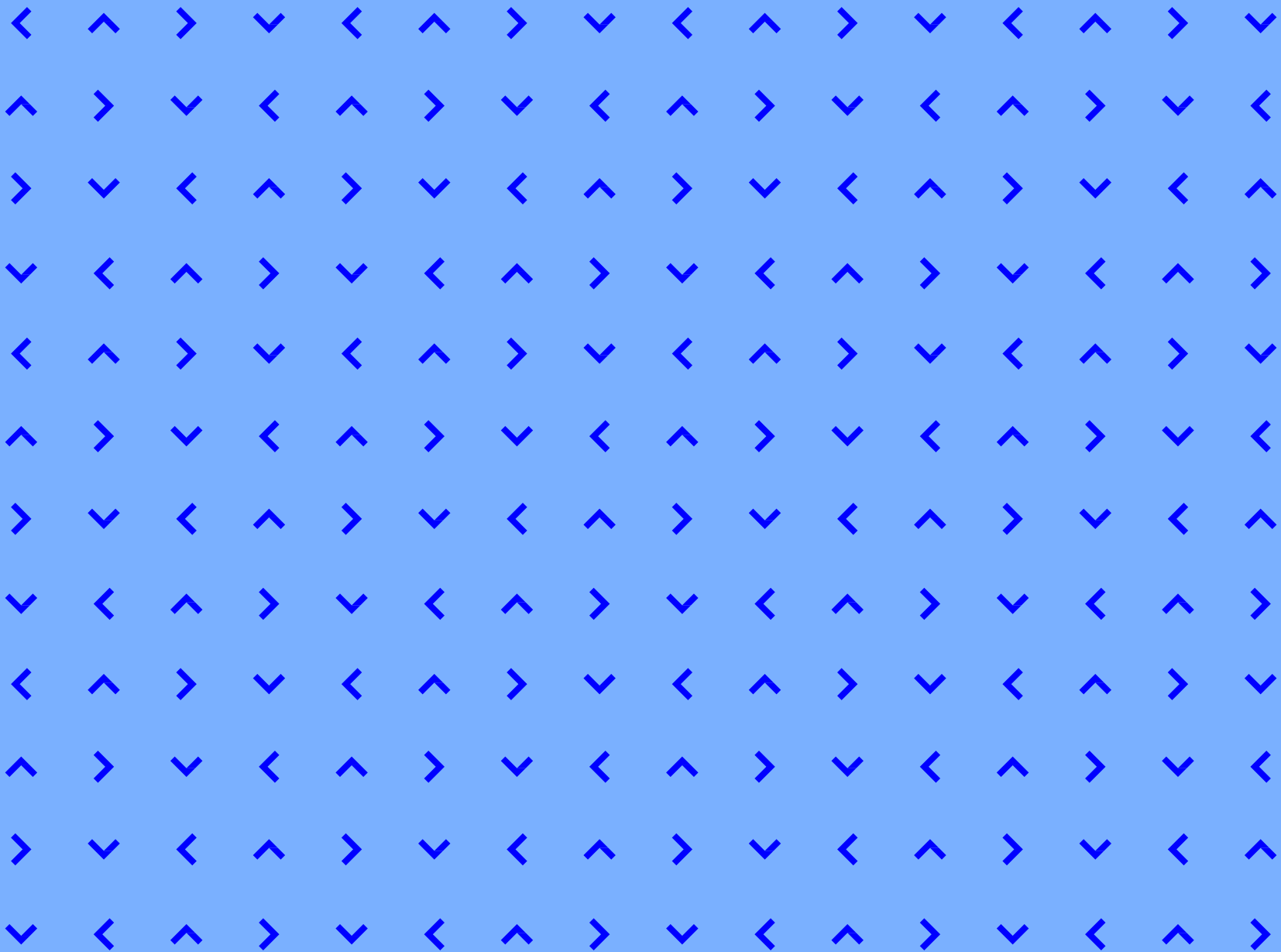
Why now – seven years from diagnosis to a rule for everyone



The regulator has known what the problems are for a long time. What changed is that it commissioned the evidence, and then read a low complaints number as a symptom rather than a success.

04

**What is wrong
with it**



Publication is not approval

ACCESS AND PARTICIPATION PLANS

01 How OfS regulates the other set of promises providers make to students.

- Submitted to OfS and approved before publication
- Students consulted as part of the approval process
- SUs can submit their own evidence alongside the provider’s
- Not vague – because they have to survive a substantive approval process

CONDITION C6 AS DRAFTED

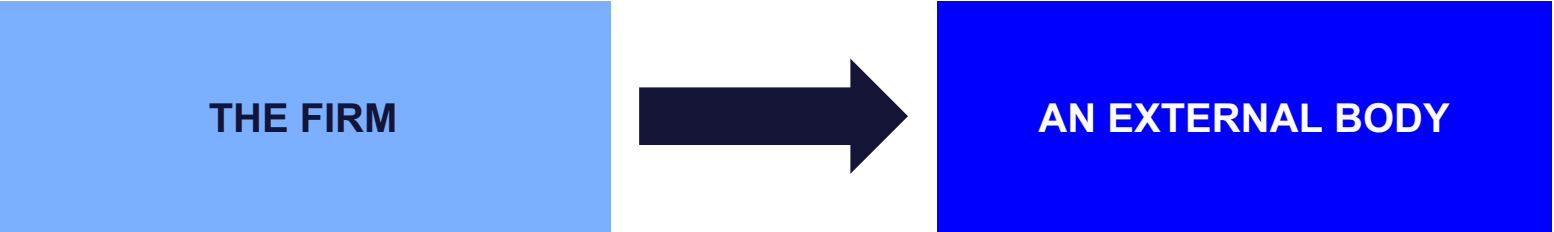
02 How OfS proposes to regulate contracts, terms, complaints procedures and refund policies.

- Provider submits a web link. OfS “may consider” looking
- No student consultation. No pre-check of documents before the recruitment cycle
- SUs mentioned twice in the whole consultation
- The alternative is not discussed – the argument is in what is left out



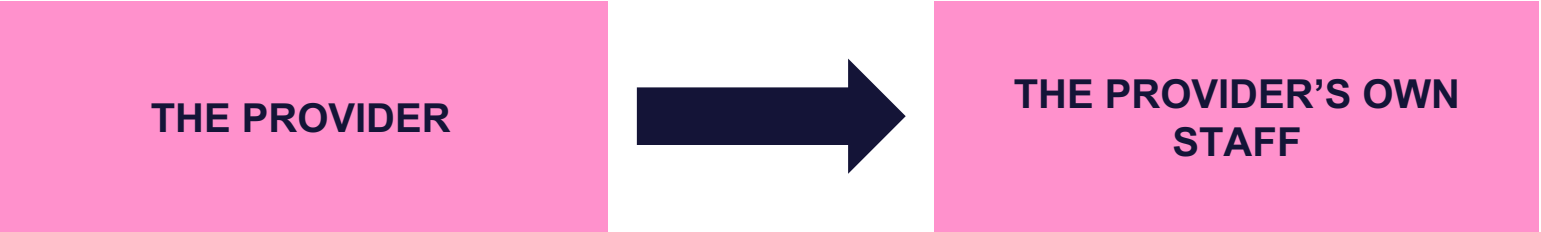
Faux independence – the provider signposts itself

FINANCIAL SERVICES



The FCA requires firms to signpost the Financial Ombudsman Service – independent of the firm, of the product and of the complaint.

HIGHER EDUCATION UNDER C6



“Independent” in C6.4a.iii means independent of the complaint, not of the provider. Other university staff qualify. No funding requirement, no specification, no quality threshold.

2

mentions of students’ unions in the entire consultation

THE FOX AND THE HENHOUSE

The whole rights information framework assumes the provider is the source – its documents, its website, its framing. The only provider-independent element is OfS’s mandatory wording on process. There is no independent rights information, no OfS student-facing guidance, and no role for SUs in validating or co-producing any of it.

If students should understand their rights independently of the body they may need to exercise them against, C6 does not get there. The only bodies on campus whose constitutional purpose is to represent students against the provider are the ones the condition forgot.

Source: Wonkhe, “Treating students fairly means providers admitting when they don’t”, April 2026, and the C6 consultation explainer, May 2026.

The perverse incentive – reward for promising nothing

WHAT THE PROSPECTUS SAID – 2024

“Twelve hours of contact time a week, taught in person on the city campus, with a choice of twenty optional modules in your second year and 24-hour library access during term.”

WHAT THE CONTRACT WILL SAY – 2027

“Indicative contact hours. Delivery mode and location subject to change for operational reasons. Illustrative modules, subject to availability and minimum numbers. Facilities subject to availability. The university will take reasonable steps.”

Illustrative wording, not quoted from any provider – but every clause type here already appears in real student contracts. See the twelve clauses explainer.

THE MECHANISM

One of the things treating students fairly means is “follows its own policies”. The rational response is to write policies that promise nothing definite, so that following them tests nothing. Consumer law is about whether you kept the promise you made. It has less to say to the provider that promises little and delivers it.

WHY IT WORKS

The Public First data explains it. Students could not always separate what they were promised from what they had absorbed as received wisdom about university. If the felt promise is mostly received wisdom rather than contract, hardening the contract downwards costs almost nothing in recruitment terms while removing most of what a well-drafted complaint could hang on.

WHERE THE LOAD GOES

Off consumer rights and onto the quality system – the B conditions and the regulation of them. A system that is not working, and one compromised by combining student regulation with fiduciary regulation. The revised CMA37 pushes the other way on optional modules and variation clauses, but guidance is not enforcement.

What is not there at all

LEARNING FROM COMPLAINTS

Nothing requiring a provider to analyse what comes in. Nothing about the institutional critique that arrives inside academic appeals and disappears when the appeal fails on academic judgement – even though in more than two thirds of appeal cases the OIA saw last year, students raised other concerns about teaching, supervision, feedback or support.

THE FRICTION RESPONSE

Not a word constraining page limits, tighter eligibility gates, shorter windows, mandatory structured forms, additional stages, aggressive routing between complaints and appeals, or growth in what gets deemed vexatious. The condition pushes hard on demand and leaves providers free to build the dam.

VULNERABLE STUDENTS

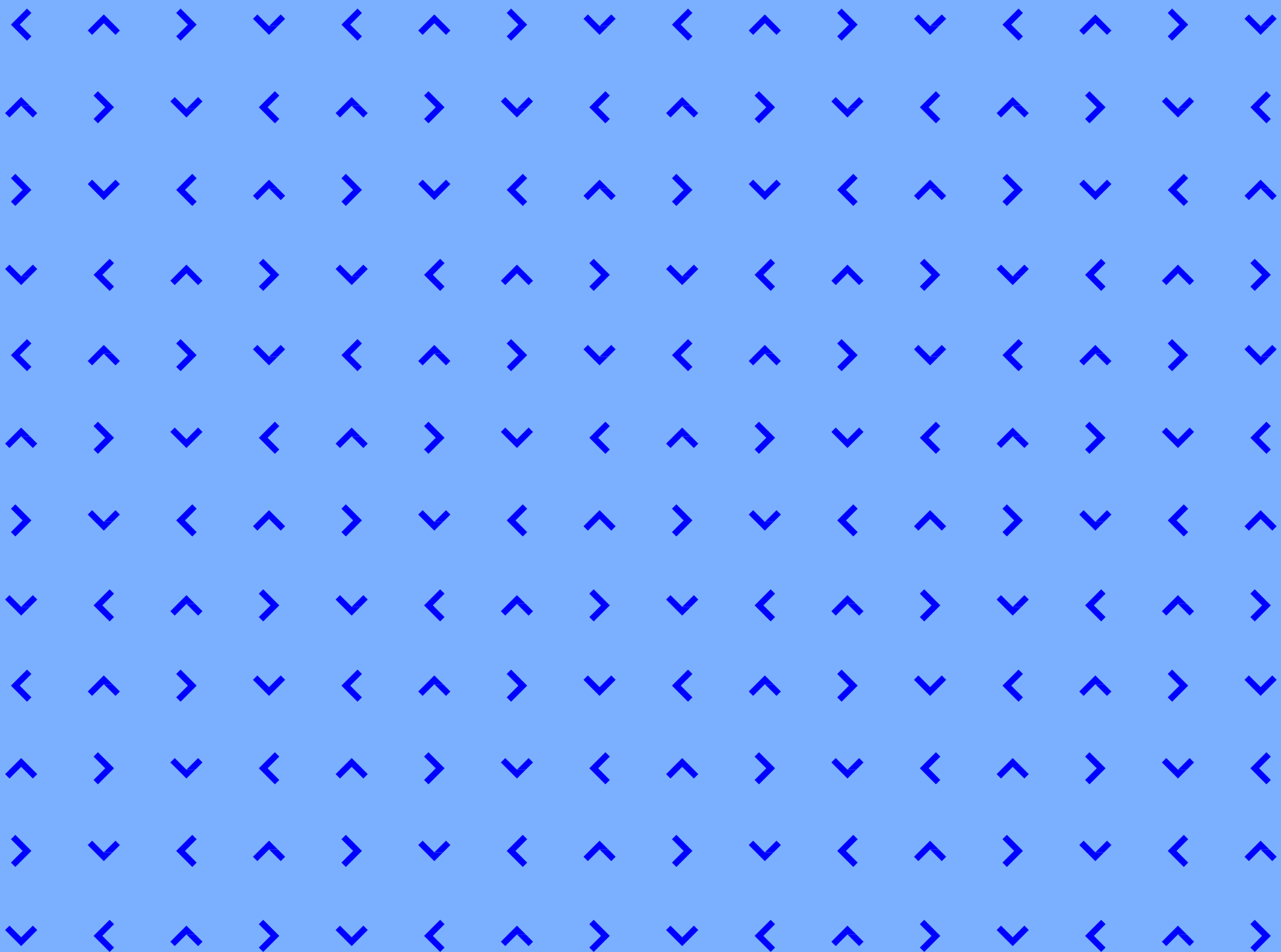
The CMA guidance has a whole chapter on vulnerable consumers and the DMCC Act introduces situational vulnerability. C6 imports almost none of it – a passing reference in the pressure-selling section, nothing on adapting information, communications, complaints handling or refunds.

A REMEDY FOR THE STUDENT

Regulatory judgements, not consumer law findings. A C6 breach lands on the provider as a regulatory matter and does not crystallise into redress for the student in front of it. The OIA's scope also mismatches C6's – prospective students, former students, ancillary services, third parties.

05

**What happens
next**



The timeline – regulation above the line, our response below it

REGULATION



WHAT WE ARE DOING

Also pending – the outcome of the OIA Scheme rules consultation, and the OIA’s final Good Practice Framework section on handling reports of harassment and sexual misconduct, consulted on to February 2026.

Three ways out – and a fourth that happens by default

	BUILD THE DAM	KEEP THE PROMISE	SHRINK THE PROMISE	DO NOTHING
WHAT IT LOOKS LIKE	Make complaining harder – page limits, eligibility gates, shorter windows, structured forms, extra stages, more “vexatious”	Deliver the contact hours, the modules, the library hours, the supervision	Indicative hours, illustrative modules, delivery subject to change, reasonable steps not outcomes	Same promises, not kept. Let the queue do the rationing
WHO BEARS THE COST	The 36 per cent who doubt it will work and the 35 per cent without the energy. The student with a model in their pocket sails through	The provider – in money nobody has	Future students – who lose most of what a well-drafted complaint could hang on	Everyone still waiting – the 70 per cent who came to the OIA too early
HOW LIKELY	What the flooding literature says governments do	Least likely	Easiest, likeliest, least discussed	Already under way

The most uncomfortable finding in the flooding literature is that the fastest way to stop a flood turns away the people who need help most. Every friction measure is defensible on its own as a proportionate response to volume – and each lands hardest on the passivists, who become the passivists of 2028, the queue rationed by stamina.

Chatbot meets passivist – who fixes the rest?

THE BARRIER	CAN A CHATBOT FIX IT?	A CLAIMS FIRM?	A STUDENTS' UNION?
Opportunity cost	Yes	Yes – it does the work for a cut	Yes – templates, scripts, deadlines, group routes
Aversion to conflict	Partly	Yes – it has the argument for you	Yes – early resolution first, escalation with support
Confidence and capital	Yes	Yes	Yes – if it knows where the line is
Fear of retribution	No	No – and it does not care	Yes – the no-penalty commitment, enforced, and someone standing beside you
Not knowing the right exists	Yes	Only where there is a percentage in it	Yes – a discovery layer at the moment of need
Futility – “it won’t change anything”	No – the models tell everyone the case is strong	Yes – evidence that complaining pays, at scale	Yes – if it turns cases into power and publishes the wins

Claims management firms do not hold futility beliefs or fear retribution. They hold a percentage – and higher education has a large population with similar facts and plausible compensation figures. A cohort whose course closed is a list of leads.

The route nobody uses – collective complaints, and what they pay

GROUP COMPLAINTS TO THE OIA IN 2025

17

group complaints received

~200

students in total, across all of them

0

large enough to trigger the OIA's large-group process

£600,000+

to one group of students over pandemic provision through the OIA in 2022 – almost half the sector total the year before

£144,000

to 20 postgraduates over a contaminated laboratory in 2025 – £8,000 each, and uncertainty about exposure was itself compensable

£21 million

from UCL to settle its portion of the student group claim over Covid and industrial action, February 2026

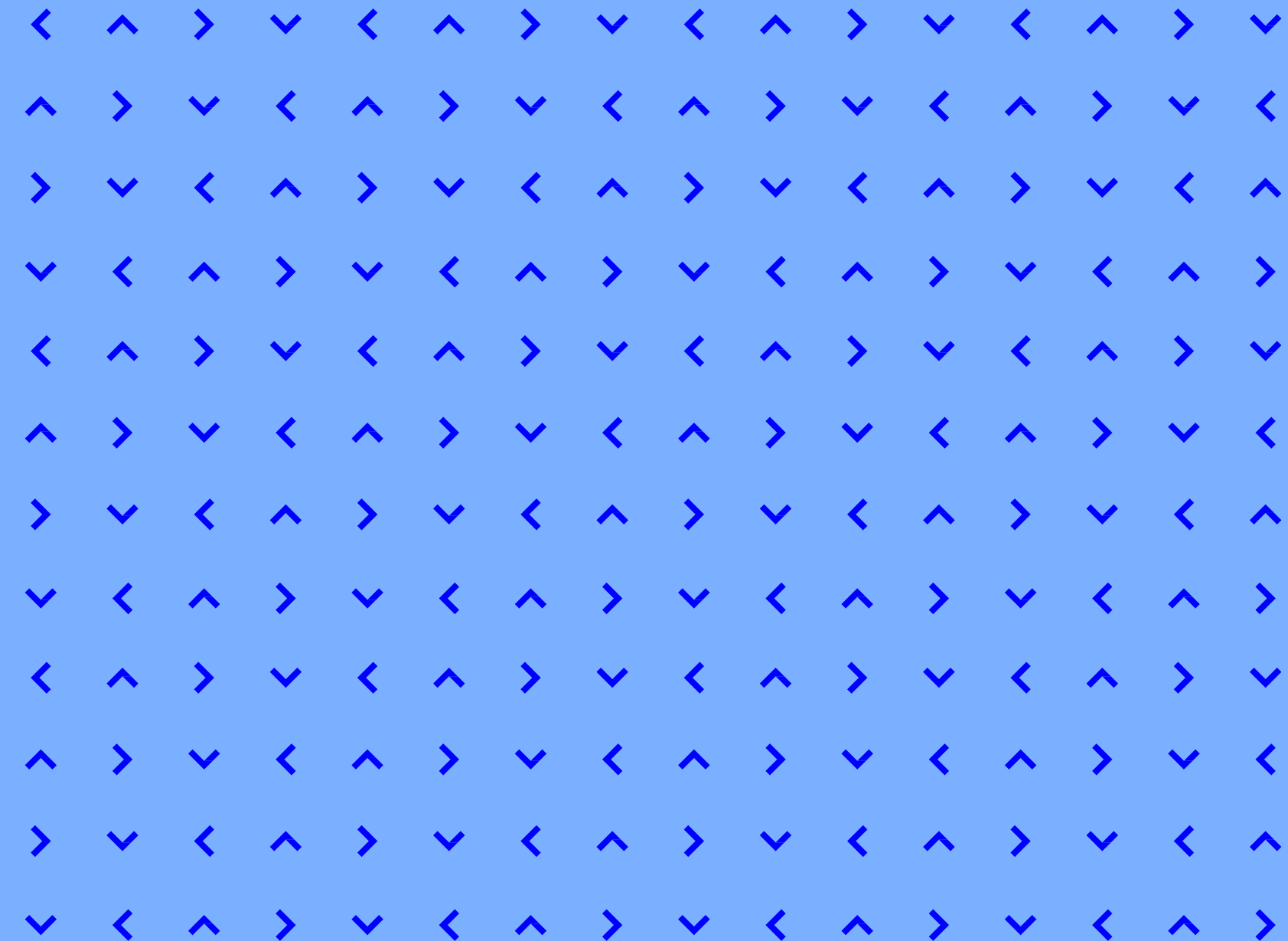
£170 million

overcharged to international students on visa fees over two and a half years – three routes to redress, almost none of it claimed

The collective route through which a thousand identical grievances become one case is sitting almost entirely unused – in a sector where cuts produce collective grievance by design. Every one of these required somebody to organise students rather than wait for them to complain.

06

**What we are
doing**



Know Your Student Rights – the discovery layer



Before you accept it: check what you are entitled to ask for.

Tell us what’s happening. We’ll show you the rights you can rely on, how strong each one is, how far each one actually gets you, and the practical steps to act on it.

 Search by keyword – try “deposit”, “evicted”, “marks”

OR PICK A TOPIC

 Before I start Offers withdrawn, courses cancelled, deposits, visa sponsorship (CAS).	 My course and teaching Changes, strikes, quality, placements	 My results and conduct Appeals, misconduct, complaints	 My money Tuition fees, student finance, council tax
			

What SUs build around it – six jobs, one cycle



THE FIVE BARRIERS AS A SERVICE DESIGN TEST

A template reduces time but does nothing about fear. Anonymous reporting reduces fear but cannot secure a remedy. A serious programme is a portfolio, tested against all five.

REPS ARE A DISTRIBUTION NETWORK, NOT JUNIOR CASEWORKERS

If the handbook says feedback in fifteen working days, a rep should not have to persuade a committee that timely feedback would be nice. Group complaints turn cases into power.

THE PARTNERSHIP PROPOSAL

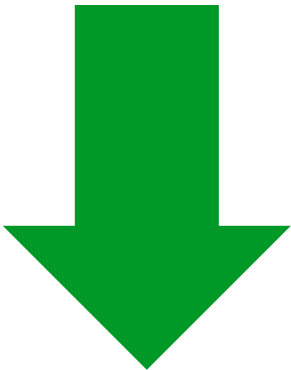
A “You Were Promised” campaign, a channel plan, and a case to the provider that informal resolution beats failed appeals and a rights-literate student body is cheaper than a flood. Partnership without capture. Measure power, not posters.

Source: Wonkhe, “How to become a rights-focussed SU” and “A template proposal for a partnership over Treating Students Fairly”, August 2026.

Which direction does the gap close from?

FROM ABOVE – PROVIDERS REDRAW THE LINE

Bulletproofing, legal advice, liability limiting. Smaller promises, harder procedures. Less falls on the wrong side of the line because the line moved.



PROMISE

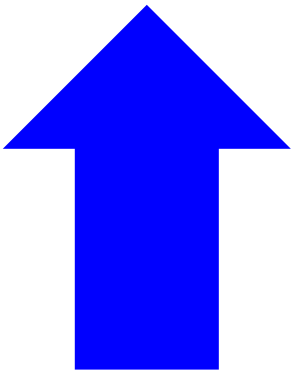
POLICY

PROCESS

PROTECTED BASELINE

FROM BELOW – STUDENTS LEARN WHERE THE LINE SITS AND SUS HELP THEM HOLD IT

A proper partnership that respects rights, resolves legitimate complaints and delivers improvement. Rights un-rationed – the mature student who could never afford a solicitor, the master’s student who had never heard of the OIA, the commuter whose bus vanished in a budget round.



The regulator wants the gap closed. AI will close it whether anyone likes it or not. Which the sector reaches for first will tell students all they need to know about whose side their university thinks they are on.

Read more on Wonkhe

C6 AND TREATING STUDENTS FAIRLY

[How to respond to OfS' consultation on "treating students fairly"](#)

[Treating students fairly means providers admitting when they don't](#)

[Treating students fairly, on an ongoing basis](#)

[OfS on treating students fairly – right diagnosis, wrong cure](#)

[A template proposal for a partnership over Treating Students Fairly](#)

[Fairness and protection for students is coming – but not for those that need it now](#)

THE OIA AND REMEDIES

[What SUs can learn from complaints summaries in the OIA's annual report 2025](#)

[The OIA is getting faster while the system it depends on gets slower](#)

[Students lose procedural rights in the OIA's drive for simplicity](#)

[Some students were entitled to a Covid refund after all](#)

[The student group claim settles out of court](#)

[The Home Office owes international students £170 million. Here's how to get it back](#)

THE EVIDENCE AND THE THEORY

[Students don't think anything will change. They're probably right](#)

[New research on students' perceptions of their rights – 20 things SUs need to know](#)

[Will the student protection stable door ever get closed?](#)

[The SU theory of change is broken. Nudniks might fix it](#)

[Why do students take their rights problems to Reddit?](#)

[Are students as lucky to be here as they feel?](#)

RIGHTS IN PRACTICE, AND KYSR

[How to become a rights-focussed SU](#)

[Check your contract – 12 legal clauses SUs should look at](#)

[Students have the right to set-off to university](#)

[Help! My uni has over \(or under\) recruited to a course](#)

[How to make students more powerful – eight secrets of the Money Saving Expert](#)

[Know Your Student Rights](#)