

HERTS UNFILTERED 2.0

CAMPUS ENGAGEMENT
&
ACADEMIC CONFIDENCE
Phases 2 & 3 Combined

DROP THE RECEIPTS



HERTS
SU YOUR UNION

INSIGHT TEAM
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WHAT IS HERTS UNFILTERED?

- Herts Unfiltered is a **student listening** project – focusing on understanding students' **expectations, experiences, and concerns** throughout the year.
- The project began in the 2024–25 academic year, receiving **6,897 responses** from students.
- Our target audience is **first year UG** students, however we welcome responses from everyone.
- Data is predominantly collected via our **student staff** – enabling **signposting to support**, whilst supported by targeted student communications.
- **Insights will be shared** on an ongoing basis with the goal to **address concerns in real time**, where possible.

HERTS UNFILTERED 2.0 | SURVEY PHASES

PHASE 1



START OF TERM EXPERIENCES

Runs: Start of Sem A

- Expectations before arriving.
- Settling-in
- Awareness of support

2,044

Responses Received

PHASE 2



ON-CAMPUS EXPERIENCE

Runs: October 25

- Attendance patterns
- Challenges
- Value of engagement

2,227

Responses Received

PHASE 3



ACADEMIC CONFIDENCE

Runs: November 25

- Confidence builders
- Confidence busters
- Support

3,100

Responses Received

PHASE 4

WHAT QUESTIONS REMAIN?

Runs: February 26

Developed in direct response to emerging themes identified in the initial three phases.

**Report Due:
Mid-March
2025**

HERTS SU

7,371 RESPONSES HAVE BEEN RECEIVED FROM 5,451 STUDENTS OVER PHASES 1-3... AND IT'S NOT OVER!

HERTS UNFILTERED 2.0 | CONDITIONAL FORMATTING

- We've previously **RAG** rated findings against **Overall** findings, with at or above in green, within 3% in amber, and 3% above/below in red.
- We've revised our approach to formatting of data identifying appropriate targets to meet research standards and improve data confidence.

Targets

- Student confidence target: 75%
- Student satisfaction: 85%
- Student awareness: 90%
- Student engagement: Up YoY
- Other: Ad Hoc

Formatting

- Bright Green: >5% above target
- Light Green: <5% above target
- Yellow: <5% below target
- Light Red: 5% – 10% below target
- Bright Red: >10% below target

RESPONDENT DEMOGRAPHICS

PHASE 2

OVERALL RESPONSES:



2,227
RESPONSES

LEVEL OF STUDY

Foundation – 2%
Undergraduate – 36%
Postgrad (Taught) – 48%
Postgrad (Research) – 14%

GENDER

Female – 42%
Male – 57%
PNTS – 1%

FEE STATUS

Home – 18%
International – 82%

SCHOOL

CTA – 9% (9% of school)
HBS – 37% (8% of school)
HML – 16% (4% of school)
SLE – 5% (5% of school)
SPECS – 33% (9% of school)

AGE-RANGE

17–24 years – 56%
25–39 years – 40%
40+ years – 4%

PHASE 3

OVERALL RESPONSES:



3,100
RESPONSES

LEVEL OF STUDY

Foundation – 3%
Undergraduate – 26%
Postgrad (Taught) – 54%
Postgrad (Research) – 18%

GENDER

Female – 43%
Male – 56%
Non-binary – 1%

FEE STATUS

Home – 19%
International – 81%

SCHOOL

CTA – 7% (9% of school)
HBS – 45% (14% of school)
HML – 17% (6% of school)
SLE – 5% (7% of school)
SPECS – 26% (10% of school)

AGE-RANGE

17–24 years – 51%
25–39 years – 44%
40+ years – 5%

RESPONDENT DEMOGRAPHICS

PHASE 2

ETHNICITY

Asian – 67% **Arab** – 2%
Black – 17% **Mixed** – 1%
White – 9%
BAME – 88%

DISABILITY

Disabled – 7%
No Disability – 89%
PNTS – 4%

WORK

No Part-Time Work – 62%
0-10 Hours – 10%
11-20 Hours – 25%
20+ Hours – 2%

LIVING

Live on-campus – 16%
Live in Hatfield – 18%
Live within 60mins – 38%
Live 60+mins away – 29%

FIRST IN FAMILY

FIF – 63%
NFIF – 37%

CARE RESPONSIBILITIES

Yes – 16%
No – 84%

PHASE 3

ETHNICITY

Asian – 66% **Arab** – 1%
Black – 18% **Mixed** – 1%
White – 11%
BAME – 86%

DISABILITY

Disabled – 7%
No Disability – 89%
PNTS – 4%

WORK

No Part-Time Work – 68%
0-10 Hours – 12%
11-20 Hours – 16%
20+ Hours – 4%

LIVING

Live on-campus – 14%
Live in Hatfield – 17%
Live within 60mins – 40%
Live 60+mins away – 29%

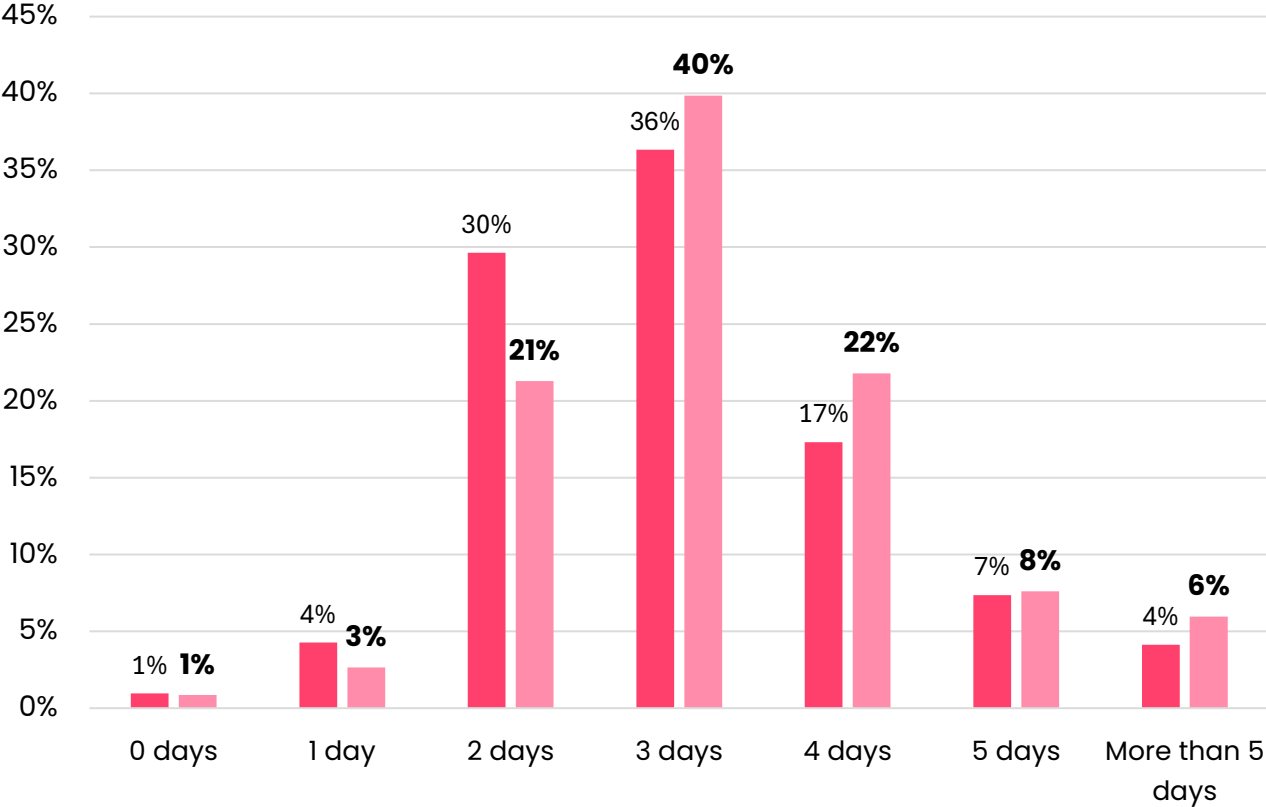
FIRST IN FAMILY

FIF – 59%
NFIF – 41%

CARE RESPONSIBILITIES

Yes – 17%
No – 83%

PHASE 2 | ATTITUDES TOWARDS ATTENDANCE



- How many days per week do you think you need to come to campus to be successful in your studies?
- On average, how many days per week do you visit campus?

HOW OFTEN DO YOU COME TO CAMPUS?

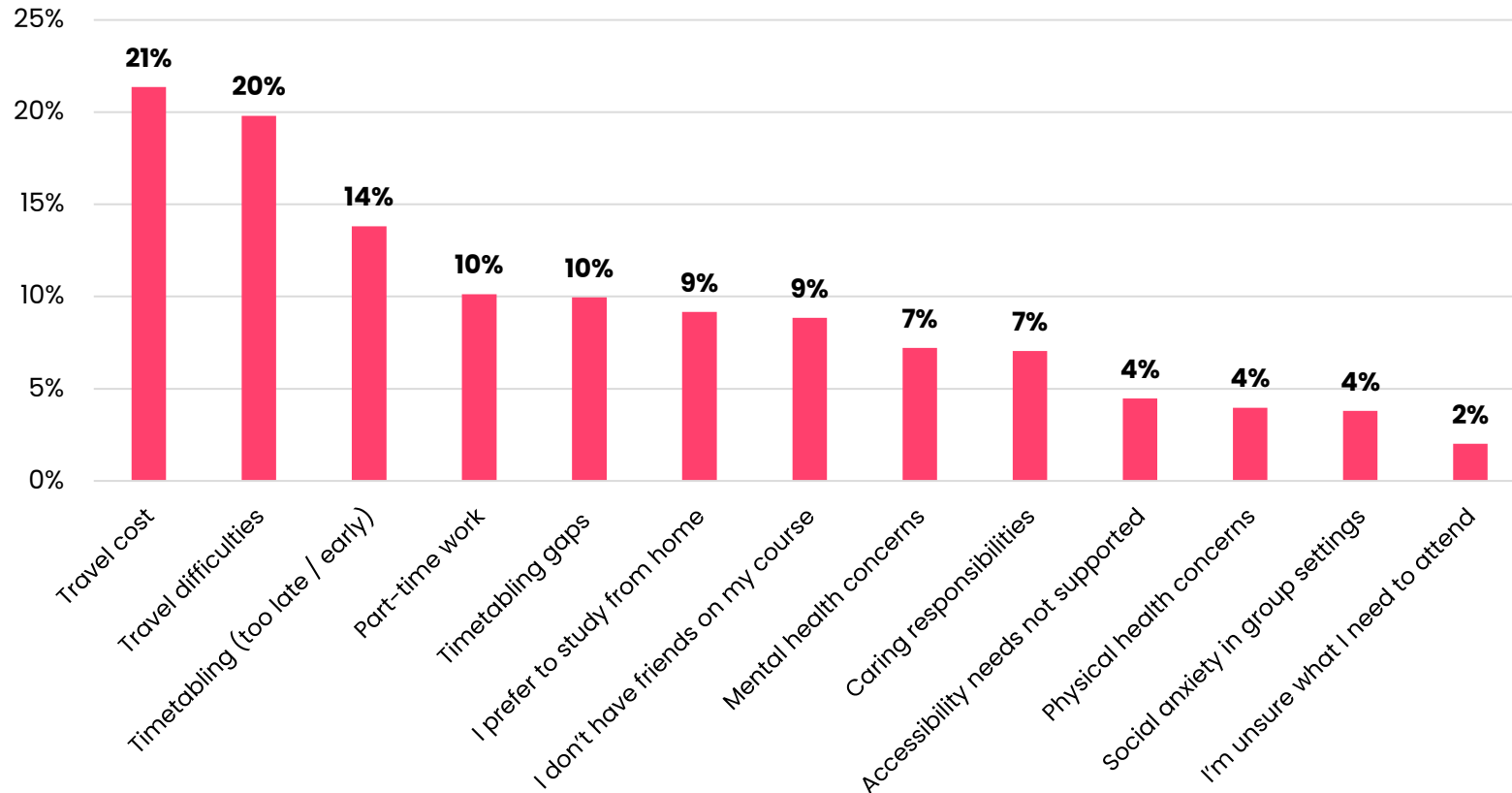
3 DAYS PER WEEK

The average number of days respondents reported they realistically attended campus aligned with the number of days they thought was necessary to attend campus to achieve academic success.

Whereas the average number of days respondents reported they were on-campus was 3-days per week; this rose to **4-days** for respondents from **CTA and HML**. With CTA respondents also reporting that 4-days on-campus was required to achieve academic experience – rather than the sample average of 3-days per week. Whereas the HML response aligned with the average response (3-days).

PHASE 2 | ENGAGEMENT CHALLENGES

Have any factors made it harder (or less likely) for you to come to campus?



Amongst the schools, the **biggest challenges related to travelling to campus and travelling costs.**

For **HBS (24%)**, **CTA (11%)** and **SPECS (20%)** they stated the **travel costs** were the **biggest barrier to come to campus.**

For **HML (22%)** and **SLE (29%)**, they found it **difficult to travel to campus.**

PHASE 2 | ENGAGEMENT CHALLENGES

MALES

Difficulty travelling to campus (13%)

DISABLED STUDENTS

Travel costs (26%)

AGED 40+

Difficulty travelling to campus (22%)

UNDERGRADUATES

Difficulty travelling to campus (21%)

BLACK ETHNICITY

Travel costs (24%)

COMMUTERS

Travel cost (21%)

CARE RESPONSIBILITIES

Travel costs (24%)

MIXED ETHNICITY

Lectures scheduled at difficult times (26%)

NON-BINARY STUDENTS

Mental health concerns (50%)

PHASE 2 | THE VALUE OF CAMPUS ENGAGEMENT

COMING TO CAMPUS HELPS ME WITH....

1



Enhancing my learning experience (**96%**).

2



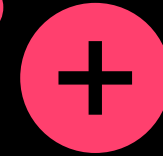
My motivation to study (**94%**).

3



Feeling connected with the campus community (**93%**).

4



Improving my wellbeing (**90%**).

Lower rates of agreement were seen amongst **Home (92%), White (91%) Arab (93%) and Mixed (93%)** ethnicity respondents.

Respondents who work more than **20+ hours (87%)**, are **white ethnicity (87%)** or live **60+ minutes away (93%)** had **lower agreement rates** related to this statement.

Community belonging rates were lower amongst respondents who **work 20+ hours (88%)** or are of **Arab (80%)** or **white ethnicity (80%)**.

For undergraduate respondents across all years of study, they had felt that being on campus did not help improve their wellbeing: **UG first-year (80%), UG second-year (84%)** and **UG third-year (87%)**.

PHASE 2 | THE VALUE OF CAMPUS ENGAGEMENT

% of Respondents who selected **Agree** or **Strongly Agree**

	TARGET	OVERALL	INTERNATIONAL	HOME	MALES	FEMALES
Coming to campus helps me learn better	85%	96%	98%	92%	98%	95%
On-campus resources help my study	85%	97%	98%	91%	98%	96%
I feel more motivated when studying on-campus	85%	94%	96%	86%	96%	92%
Being on-campus helps improve my wellbeing	85%	90%	93%	79%	94%	86%

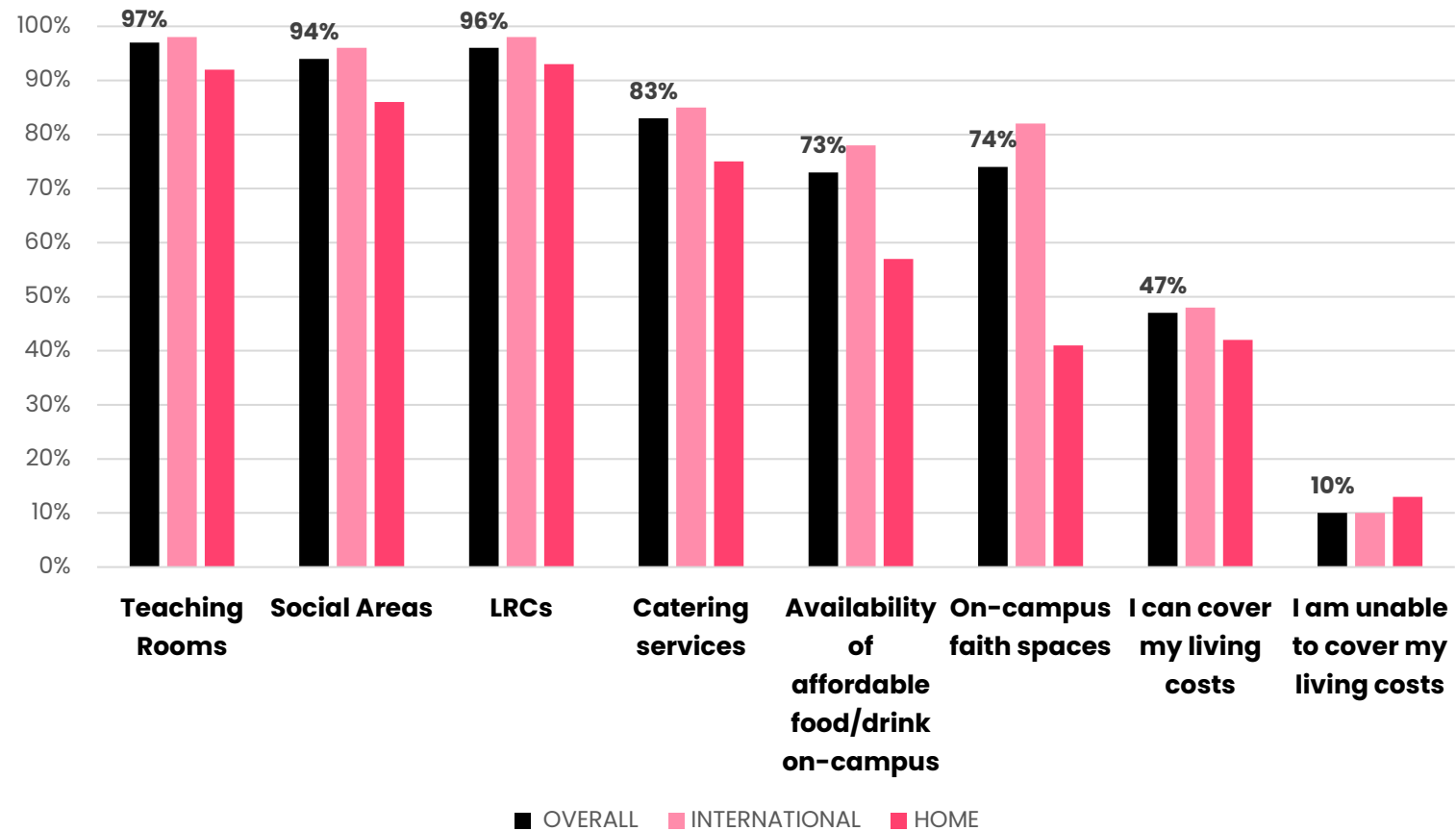
Home and **Female** respondents provided very different responses compared to their counterparts, reporting notably lower levels of agreement and satisfaction regarding on-campus spaces and the value of campus engagement.

FORMATTING KEY:

- >5pp above target
- <5pp above target
- 0.01-5pp below target
- 5.01-10pp below target
- >10pp below target

PHASE 2 | HOME vs INTERNATIONAL EXPERIENCE

% of Respondents who selected **Good** or **Excellent**



When reviewing the gaps in agreement and satisfaction, between Home and international respondents...

Home respondents reported a **10pp drop** in satisfaction with **social spaces** and **catering services**, and a **21pp drop** in satisfaction with the **availability of affordable food and drink on-campus**. **Highlighting clear differences** in their campus experience.

PHASE 2 | THE UNDERGRADUATE EXPERIENCE

% of Respondents who selected **Agree** or **Strongly Agree**

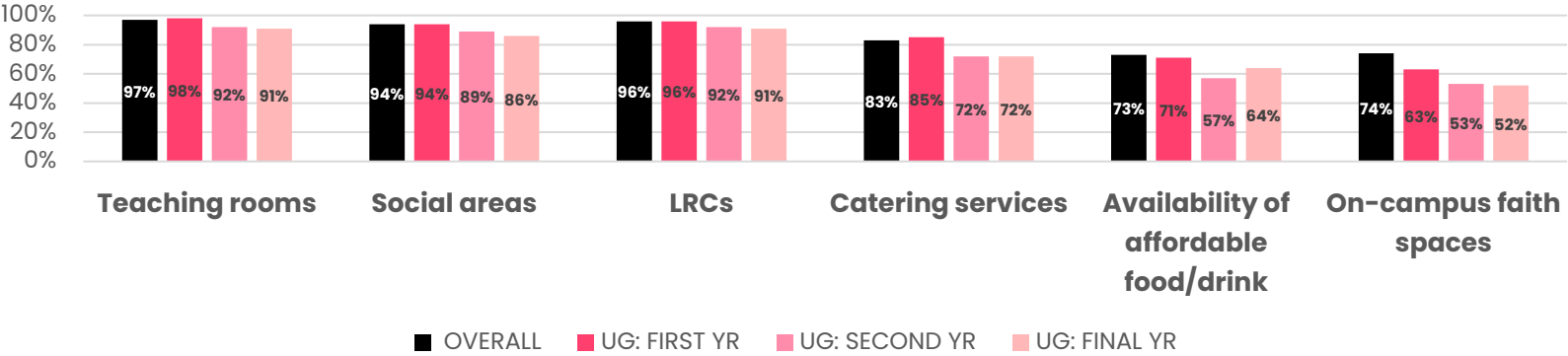
	TARGET	OVERALL	UG: FIRST YR	UG: SECOND YR	UG: FINAL YR	POSTGRAD TAUGHT
Coming to campus helps me learn better	85%	96%	95%	94%	95%	98%
On-campus resources help my study	85%	97%	95%	94%	94%	98%
I feel more motivated when studying on-campus	85%	94%	91%	88%	91%	97%
Being on-campus helps improve my wellbeing	85%	90%	89%	80%	84%	94%

FORMATTING KEY:

>5pp above target	0.01-5pp below target
<5pp above target	5.01-10pp below target
>10pp above target	>10pp below target

PHASE 2 | THE UNDERGRADUATE EXPERIENCE

% of Respondents who selected **Good** or **Excellent**



A pattern emerges as **satisfaction generally declines as year-of-study increases**, suggesting that students may feel **less supported or less positive** about university as they academically progress. With the largest drops in satisfaction observed regarding the **affordability of food/drink on-campus** and the **on-campus faith spaces**.

	TARGET	OVERALL	UG: FIRST YR	UG: SECOND YR	UG: FINAL YR
Teaching rooms	85%	97%	98%	92%	91%
Social areas	85%	94%	94%	89%	86%
LRCs	85%	96%	96%	92%	91%
Catering services	85%	83%	85%	72%	72%
Availability of affordable food/drink	85%	73%	71%	57%	64%
On-campus faith spaces	85%	74%	63%	53%	52%

FORMATTING KEY:

Light Green	>5pp above target	Light Yellow	0.01-5pp below target
Light Yellow	<5pp above target	Light Orange	5.01-10pp below target
Light Orange	>10pp below target	Light Red	>10pp below target

PHASE 2 | VALUE OF CAMPUS ENGAGEMENT

% of Respondents who selected **Agree** or **Strongly Agree**

	TARGET	OVERALL	HBS	CTA	HML	SLE	SPECS
Coming to campus helps me learn better	85%	96%	98%	95%	93%	95%	97%
On-campus resources help my study	85%	97%	98%	95%	94%	95%	97%
I feel more motivated when studying on-campus	85%	94%	96%	91%	90%	90%	96%
Being on-campus helps improve my wellbeing	85%	90%	92%	85%	85%	84%	94%

FORMATTING KEY:

 >5pp above target	 0.01-5pp below target
 <5pp above target	 5.01-10pp below target
	 >10pp below target

PHASE 2 | QUALITY OF CAMPUS FACILITIES

% of Respondents who selected the facilities were **Good** or **Excellent**

	TARGET	OVERALL	HBS	CTA	HML	SLE	SPECS
Teaching rooms	85%	97%	99%	92%	95%	98%	97%
Social areas	85%	94%	97%	86%	90%	92%	96%
Libraries	85%	96%	98%	86%	96%	97%	98%
Catering services	85%	83%	84%	78%	78%	74%	88%
Availability of affordable food/drink	85%	73%	75%	63%	65%	64%	80%
Faith spaces	85%	74%	83%	36%	61%	64%	82%
Combined + Score	85%	86%	89%	74%	81%	82%	90%

FORMATTING KEY:

>5pp above target	0.01-5pp below target
<5pp above target	5.01-10pp below target
	>10pp below target

PHASE 3 | ACADEMIC CONFIDENCE

92%

Feel **confident** about their **academic performance** right now

94%

Feel **confident** that they will **achieve their degree goals**

93%

Feel that their academic **workload is manageable**

WHAT BUILDS ACADEMIC CONFIDENCE?

Ability to manage workload (52%), and **Personal motivation or organisation (41%)** are the key drivers for academic confidence.

WHAT UNDERMINES ACADEMIC CONFIDENCE?

Challenges managing workload or multiple deadlines (42%), and **Financial pressures (35%)** have the greatest negative impact upon academic confidence.

PHASE 3 | ACADEMIC CONFIDENCE

% of Respondents who selected **Agree / Strongly Agree** or **Very Confident / Somewhat Confident**

	TARGET	OVERALL	HBS	CTA	HML	SLE	SPECS
Academic confidence right now	75%	92%	94%	86%	90%	88%	93%
Confidence about achieving degree goals	75%	94%	96%	89%	90%	92%	95%
My academic workload is manageable	75%	93%	96%	81%	89%	81%	95%
During assessment time, I feel LESS confident	25% (max) <small>** Formatting scales flipped due to this being a negative measure.</small>	8%	3%	25%	15%	21%	4%

FORMATTING KEY:

Light Green	>5pp above target	Light Yellow	0.01-5pp below target
Light Green	<5pp above target	Light Red	5.01-10pp below target
Light Green	>10pp above target	Light Red	>10pp below target

PHASE 3 | ACADEMIC CONFIDENCE

The two most popular answers for each area.

	OVERALL	HBS	CTA	HML	SLE	SPECS
Factors with greatest positive impact on academic confidence	Ability to manage workload (52%) Personal organisation (41%)	Ability to manage workload (49%) Personal organisation (40%)	Support from peers (46%) Ability to manage workload (44%)	Ability to manage workload (54%) Personal organisation (44%)	Ability to manage workload (56%) Personal organisation (49%)	Ability to manage workload (57%) Personal organisation (39%)
Factors with greatest negative impact on academic confidence	Challenges managing workload (42%) Financial pressures (35%)	Challenges managing workload (37%) Financial pressures (34%)	Challenges managing workload (60%) Personal mental health (32%)	Challenges managing workload (44%) Financial pressures (36%)	Challenges managing workload (53%) Financial pressures (40%)	Challenges managing workload (44%) Financial pressures (35%)
Factor which most influences your confidence during assessments	Clarity of assessment requirements (58%) Level of preparation (46%)	Clarity of assessment requirements (37%) Level of preparation (46%)	Level of preparation (46%) Clarity of assessment requirements (42%)	Clarity of assessment requirements (52%) Level of preparation (49%)	Clarity of assessment requirements (63%) Level of preparation (61%)	Clarity of assessment requirements (64%) Level of preparation (43%)

PHASE 3 | ACADEMIC CONFIDENCE

% of Respondents who selected **Agree / Strongly Agree** or **Very Confident / Somewhat Confident**

	HOME	INTERNATIONAL	UNDERGRAD	POSTGRAD	FEMALE	MALE
Academic confidence right now	86%	94%	88%	93%	90%	95%
Confidence about achieving degree goals	88%	95%	89%	95%	93%	96%
My academic workload is manageable	83%	95%	88%	94%	90%	95%
During assessment time, I feel LESS confident	25%	3%	16%	6%	13%	4%

FORMATTING KEY:

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<5pp above target	5.01-10pp below target
	>10pp below target

PHASE 3 | ACADEMIC CONFIDENCE

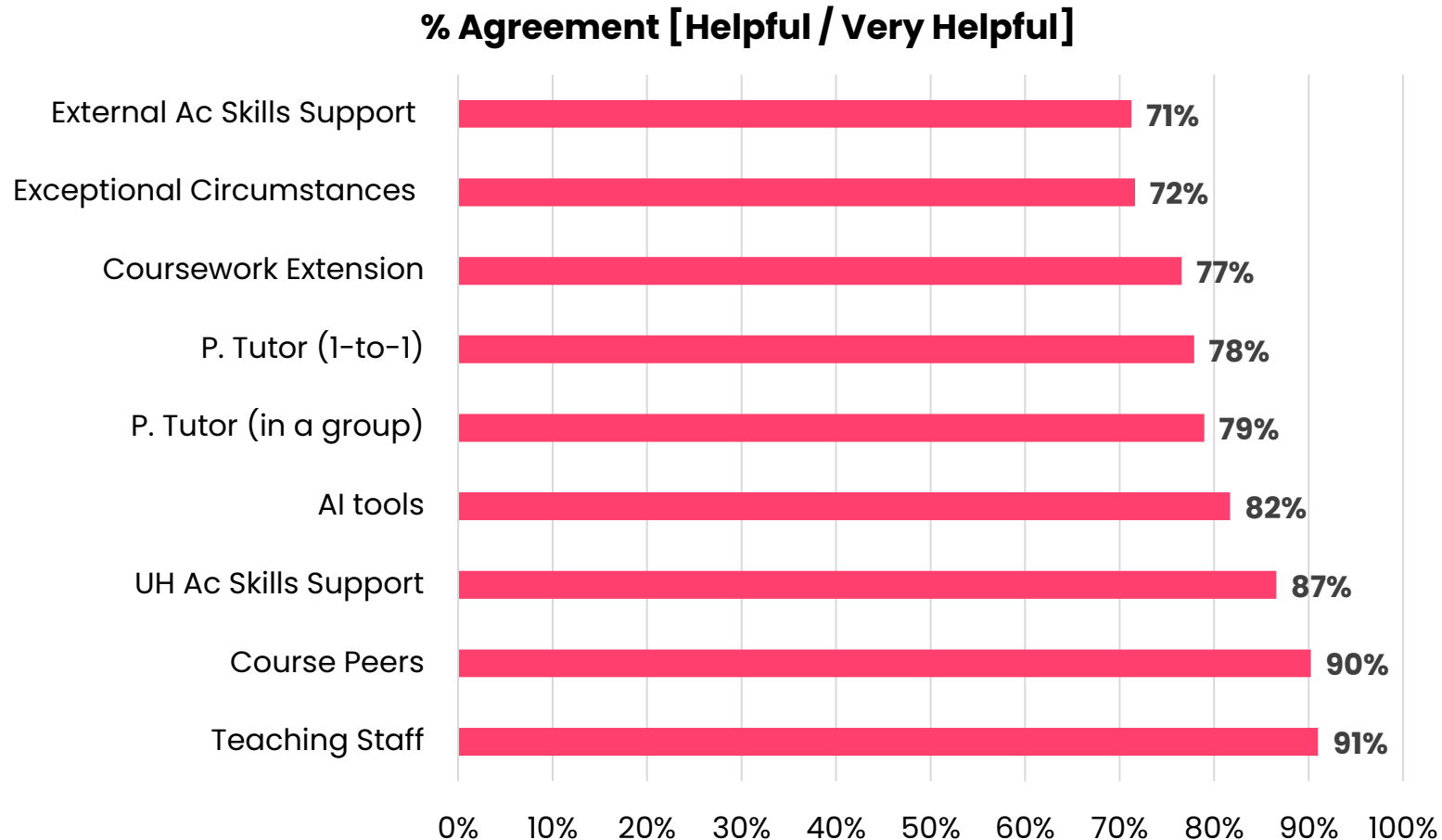
% of Respondents who selected **Agree / Strongly Agree** or **Very Confident / Somewhat Confident**

	TARGET	UG (OVERALL)	UG FIRST YR	UG SECOND YR	UG FINAL YR	PGT
Academic confidence right now	75%	88%	87%	90%	88%	93%
Confidence about achieving degree goals	75%	89%	89%	90%	89%	95%
My academic workload is manageable	75%	88%	89%	88%	86%	94%
During assessment time, I feel <u>LESS</u> confident	25%	16%	16%	19%	13%	6%

FORMATTING KEY:

>5pp above target	0.01-5pp below target
<5pp above target	5.01-10pp below target
	>10pp below target

PHASE 3 | SUPPORTING ACADEMIC CONFIDENCE



80% of respondents had utilised **coursework extensions**, and **76%** had utilised **Exceptional Circumstances**; whilst **78%** had utilised **external academic skills support** – compared to **90%** utilising **UH academic skills support**.

83% of respondents had utilised **Personal Tutoring** (either 1-to-1 or in a group)

Amongst the schools, **SLE (92%)** and **SPECS (91%)** reported the highest levels of positive impact through **support from course peers**. Whilst **CTA (86%)** reported the lowest – although still high.

PHASE 3 | PERSONAL TUTORING

PERSONAL TUTORING PREFERENCES



In-person
1-to-1's
(54%)

↓ 9pp



In-person
Groups
(20%)

↑ 4pp



E-mail
contact
(10%)

↑ 1pp



Online
1-to-1's
(12%)

↑ 4pp



Online
Groups
(4%)

↑ 1pp

60% Had met their
Personal Tutors.
↑ **9pp from Phase 1** ↑

40% Had not met their
Personal Tutors.

TARGET = 90%	OVERALL	HBS	CTA	HML	SLE	SPECS
Has met with Personal Tutor	60% ↑ 9pp	57% ↑ 2pp	47% ↓ 8pp	77% ↑ 25pp	67% ↑ 13pp	56% ↑ 12pp
Personal Tutoring Delivery Preferences	1. 1-to-1 F2F (54%) 2. Group F2F (20%)	1. 1-to-1 F2F (54%) 2. Group F2F (17%)	1. 1-to-1 F2F (58%) 2. Group F2F (21%)	1. 1-to-1 F2F (51%) 2. Group F2F (27%)	1. 1-to-1 F2F (47%) 2. Group F2F (26%)	1. 1-to-1 F2F (56%) 2. Group F2F (20%)

*Percentage-point (pp) comparisons to Phase 1.

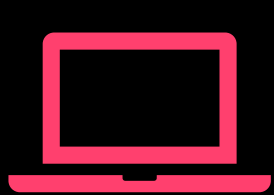
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FORMATTING KEY:

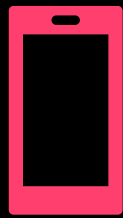
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<5pp above target	5.01-10pp below target
>10pp above target	>10pp below target

PHASE 3 | DIGITAL ACCESS & USE OF AI

WHAT KIND OF DEVICE DO YOU USE FOR MOST OF YOUR UNIVERSITY WORK?



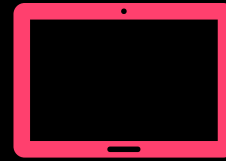
Own Laptop / Computer (69%).



Mobile phone (21%).



UH Laptop/ Computer (6%).



Tablet (5%).

86%

Feel confident they can identify when it is appropriate to utilise AI tools with academic work.

DO YOU HAVE RELIABLE ACCESS TO THE DEVICES / INTERNET YOU NEED FOR ACADEMIC WORK?

74% Yes - Always

24% Yes - But sometimes limited or unreliable

2% No - Significant barriers

87%

Agree that UH has provided info about how to use AI tools responsibly.

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AI TOOLS MOSTLY USED TO HELP WITH UNDERSTANDING OF DIFFICULT CONCEPTS & WITH RESEARCH ASSISTANCE

PHASE 3 | LONELINESS

HIGHEST LEVELS OF REPORTED LONELINESS

92%

NON-BINARY

81%

UG SECOND YR

80%

LIVING ON-CAMPUS

75%

CTA

75%

WHITE ETHNICITY

LOWEST LEVELS OF REPORTED LONELINESS

64%

DECLARED DISABILITY

65%

SPECS

66%

**LIVES IN HATFIELD
(OFF CAMPUS)**

66%

**LIVES OFF-CAMPUS
(WITHIN 60-MINS)**

67%

UG FIRST YR

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PHASE 3 | COST OF LIVING

47%

I **can cover** my living costs

↓3pp from Phase 1

43%

I **can cover** my living costs, **with difficulty**

↑3pp from Phase 1

10%

I am **unable to cover** my living costs

[Remained the same]

WHO STRUGGLES THE MOST?

Respondents **who work more than 20+ hours** (35%), **off-campus accommodation (60+ away)** (38%) and **Home** (42%) are the groups of students who reported the lowest levels of agreement that they could cover their living costs (without difficulty).

ONE-FIFTH

Of respondents who experience loneliness daily were unable to cover their living costs.

HERTS UNFILTERED 2.0 | RECOMMENDATIONS

1. MAINTAINING FRAMEWORK IMPLEMENTATION.

- Maintaining implementation of the **Induction and Transition Framework** but reconsider pace across all four weeks of induction to reduce information overload.
- Maintain course to implement the **Careers Development Framework** as students universally agree that they came to the university to improve their career prospects and are most excited by how the university will support them to develop in their career while here.
- Review utilisation of **Personal Tutor Framework** following clear change in student preferences across the institution for individual face-to-face support and undertake some more directive work to ensure students know they've met with a PT (employ a similar approach to HBS)
- **Launch Mental Health and Wellbeing Framework in order to address a gap in student understanding of the benefits that campus brings to student wellbeing.**

2. EQUITABLE UNIVERSITY EXPERIENCE.

- **Institutional prioritisation for the APP initiative, Herts Against Racism, due to the ongoing inequity of experience by ethnicity.**
- **Herts SU** to delve deeper into campus experience as part of Phase 4, to interrogate and unpick the **vastly different experiences** on campus (**Home & International, UG & PG, Male & Female**), and the relationship between **UH experience and School experience.**

HERTS UNFILTERED 2.0 | RECOMMENDATIONS

3. A COMMUNITY THAT NEEDS NURTURING.

- A revitalised collaboration with **Herts SU** to develop communities within schools that builds upon existing students-supporting-students informal practices, as seen when settling in, to tackle differences in experience and loneliness, despite coming to the university with similar expectations.
- **Re-prioritise the community building impact of Start of Term, ensuring the key focus is on UH pride, community building and the benefits of attending campus.**

4. SETTING STUDENTS UP FOR SUCCESS.

- **Conduct a review of timetabling practices that negatively impacted the start of term experience, inclusive of how to access, accessibility, communication of changes, accuracy, and consistency of provision.**
- Review **pre-arrival communications** ensuring required technology and resources students need to complete their course are sufficiently covered to improve student preparedness.
- Improve efficacy in **referral pathways and procedures** to mitigate against exceptional circumstances, reflective of non-academic impacts on student engagement and academic success.
- Review of on **campus facilities** to meet the needs of students, enabling them to feel the benefits that students know come with being here, without the need to leave campus.