

# HERTS UNFILTERED

PHASE 3 | 21 OCT - 1 NOV 2024

SPILL THE TEA



**HERTS**  
**SU** YOUR  
UNION

INSIGHT TEAM  
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# OBJECTIVES AND SCOPE

- Start of Term **student listening** project – with some longer-term insight gathering throughout Semester A.
- Targeting **first year UG** students
- Conversations to be **peer-led**
- Focus on understanding students' **expectations/concerns/barriers**
- Almost 100% of the money spent on this project will be invested in **student wages**
- **Insights to be shared** on an ongoing basis to shape longer tail of induction
- Goal is to **address concerns in real time** where possible and **shape future inductions** in the longer term

# STUDENT EXPERIENCE | QUESTION SET



# PHASE 3 | RESPONDENT DEMOGRAPHICS

From 21 Oct – 1 Nov,  
**HERTS UNFILTERED** received  
**983** responses.

## GENDER

**Female\*** - 35% **Male\*\*** - 58%  
**Non-binary** - 1% **PNTS** - 6%

\*Including Trans women \*\*Including Trans men

## ETHNICITY

**White** - 7% **Asian** - 78%  
**Black** - 8% **Mixed** - 1%  
**PNTS** - 4% **Arab** - 2%

## AGE-RANGE

**17-24 years** - 65%  
**25-39 years** - 35%

## FEE STATUS

**Home** - 16%  
**International** - 84%

## SCHOOL

**SPECS** - 41% **HBS** - 30%  
**LMS** - 13% **CTA** - 8%  
**HSK** - 4% **SLE** - 4%

## LEVEL OF STUDY

**Foundation** - 1%  
**Undergraduate** - 37%  
**Postgraduate** - 62%

## REGISTERED DISABILITY

**Yes** - 7%  
**No** - 89%  
**PNTS** - 4%

\*Self-declaration

## COMMUTER STATUS

**Commuter\*** - 78%  
**Non-commuter** - 22%

\*Self-defined

# PHASE 3 | RESPONDENT DEMOGRAPHICS

From 21 Oct – 1 Nov,  
**HERTS UNFILTERED** received  
**983** responses.

## FIRST YEAR, UNDERGRAD

**19%**

## FINAL YEAR, UNDERGRAD

**10%**

## FIRST IN FAMILY

**50%**

## CARING RESPONSIBILITIES

Student parents – **8%**  
Eldercare – **7%**  
Registered Carers – **3%**

## LIVING ARRANGEMENTS

Live on-campus – **21%**  
Live in Hatfield – **18%**  
Live within 60mins – **38%**  
Live 60+mins away – **23%**

## EMPLOYMENT

No PT Job – **62%**  
Works 0-10 hours p/wk. – **11%**  
Works 11-20 hours p/wk. – **25%**  
Works 20+ hours p/wk. – **2%**

## FINANCIAL POSITION

No concerns – **44%**  
Some concerns – **50%**  
Serious concerns – **6%**

## COMMUTER STATUS

Commuter\* – **78%**  
Non-commuter – **22%**

\*Self-defined

# KEY FINDINGS | LIFE

**COMMUNITY & BELONGING:** The level of **community belonging** has remained consistent with that from Phase 2, with **92%** of respondents feeling that they belong within the UH community. Levels of perceived **safety on-campus** have also remained the same (**97%**).

**International (95%), postgraduate (94%), Asian ethnicity (94%)** respondents had a greater sense of belonging in comparison **home (77%), undergraduate (87%)** and **white ethnicity (81%)** respondents.



**FRIENDSHIPS:** **93%** of respondents have formed friendships with other students at UH, with **94%** of respondents reporting that they feel they can be themselves at UH. **93%** of respondents reported that students are supportive of each other.

**Mixed ethnicity (82%)** respondents reported the lowest levels of feeling able to be themselves.

**TRAVEL:** The proportion of respondents experiencing difficulties travelling to campus rose from **18%** in Phase 2, to **21%** in Phase 3. With **“Unreliable public transport by bus”** remaining the most selected factor (**28%**) to negatively impact a student's ability to engage with their studies (or activities) on campus.

**Home (32%)** respondents reported the one of the highest proportions of experiencing travel difficulties.



# KEY FINDINGS | STUDIES

## PERSONAL TUTORS

Levels of contact with Personal Tutors has risen between Phases 2 & 3; with contact via e-mail rising from **66%** to **72%**, and meetings rising from **69%** to **73%**.

**67%** of respondents reported that their Personal Tutor knows their name.

Respondents **aged 40+ (55%)** reported the lowest level of having met with their Personal Tutor, with only **45%** agreeing that their Personal Tutor knows their name.

## ACADEMIC WORKLOAD

The proportion of respondents agreeing that their **workload feels manageable** has risen from **88%** in Phase 2, to **91%** in Phase 3; with **92%** agreeing that the distribution of their **coursework deadlines was manageable**.

Respondents of **mixed ethnicity (75%)** and those **working 20+ hours per week (75%)** reported the lowest agreement that the distribution of their **coursework deadlines felt manageable**.

## ACADEMIC CONFIDENCE

The proportion of respondents who felt confident that they would **graduate with the degree classification that they are aiming for** dropped 1pp to **93%** in Phase 3; with **home respondents** reporting one of the lowest agreement rates (**77%**).

**94%** of respondents are confident that they have **everything they need** to submit their **assessments**.

# KEY FINDINGS | SUPPORT

**SUPPORT SERVICES:** UH Financial Support continues to have the lowest level of reported awareness from respondents (**78%**), compared to awareness of careers guidance (**90%**) and wellbeing support (**88%**). **87%** of respondents also reported that they had accessed academic skills support.

Respondents working **20+ hours per week (60%)** and **white ethnicity (64%)** respondents had **accessed Academic Skills the least**.



**STAFF SUPPORT:** **97%** of respondents reported that the **university staff are friendly** and **94%** felt the **UH staff were relatable to them**.

Respondents **working 20+ hours per week (84%)** reported the lowest agreement level regarding university staff being friendly.

**INCLUSIVE COMMUNITY:** Overall, **94%** of respondents agreed that the **UH community is inclusive** and **94%** felt the **UH community is supportive towards students**.

**93%** of respondents reported that students are supportive of each other; with **Arab ethnicity (82%), non-binary (85%),** and **Black ethnicity (87%)** respondents reporting the lowest agreement.





# KEY FINDINGS | REFLECTIONS

## LONELINESS

The proportion of respondents reporting they feel lonely either **daily, sometimes, or occasionally** rose from **79%** in Phase 2 to **83%** in Phase 3; with those feeling lonely daily rising from **14%** to **17%**.

**Non-Binary (100%)** respondents, and **disabled respondents (90%)** reported the highest levels of experiencing loneliness.

## BARRIERS

**Unreliable Public Transport** remained the **strongest negative impact** on students' ability to engage with their studies/extra-curricular activities on campus; with selections of this factor rising from **24%** in Phase 2 to **29%** in Phase 3.

Other common barriers were **Cost of Food/Drink on campus (18%)**, and **on-campus parking (15%)**.

## EXPECTATIONS VS. REALITY

**94%** of respondents felt that **UH was the right choice** for them and, of those who had indicated that they were questioning whether UH was the right choice for them, **67%** reported that the **financial cost of studying** was the main reason for this.

Respondents **working 20+ hours per week (24%)** and **final year UG students (15%)** respondents reported the **highest level of questioning whether UH was the right choice for them**, with both demographic groups reporting the **financial cost of studying** as the main reason for doing so.

# SCHOOL PERSPECTIVES

## HERTFORDSHIRE BUSINESS SCHOOL

HBS respondents continue to report the **highest sense of community belonging** amongst the schools (**95%**). They are also the most satisfied with their experience of **travelling to campus (84%)**.

However, HBS respondents reported lowest agreement regarding **university staff being friendly (96%)** and **students being supportive of each other (92%)**.

## SCHOOL OF PHYSICS, ENGINEERING & COMPUTER SCIENCE

SPECS respondents reported the **highest levels of awareness** of the available **careers' guidance (92%)**.

However, they also reported the **lowest levels** of having **met their Personal Tutor (62%)**, having **e-mail contact with their Personal Tutor (64%)**, or that their **Personal Tutor knew their name (58%)**.

## SCHOOL OF HEALTH & SOCIAL WORK

HSK respondents continue to report the **lowest levels of loneliness** amongst the schools (**76%**), and the highest level of agreement that the **university staff are friendly (97%)** and **relatable (97%)**.

However, HSK respondents continue to report the lowest level of agreement regarding their **workload feeling manageable** – however this has risen from **71%** in Phase 2 to **85%** in Phase 3.

# SCHOOL PERSPECTIVES

## SCHOOLS OF LAW & EDUCATION

**100%** of SLE respondents felt confident in their **ability to complete their assignments**, and that **they had everything they needed** to do so. SLE respondents have also gone from feeling the least safe on campus during Phase 1 (**88%**) and Phase 2 (**89%**), to the **safest on campus** in Phase 3 (**100%**).

However, SLE respondents reported the **highest level of financial concern** amongst the schools (**59%**).

## SCHOOL OF CREATIVE ARTS

CTA respondents continued to report the **lowest sense of community belonging (84%)**. Alongside reporting the lowest perceived **feeling of safety** on campus (**92%**), and the lowest levels of awareness of all support services.

However, CTA respondents reported the **lowest level of financial concern (47%)**, and the highest level of agreement that **students are supportive of each other (99%)**.

## SCHOOL OF LIFE & MEDICAL SCIENCE

LMS respondents reported the highest levels of having **met with their Personal Tutor (88%)**, and the highest levels of having **e-mail contact with their Personal Tutor (82%)**. LMS respondents also reported the highest level of agreement regarding the university **community being inclusive (96%)** and **supportive to students (96%)**.

However, LMS respondents also reported the **lowest level of event attendance (65%)**, and the lowest satisfaction with their **experience of travelling to campus (73%)**.

# FIRST YEAR, UNDERGRADUATES

Herts SU received 188 responses from First year, undergraduate students; 19% of all Herts Unfiltered responses during Phase 3.

## STUDENT LIFE:

- First year UG respondents have reported one of the **lowest levels of financial concern** (47% – in comparison to 66% for final year UG respondents); alongside a **healthy sense of community belonging** (90% – in comparison to 85% for final year UG).
- **93%** have **formed friendships at UH**, and **95%** agree that **students are supportive** of each other.
- There are **good levels of awareness** of wellbeing (**89%**), careers guidance (**84%**), and financial support (**82%**) services.

## ACADEMIC EXPERIENCE:

- **70%** of first year UG respondents have **met with their Personal Tutor** and **81%** have already accessed **academic skills support**.
- **89%** feel that their **workload is manageable**, and **93%** feel **confident in their ability** to complete their assignments.

## REFLECTIONS:

- **95%** of first year UG respondents believe that **UH was the right choice for them**, and **89%** feel confident that they will **achieve the degree classification** that they are aiming for.

**HERTS SU**

# HERTS UNFILTERED | PHASE 3 | RECOMMENDATIONS

## 1. Continue to Enhance Awareness of Financial Support:

Continue to undertake **targeted communication campaigns** about financial support services, particularly for students from **diverse backgrounds** and schools indicating lower levels of awareness.

## 2. Improve affordability of On-Campus life:

Consider options such as offering **"budget" meal options** in catering outlets, and a wider provision of **community spaces** containing seating/microwaves; **how can student life be made more affordable?**

## 3. Enhance Public Transport and Parking Options:

Explore how the issues relating to **unreliable public transport** and **limited on-campus parking** can be improved, as these were **noted barriers** for **student engagement** with their on-campus activities.

## 4. Strengthen Personal Tutor Engagement:

As the % respondents reporting that they have **met their Personal Tutor** rise, continue to **encourage engagement** and/or periodic check-ins with Personal Tutors; **targeting first-year students** especially.

## 5. Accessible Academic Skills Support Promotion:

Intensify **academic skills support promotion**, especially targeted towards **mature students** and students from **diverse backgrounds**; ensuring that provision is **flexible and accessible** to all (i.e. online as well as in-person support is available) as assessment deadlines approach.