

HERTS UNF!LTERED

SEMESTER B 2024-25

SPILL THE TEA



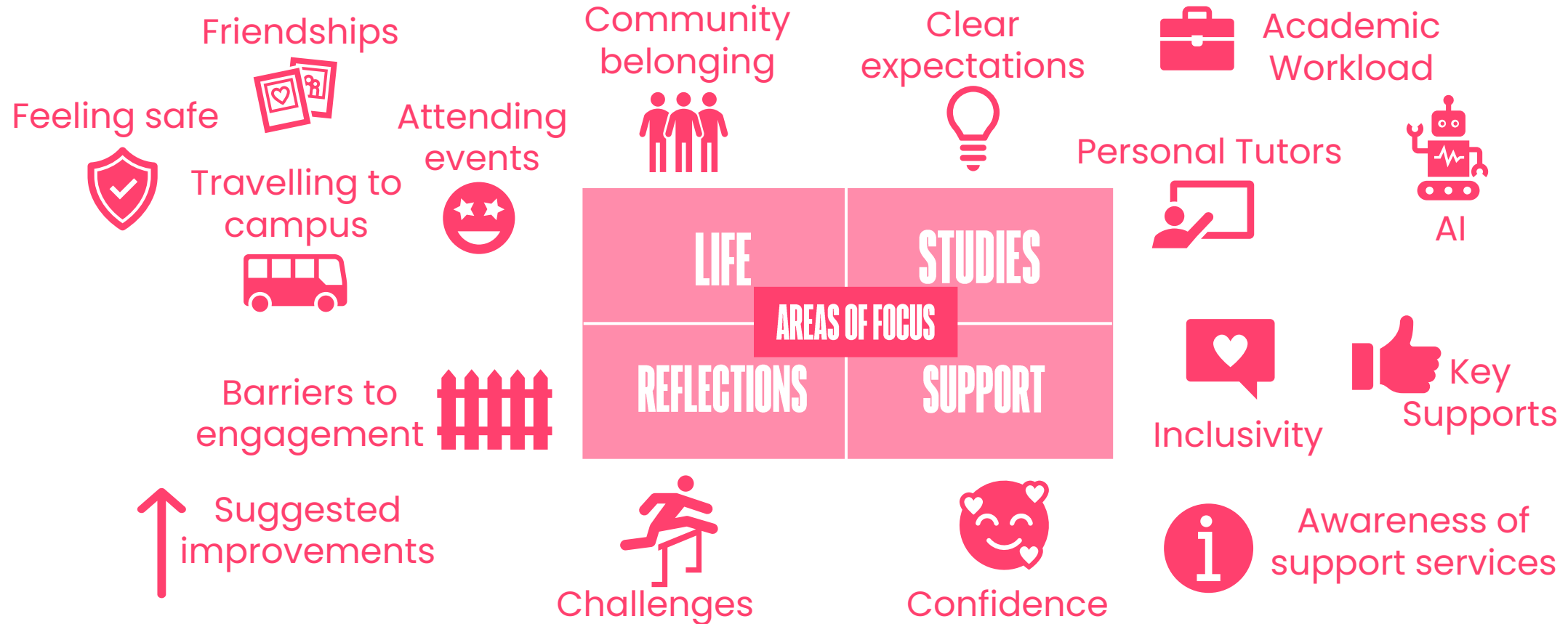
HERTS
SU YOUR
UNION

INSIGHT TEAM
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HERTS UNF!LTERED | SEMESTER B

- Herts Unfiltered is a **student listening** project – focussing on understanding students' **expectations, experiences, and concerns** throughout the term.
- The Semester B project ran from **Mid-Jan to Mid-March 2025**.
- Our target audience was still **First-year-Undergraduate** students; however, we welcomed responses from all students.
- Data was collected via our **student staff** (Insight Assistants)– enabling **signposting to support**, alongside targeted student communications.
- **Insights were shared** on an ongoing basis with the goal to **address concerns in real time**.

HERTS UNF!LTERED | SEM B 24-25 | QUESTION SET THEMES



HERTS UNFILTERED | SEM B 24-25 | RESPONSE DEMOGRAPHICS

During Semester B 24-25,
HERTS UNFILTERED received
responses from **2,029**
students.

GENDER

Female – 41%
Male – 57%
Non-binary – 2%

ETHNICITY

White – 12% **Asian** – 68%
Black – 12% **Mixed** – 2%
PNTS – 3%

AGE-RANGE

17-24 years – 60%
25-39 years – 38%
40+ years – 2%

FEE STATUS

Home – 22%
International – 78%

SCHOOL

SPECS – 47% **HBS** – 22%
LMS – 11% **CTA** – 8%
HSK – 7% **L&E** – 5%

LEVEL OF STUDY

Foundation – 2%
Undergraduate – 36%
Postgraduate – 59%
Research – 3%

REGISTERED DISABILITY

Yes – 8%
No – 89%
PNTS – 3%

*Self-declaration

COMMUTER STATUS

Commuter* – 76%
Non-commuter – 24%

*Self-defined

HERTS UNFILTERED | SEM B 24-25 | RESPONSE DEMOGRAPHICS

During Semester B 24-25,
HERTS UNFILTERED received
responses from **2,029**
students.

FIRST YEAR, UNDERGRAD

17%

FINAL YEAR, UNDERGRAD

9%

FIRST IN FAMILY

63%

CARING RESPONSIBILITIES

Yes – **13%**

No – **81%**

PNTS – **6%**

LIVING ARRANGEMENTS

Live on-campus – **22%**

Live in Hatfield – **22%**

Live within 60mins – **34%**

Live 60+mins away – **22%**

EMPLOYMENT

No PT Job – **59%**

Works 0-10 hours p/wk – **15%**

Works 11-20 hours p/wk – **22%**

Works 20+ hours p/wk – **4%**

FINANCIAL POSITION

I can cover costs – **44%**

I can, with difficulty – **42%**

I am unable to cover – **14%**

COMMUTER STATUS

Commuter* – **76%**

Non-commuter – **24%**

*Self-defined

HERTS UNF!LTERED | SEM B 24-25 | COMMUNITY

BELONGING

89% of respondents agreed that they **feel part of the UH community**.



92% of respondents indicated that they had **formed friendships** with other students.

67% of respondents had **attended events** on-campus.



LONELINESS

However, **15%** of responses indicate that they **feel lonely daily**.

"Limited opportunities to socialise with others" was the most selected factor contributing to the experience of loneliness, with **"smaller events which are designed to be attended solo"** selected as the most popular way to prevent loneliness.

SAFETY & TRAVEL

95% of respondents **feel safe on campus**.

83% agreed that **travelling to campus has been easy**.

"Limited availability of campus car-parking" and **"Delayed buses"** (particularly relating to the **614/644 UnoBus**) were the most common travel challenges raised by respondents.



HERTS UNF!LTERED | JAN 25 | ACADEMIC EXPERIENCE

ACADEMIC SKILLS & CONFIDENCE

88% of respondents felt their **workload was manageable**, with **92%** agreeing that they are **confident** that they will achieve their degree goals. Also, **80%** had **accessed academic skills support** from UH.

KNOWLEDGE OF SUPPORT SERVICES

Respondents' **awareness levels** of university support service are as follows:

- Wellbeing support – **87%**
- Careers guidance – **86%**
- Disability support – **82%**
- Financial support – **72%**

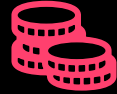
PERSONAL TUTORING

72% of responses agreed that they had **met their Personal Tutor**, **72%** agreed that they had **e-mail contact with their Tutor**, and **68%** agreed that their **Personal Tutor knew their name**.

Respondents from **HSK (88%)**, **LMS (88%)**, **CTA (84%)** and **L&E (77%)** reported levels of having met their Personal Tutors either at or above the average level – in comparison to **HBS (65%)**, and **SPECS (66%)** reporting levels over 3pp below average.

HERTS UNF!LTERED | SEM B 24-25 | STUDENT LIFE

FINANCIAL POSITION



44% of respondents felt they **could cover their living costs**, whilst **14%** reported that they **could not cover their living costs**.

Respondents aged 40+ (**26%**), of mixed ethnicity (**24%**), and within the school of LMS (**19%**) reported the **highest levels of not feeling able to cover their living costs**.

MONEY MANAGEMENT



44% of respondents had **chosen where to live due to cost**, and **61%** indicated they **would change** where they lived if more PT work was available closer to campus.

92% of respondents **feel confident** about **managing their money**, with non-binary (**81%**) and mixed ethnicity (**85%**) respondents reporting lowest confidence.

JOBS



4% of respondents **worked 20+ hours per week**; with the most common reason for doing so being **"for additional income to cover living costs"** (**53%**).

However, only **6%** of respondents agreed that their PT work commitments had **impacted their ability to engage with their studies**, alongside **39%** of respondents indicating that nothing has impacted their ability to engage.

HERTS UNF!LTERED | SEM B 24-25 | UH RANKED FINDINGS

AREAS OF HIGHEST AGREEMENT

1. I **feel safe** on campus (**95%**)
2. I feel like **UH was the right choice** for me (**94%**)
3. I am **confident** that I will graduate with my ideal degree classification (**92%**)
I have **made friends** with other students (**92%**)
4. I feel part of the **UH community** (**89%**)
5. My uni **workload feels manageable** (**88%**)

AREAS OF LOWEST AGREEMENT

1. I **never feel lonely** (**16%**)
However, this increases to **40%** if you include the answers to "I feel lonely occasionally".
2. I **can afford** my living costs (**44%**)
However, this increases to **86%** if you include the answers to "I am able to cover my living costs, but with some difficulty".
3. I have **attended events** on-campus (**67%**)
4. My **Personal Tutor knows my name** (**68%**)
5. I have met / had e-mail **contact with my Personal Tutor** (**72%**)

HERTS UNF!LTERED | SEM B 24-25 | SCHOOL SNAP-SHOTS

BUSINESS

The area of highest agreement from HBS respondents was relating to **feeling safe** on campus (**96%**).

The area of lowest agreement was relating to having **met their Personal Tutor** (**70%**).

CREATIVE ARTS

The area of highest agreement from CTA respondents was relating to **UH being the right choice for them** (**92%**).

The area of lowest agreement was **awareness of available UH financial support** (**71%**).

HEALTH & SOCIAL WORK

The area of highest agreement from HSK respondents was relating to **feeling safe** on campus (**98%**), alongside **UH being the right choice** for respondents (**97%**).

The areas of lowest agreement was **attendance of events on-campus** (**51%**), followed by guidance being provided regarding the **responsible use of AI tools** (**68%**).

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HERTS UNF!LTERED | SEM B 24-25 | SCHOOL SNAP-SHOTS

LAW & EDUCATION

The area of highest agreement from L&E respondents was relating to **UH being the right choice** for them (**91%**).

The area of lowest agreement was relating to **awareness of UH financial support** (**56%**).

LIFE & MEDICAL SCIENCES

The area of highest agreement from LMS respondents was relating to **having made friends with students** (**92%**).

The area of lowest agreement was **attendance of extra-curricular events** (**57%**).

PHYSICS, ENGINEERING & COMPUTER SCIENCE

The area of highest agreement from SPECS respondents was relating to **feeling safe** on campus (**96%**), alongside agreement that UH was the right choice for them (**94%**).

The areas of lowest agreement was relating to **"My Personal Tutor knows my name"** (**60%**) and having had **e-mail contact with their Personal Tutor** (**63%**).

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HERTS UNF!LTERED | SEM B 24-25 | FIRST-YEAR UNDERGRADS

AREAS OF HIGHEST AGREEMENT

1. I have **made friends** with other students (**93%**)
I feel like **UH was the right choice** for me (**93%**)
2. I feel **confident managing my money** (**92%**)
3. I **feel safe** on campus (**90%**)
4. I am **confident** that I will graduate with my ideal degree classification (**89%**)
5. I feel part of the **UH community** (**88%**)

AREAS OF LOWEST AGREEMENT

1. I **never feel lonely** (**15%**)
However, this increases to **42%** if you include the answers to "I feel lonely occasionally".
2. I **can afford** my living costs (**46%**)
However, this increases to **85%** if you include the answers to "I am able to cover my living costs, but with some difficulty".
3. I have **attended events** on-campus (**63%**)
4. My **Personal Tutor knows my name** (**69%**)
I am **aware of UH financial support** (**69%**)

RECOMMENDATIONS

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HERTS UNF!LTERED | FINAL 5 RECOMMENDATIONS

1. ENHANCE PERSONAL TUTORING THROUGH CURRICULUM INTEGRATION, EVALUATION, AND TUTOR UPSKILLING.

- Explore the integration of personal tutoring into the curriculum to foster consistent student engagement.
- Evaluate the Personal Tutoring Framework, and its implementation, through an APP lens to assess its impact on student outcomes – particularly in supporting large student cohorts.
- Strengthen the personal tutoring system by upskilling Personal Tutors to deliver effective non-academic guidance and signposting, enabling them to address a broader spectrum of student needs.

2. REVIEW TIMETABLING PRINCIPLES TO ENABLE OPTIMAL MAXIMISATION OF STUDENT TIME AND STUDY-LIFE BALANCE.

- Review timetabling principles – as these have not been reviewed since pre-Covid – considering options allowing optimal time for engaging with part-time work and extracurricular opportunities across Herts's broad demographic of students.
- For schools reporting low event attendance and community belonging (i.e. LMS, HSK & CTA); to consider embedding start of term, and/or term-time, extracurricular events within student timetables to encourage engagement.

HERTS UNF!LTERED | FINAL 5 RECOMMENDATIONS

3. INTEGRATE ACADEMIC SKILLS GUIDANCE INTO TEACHING SESSIONS TO ENHANCE STUDENT AWARENESS AND SUCCESS.

- Embed academic skills content into teaching delivery, prioritizing the start of courses for new students and the beginning of each academic year for returning students; to ensure all students begin their studies at the appropriate level and are aware of how to access additional academic skills support when needed.

4. ENHANCE TEACHING DELIVERY TO FOSTER STUDENT INTERACTION AND COMMUNITY BUILDING.

- Include additional opportunities for students to interact, outside of assessed group work, within the learning environment, focusing on building community and engagement within taught sessions.
- Herts SU could run timetabled mixer events within schools with lower levels of reported community belonging; alongside exploring how academic societies within schools offering placements can run tailored activities to keep students connected whilst working away from campus.

5. IMPROVE STUDENT EMPLOYABILITY AND FINANCIAL STABILITY THROUGH CAMPUS OPPORTUNITIES AND CURRICULUM INTEGRATION.

- Enhance employability opportunities for students by integrating employability workshops from day one, woven into the curriculum, whilst adopting a holistic approach to assessing and expanding part-time employment opportunities on-campus.

HBS | SEM A & B 24-25 | SCHOOL RECOMMENDATIONS

1. PERSONAL TUTORING

- The lowest agreement level reported for “My Personal Tutor knows my name”, alongside low levels of agreement for “I have met my Personal Tutor”, and “I have had contact with my Personal Tutor by E-mail”.
- Work with Academic staff to promote Personal Tutoring to students, encouraging engagement.
- Also, provide support for a wider review of the Personal Tutoring Framework.

2. LONELINESS

- Even though, in Semester A, HBS had the highest level of responses relating to experiencing loneliness daily, this has now improved in Sem B to sit below the average level. However, it may be worth reviewing SOT and induction plans to prevent levels of daily loneliness from rising again.

SPECS | SEM A & B 24-25 | SCHOOL RECOMMENDATIONS

1. PERSONAL TUTORING

- Lowest level of responses relating to Personal Tutors.
- Promote Personal Tutoring to students to encourage engagement.
- Also provide support for a wider review of the Personal Tutoring Framework.

HML | SEM A & B 24-25 | SCHOOL RECOMMENDATIONS

1. COMMUNITY BELONGING

- Despite respondents from HSK & LMS reporting above average levels of having formed friendships with other students, LMS respondents reported the lowest level of feeling part of the UH community and HSK respondents reported the lowest level of attendance of extra-curricular events.
- Collaborate with the SU to explore the root cause, considering adding additional start or term activity into induction timetables – alongside additional activities throughout the year.

2. AI

- LMS respondents reported the lowest agreement UH providing guidance about the responsible academic use of AI tools – HSK respondents also reported below average agreement.
- Review information provided about responsible use of AI at induction and throughout learning (such as Personal Tutoring and Assignment guidance).

3. FINANCIAL POSITION

- Respondents from HSK & LMS both reported below average levels of agreed that they can afford their living costs, alongside below average levels of awareness of the available financial support from UH.
- Collaborate with other parts of UH to consider adding bespoke induction sessions covering budgeting, money management, and access to UH financial support.

CTA | SEM A & B 24-25 | SCHOOL RECOMMENDATIONS

1. AWARENESS OF SUPPORT

- Low levels of awareness of support available at UH.
- Revising the information available to students either through induction, follow on materials or through Personal Tutoring to help students understand and access support at UH.

2. ACADEMIC CONFIDENCE

- CTA respondents continue to report the lowest levels of academic confidence and workload management, and uptake of academic skills support.
- Promotion of academic skills support, particularly centralised services through HAS. Supported by further investigation to understand if there are any discipline-specific areas that require more support.

3. COMMUNITY & BELONGING

- CTA respondents reported the second lowest agreement regarding feeling part of the UH community, alongside below average levels of extra-curricular event attendance and the lowest reported agreement level for “I never feel lonely”.
- Collaborate with the SU to explore the root cause, considering adding additional start or term activity into induction timetables – alongside additional activities throughout the year.

L&E | SEM A & B 24-25 | SCHOOL RECOMMENDATIONS

1. COMMUNITY & BELONGING

- In Sem B, L&E respondents reported the lowest level of having formed friendships with other students, alongside below average levels of feeling part of the UH community, and above average levels of experiencing loneliness daily.
- Collaborate with the SU to explore the root cause, considering adding additional start or term activity into induction timetables – alongside additional activities throughout the year.

2. AWARENESS OF SUPPORT

- Lowest level of agreement that they have everything they need to succeed, with low levels of understanding of the types of support available at UH.
- Revising the information available to students either through induction, follow on materials or through Personal Tutoring to help students understand and access support at UH.

3. AI

- Low levels of agreement that UH provided sufficient information regarding responsible use of AI.
- Reviewing how information is provided to students about the responsible use of AI at induction and through learning, such as Personal Tutoring and Assignment Guidance.

HERTS UNFILTERED WILL RETURN ! | 2025-26

- Planning is underway for Herts Unfiltered to return within the 2025–26 academic year, however with a few differences:
 - The project will still run from **Mid-September – March**; however, our survey questions will **change for every pulse** survey (of which there will be **5**).
 - We will be exploring **new themes**, such as the value of on-campus engagement, and student stress, whilst still tracking our “**Big 5**” factors throughout.
- Our target audience is still **first year UG** students, however we’re still welcoming responses from everyone.
- Data will still be collected via our **student staff** (Insight Assistants)– enabling **signposting to support**, alongside **targeted communications**.
- **Insights will continue to be shared** on an ongoing basis with the goal to **address concerns in real time**, where possible.