

HERTS UNF!LTERED

SEM B 24-25 | JAN 25 PULSE REPORT

SPILL THE TEA



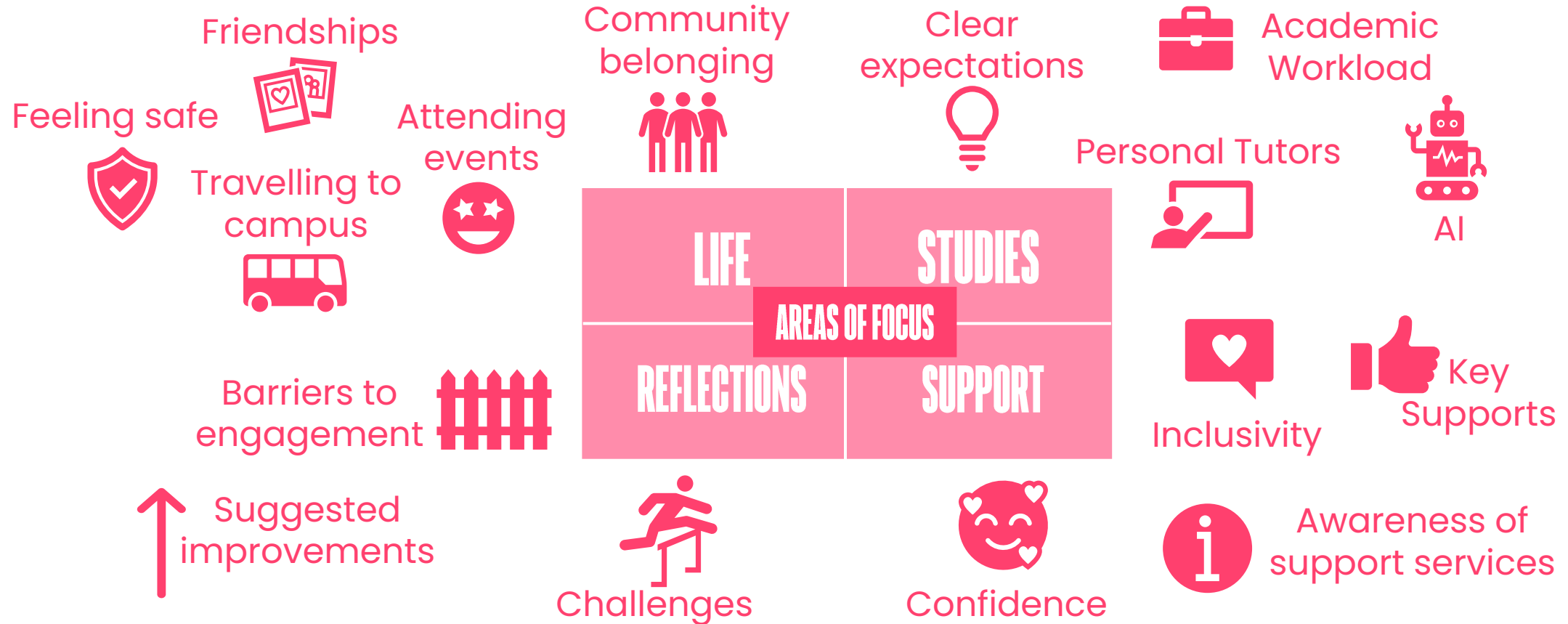
HERTS
SU YOUR
UNION

INSIGHT TEAM
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HERTS UNFILTERED | SEMESTER B

- Herts Unfiltered is a **student listening** project – focussing on understanding students' **expectations, experiences, and concerns** throughout the term.
- The Semester B project began running from **Mid-Jan 2025**, with plans to run until **early March 2025**.
- Our target audience is still **first year UG** students, however we welcome responses from all students.
- Data is collected via our **student staff** (Insight Assistants)– enabling **signposting to support**, and targeted student communications.
- **Insights will be shared** on an ongoing basis with the goal to **address concerns in real time**, where possible.

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



HERTS UNFILTERED | JAN 2025 | RESPONSE DEMOGRAPHICS

From 1–31 January,
HERTS UNFILTERED received
responses from **1,162** students.

GENDER

Female – 41%
Male – 58%
Non-binary – 0.4%

ETHNICITY

White – 12% **Asian** – 68%
Black – 12% **Mixed** – 2%
PNTS – 5%

AGE-RANGE

17–24 years – 58%
25–39 years – 40%
40+ years – 2%

FEE STATUS

Home – 20%
International – 80%

SCHOOL

SPECS – 39% **HBS** – 29%
LMS – 12% **CTA** – 8%
HSK – 6% **L&E** – 6%

LEVEL OF STUDY

Foundation – 2%
Undergraduate – 34%
Postgraduate – 61%
Research – 3%

REGISTERED DISABILITY

Yes – 6%
No – 91%
PNTS – 3%

*Self-declaration

COMMUTER STATUS

Commuter* – 76%
Non-commuter – 24%

*Self-defined

HERTS UNF!LTERED | JAN 2025 | RESPONSE DEMOGRAPHICS

From 1–31 January,
HERTS UNF!LTERED received
responses from **1,162** students.

FIRST YEAR, UNDERGRAD
15%

FINAL YEAR, UNDERGRAD
9%

FIRST IN FAMILY
62%

CARING RESPONSIBILITIES
Yes – **14%**
No – **81%**
PNTS – **5%**

LIVING ARRANGEMENTS
Live on-campus – **23%**
Live in Hatfield – **22%**
Live within 60mins – **34%**
Live 60+mins away – **21%**

EMPLOYMENT
No PT Job – **62%**
Works 0–10 hours p/wk – **13%**
Works 11–20 hours p/wk – **20%**
Works 20+ hours p/wk – **4%**

FINANCIAL POSITION
No concerns – **47%**
Some concerns – **40%**
Serious concerns – **13%**

COMMUTER STATUS
Commuter* – **76%**
Non-commuter – **24%**

*Self-defined

HERTS UNF!LTERED | JAN 25 | COMMUNITY

BELONGING

90% of respondents agreed that they **feel part of the UH community.**



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

69% of respondents had **attended events** on-campus.



LONELINESS

However, **13%** 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.**

84% 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 ideal degree classification. Also, **81%** had **accessed academic skills support** from UH.

KNOWLEDGE OF SUPPORT SERVICES

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

- Wellbeing support – **88%**
- Careers guidance – **86%**
- Disability support – **84%**
- Financial support – **73%**

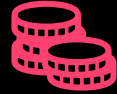
PERSONAL TUTORING

71% of responses agreed that they had **met their Personal Tutor**, **72%** agreed that they had **e-mail contact with their Tutor**, and **69%** agreed that their **Personal Tutor knew their name**.

Respondents from **LMS (88%)**, **CTA (85%)**, and **HSK (85%)** reported the highest agreement that they had met with their Personal Tutors – in comparison to lower levels of respondents from **L&E (77%)**, **SPECS (65%)**, and **HBS (64%)**.

HERTS UNF!LTERED | JAN 25 | STUDENT LIFE

FINANCIAL POSITION



40% of respondents felt they **could cover their living costs (but with difficulty)**, and **13% did not feel able** to cover the costs.

Respondents aged 40+ (**29%**), of mixed ethnicity (**22%**), and within the schools of LMS (**17%**) or HSK (**16%**) reported the highest levels of not feeling able to cover their living

MONEY MANAGEMENT



44% of respondents had **chosen where to live due to cost**, and **63%** 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 mixed ethnicity (**78%**) and CTA (**85%**) respondents reporting the lowest levels of 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”** (**54%**).

However, only 5% of respondents agreed that their PT work commitments had **impacted their ability to engage with their studies**, alongside 42% of respondents indicating that nothing has impacted their ability to engage.

HERTS UNF!LTERED | JAN 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%**)
4. I have **made friends** with other students (**92%**)
- I feel confident **managing my money** (**92%**)
5. I feel part of the **UH community** (**90%**)

AREAS OF LOWEST AGREEMENT

1. I **never feel lonely** (**15%**)
2. I **can afford** my living costs (**47%**)
However, this increases to **82%** 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 (**69%**)
My **Personal Tutor knows my name** (**69%**)
4. I have **met my Personal Tutor** (**71%**)
5. I have had **e-mail contact** with my P Tutor (**72%**)

HERTS UNF!LTERED | JAN 25 | SCHOOL SNAP-SHOTS

BUSINESS

The area of highest agreement from HBS respondents was relating to **feeling safe** on campus (**95%**).

The area of lowest agreement was relating to having **met their Personal Tutor** (**71%**).

CREATIVE ARTS

The area of highest agreement from CTA respondents was relating to **feeling safe** on campus (**94%**).

The area of lowest agreement was **awareness of available UH financial support** (**63%**).

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 (**98%**).

The areas of lowest agreement was **attendance of events on-campus** (**49%**), followed by **awareness of available UH financial support** (**57%**).

HERTS SU

**The school snap-shot rankings have had the financial position and loneliness areas removed due to consistently being the areas with the lowest levels of agreement across the schools.

HERTS UNF!LTERED | JAN 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 (**93%**).

The area of lowest agreement was relating to **awareness of UH financial support** (**61%**).

LIFE & MEDICAL SCIENCES

The area of highest agreement from LMS respondents was relating to **feeling safe** on campus (**93%**).

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

PHYSICS, ENGINEERING & COMPUTER SCIENCE

The area of highest agreement from SPECS respondents was relating to **feeling safe** on campus (**95%**), alongside confidence that respondents would **graduate with their ideal degree classification** (**95%**).

The areas of lowest agreement was relating to **"My Personal Tutor knows my name"** (**61%**) and having had **e-mail contact with their Personal Tutor** (**63%**).

HERTS SU

**The school snap-shot rankings have had the financial position and loneliness areas removed due to consistently being the areas with the lowest levels of agreement across the schools.

FIRST YEAR, UNDERGRADUATES

Herts SU received 180 responses from First year, undergraduate students; 15% of all Herts Unfiltered responses in January 2025.

COMMUNITY:

- 88% of first-year UG students agreed that they feel part of the UH community, with 93% having formed friendships with other students and 68% having attended events on-campus.
- 85% experience loneliness, to some extent, with 15% experiencing loneliness daily (2pp higher than the level from the whole sample).
- 93% feel safe on campus, and 82% agreed that travelling to campus has felt easy.

ACADEMIC EXPERIENCE:

- 76% have met their Personal Tutors, alongside 68% agreeing that their Personal Tutor knows their name. The most common means of accessing support from Personal Tutors was via one-to-one meetings in-person (41%).
- 88% agree that their academic workload feels manageable, and 76% have accessed academic skills support from the university.
- 88% feel confident that they will graduate with their ideal degree classification.

STUDENT LIFE:

- 89% feel confident about managing their money; however, 13% feel unable to afford their living costs, and 6% have indicated that they work 20+ hours per week.

HERTS SU

RECOMMENDATIONS

HERTS SU

UH | SEM A 2024-25 | 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.

UH | SEM A 2024-25 | 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.