

# WONKHE

# ONLY THE LONELY

**Jim Dickinson, Wonkhe**  
**Dasha Karzunina, Trendence UK**

THE SECRET LIFE OF STUDENTS



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“  
**9.8% of young people said that they were often lonely.**

ONS 2018

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# Only the lonely

ONLINE SURVEY

JAN/FEB 2019



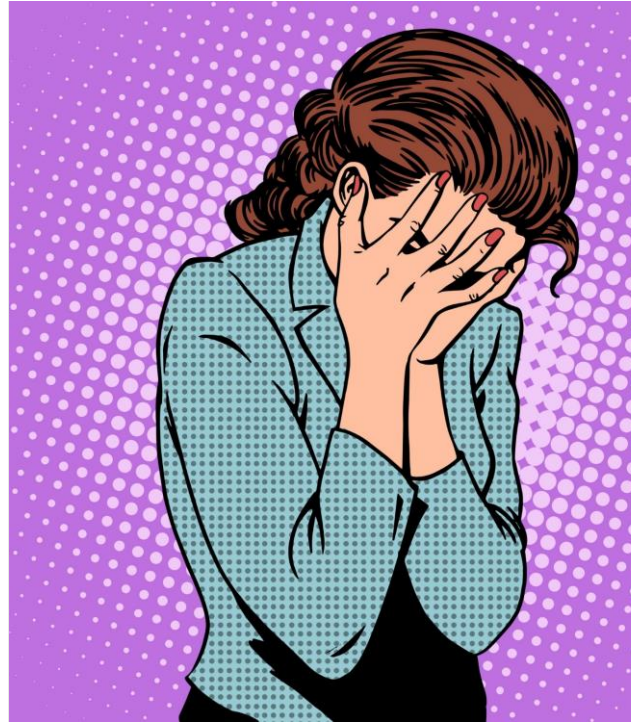
1,615 RESPONSES, 103 UNIVERSITIES

WEIGHTED BY GENDER

SURVEY HEADLINED "STUDENT LIFESTYLE"

BROADLY REPRESENTATIVE

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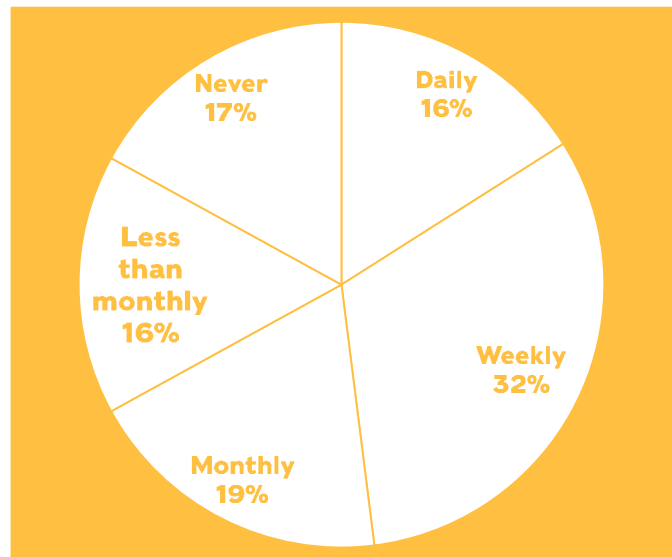


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## How often do you feel lonely at university?

**16% of students feel lonely every day**

ONS says 9.8% of young people (16-24) said that they were "often" lonely.



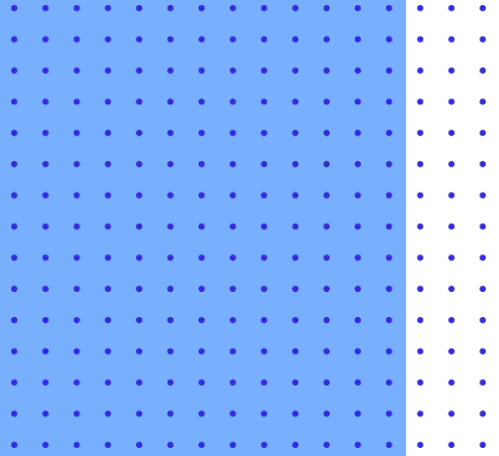
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**Disabled students are twice as likely to be lonely on a daily basis**

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**If I needed help, there are people who would be there for me**



**77% 17% 6%**

**AGREE**

**NEITHER**

**DISAGREE**

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If I wanted company or to socialise,  
there are people I can call on



**75%** **15%** **10%**

AGREE

NEITHER

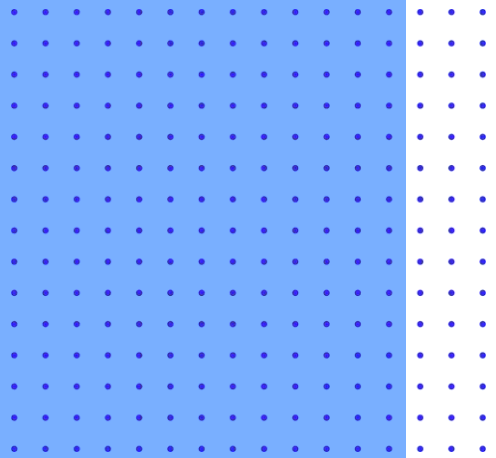
DISAGREE

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**Non EU students are almost 10% points less likely to agree that there are people they can call on.**



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## Which of the following statements is most like you at university?

**21.4%**

**LOTS**

I have a large group of friends at university

**61.9%**

**SOME**

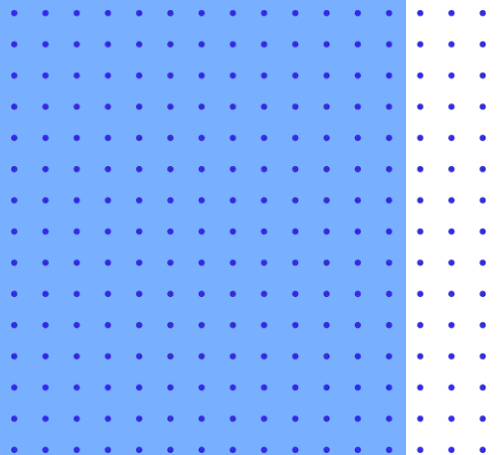
I have a small group of friends at university

**16.6%**

**NONE**

I do not consider myself to have any true friends at university

**20% of international students say they have “no true friends”**



## Top concerns

<b>Coping with the course</b>	<b>55.1%</b>
<b>Making the most of my time at university</b>	<b>48.6%</b>
<b>My mental health (including stress / anxiety)</b>	<b>45.5%</b>
<b>Having enough money to get by</b>	<b>45.3%</b>
<b>Gaining skills / experience for career</b>	<b>41.6%</b>

### NOTE

International students are much more likely than average to worry about accommodation and transport and finding part time work

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## Life cycle

**There are student life stage effects, but friendship still an issue for some all way through - 12.6% of final year students list meeting new people / making friends in their top three**

	<b>All</b>	<b>1st</b>	<b>Mid</b>	<b>Final</b>
Meeting new people / making friends	18.7%	29.6%	17.0%	12.6%
Gaining skills / experience for my career	41.6%	27.1%	38.9%	41.1%
Finding a job after graduation	46.3%	22.7%	38.4%	57.7%

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## General wellbeing

**Overall, how satisfied are you with your life nowadays?**

7.35 (ONS YP 7.7)

**Overall, to what extent do you feel the things you do in your life are worthwhile?**

7.41 (ONS YP 7.8)

**Disability, Gender, Ethnicity, Commuting, Bursaries all lower scores**

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## Involvement and wellbeing

**Involvement in activities is related to better wellbeing**

	All	Socities	Sports	Rep'n	Night	Day evnt
Satisfied	7,35	7,60	7,81	7,76	7,80	7,83
Worthwhile	7,41	7,69	7,82	7,86	7,72	8,06
Happy	6,98	7,22	7,37	7,48	7,31	7,62
Anxious	6,33	6,26	5,99	6,07	6,09	6,18

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# Friendship and involvement

Which of the following statements is most like you at university?

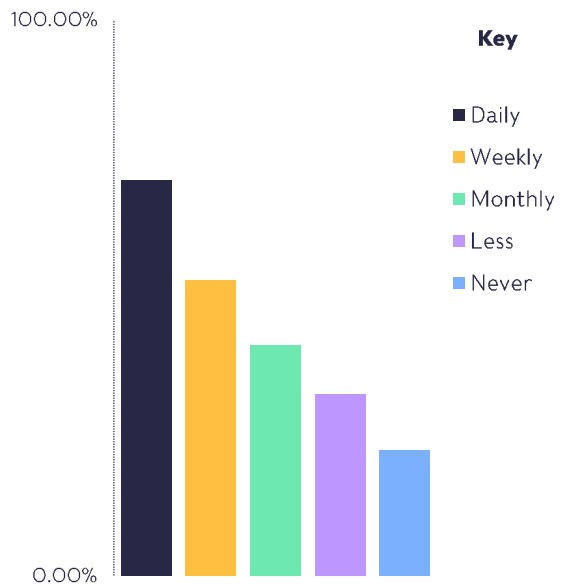
	All	Soc	Spo	Rep	Nite	Day
I have a large group of friends	21.4%	29.6%	31.8%	33.2%	34.6%	34.0%
I have a small group of friends	61.9%	62.4%	59.7%	55.8%	60.7%	60.8%
No true friends	16.6%	8.0%	8.5%	11.0%	4.7%	5.2%

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# Loneliness and mental health

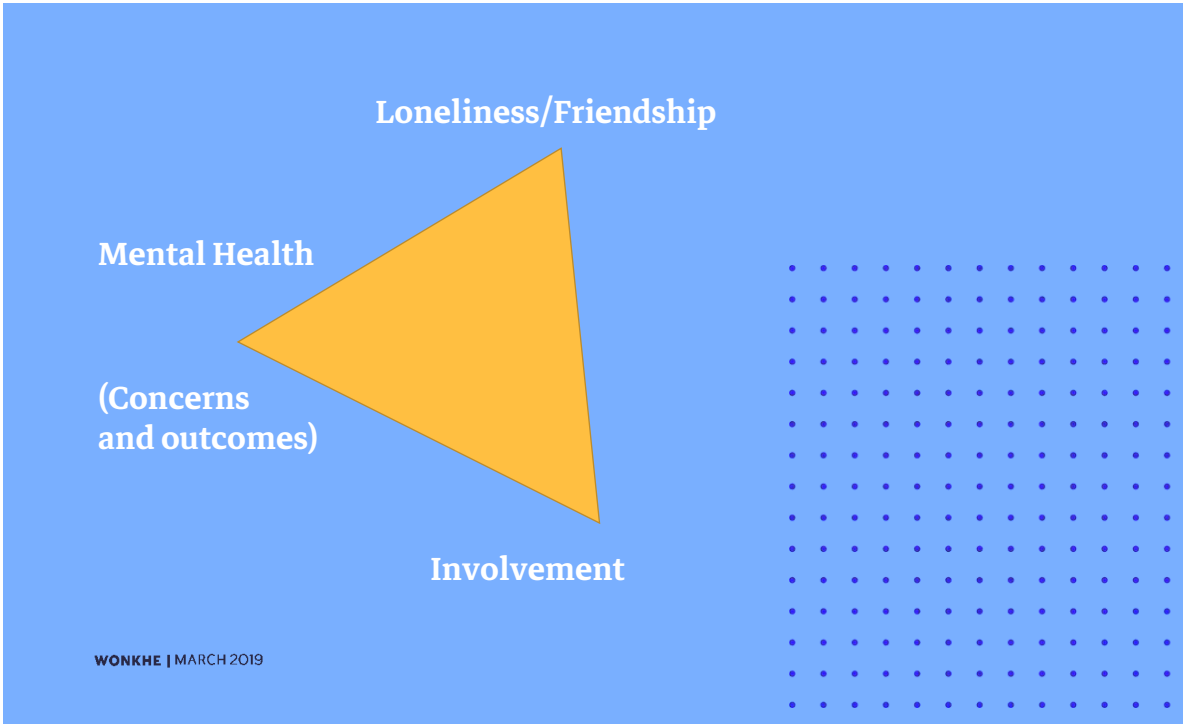
What % of students said that mental health was one of their top three concerns?



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## What stopped you?

University only seem to care for the wellbeing of on campus or in the city students, if you're a commuting student nobody seems to care if you struggle to make friends due to not being able to participate in normal student events in order to meet people and make friends

In the past, my family did not support my activities as they thought it would hinder me from my studies. Working alongside studying due to the financial limitations of my situation and the cost of living in London means I have not been able to fully immerse myself in the student experience.

My classes are 9-5, Monday to Friday. Then I have to study and work on the projects. Every 3 or 4 weeks I have exams. I must also travel back home, cook, clean, rest. Whenever there is "free time" I am either in bed trying to rest, or occasionally working out.

The stigma and the competitiveness and judging from societies. Although it is not overt it does need to be tackled as it is a large stigma and for those around me have reported the same things

Having to come home from these activities on my own at night because our student village is highly unsafe (selly oak). Also fear of not being good at them.

I often felt too nervous to join in group activities and stopped attending as a result. I would only go to events with people I knew that were also going. I also was not motivated during my first or second year to socialise as I often felt lonely and depressed. It was a never-ending cycle.



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# What stopped you?

Lots of sports societies tend to have a drinking and party culture which meant because I don't enjoy those events frequently I felt I couldn't join.

When I first arrived I struggled to get involved as all the information was so overwhelming. But even as I moved through university, I always felt like I wasn't good enough at sport/hobbies to join the societies. I think this stems from the fact that many people who are educated in private/independent school also are able to invest in their hobbies/extra curricular is provided for them at a much higher standard than in many state schools.

Private schooled students tend to have better sports training, so are too difficult to play against. Most musical societies have people who went to paid music lessons, I did not have that money or opportunity.

I have not found activities that that I would really like to be more involved in like, Afro dance, dancehall etc.

My faith- as a Muslim woman there are so many events at night and involves alcohol that I can't attend. Which is why I felt that I didn't make as many friends as some who does drink alcohol would have.

Commuting/Living at home (If I lived on campus I would be able to go these events but as I live at home with my parents I have to ask them first before I go to an event. This includes telling them where it is, what time it ends etc and most of the time I can't go because some events are held at night like 6pm onwards or they're at times I have to go home as I go home straight after lectures :(

Not being able to afford my way through university due to having a shit student maintenance loan. This caused me to have to get a job and I worked behind a bar until 5am and it messed everything up for me.



# WONKHE

# GENERATION Z GOES TO UNI

## Meghan Grace, Gen Z Goes to College

THE SECRET LIFE OF STUDENTS





WHO IS GENERATION Z?

# GENERATION Z: CONNECTED FROM BIRTH

BORN 1995 TO 2010

**BIG Zs**-1995-2002    **LITTLE Zs**- 2003-2010

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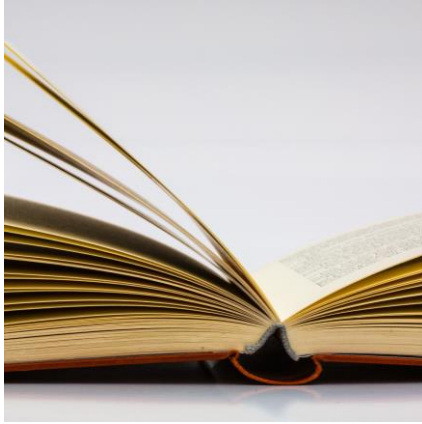


WHO IS GENERATION Z?

# CLASS OF 2017-2032

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## GENERATION Z RESEARCH



### OVER 500 SOURCES

- 2017 GENERATION Z STORIES STUDY
- 2014 GENERATION Z GOES TO COLLEGE STUDY
- NORTHEASTERN INNOVATION IMPERATIVE
- 2016 GRADUATING SENIOR SURVEY
- 2014 CIRP-AMERICAN FRESHMAN
- MARKET RESEARCH
- YOUTH RESEARCH



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## GENERATION Z RESEARCH

### GEN Z IN THE UK



- 2017 STUDY BY THE VARKEY FOUNDATION
- 20,000+ GEN Z RESPONDENTS FROM 20 DIFFERENT COUNTRIES
- 1,000+ GEN Z RESPONDENTS FROM THE UK

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# UNDERSTANDING GENERATIONS

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## UNDERSTANDING GENERATIONS

### Contextual Factors Shaping Generations



Technological



Economic



Social



Political

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## UNDERSTANDING GENERATIONS

### What is shaping Generation Z?



Increased access to information



Disaster, tragedy, threats to personal safety



Nearly constant connection



Equity & equality



Budget cuts



The Gig economy

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## CONTEXT SHAPING THEIR WORLD

ROLE MODELS

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CONTEXT SHAPING THEIR WORLD

ROLE MODELS & INFLUENTIAL RELATIONSHIPS



PARENTS

- 69% list parent as #1 role model
- 89% report their parents having an impact on their values



PEERS

- 78% list peers/friends having an influence on values



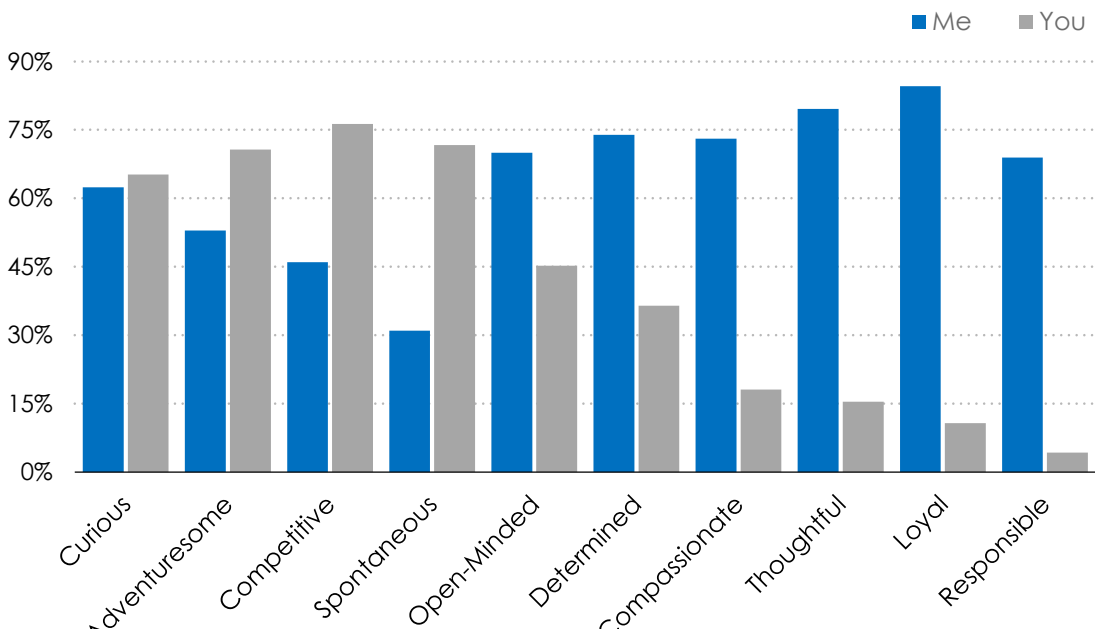
TEACHERS

- 70% list teachers as influential on values



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CHARACTERISTICS



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# CHARACTERISTICS

## INTEGRITY

- Honesty
- Fairness
- Loyalty\*
- Responsibility\*
- Judgement

## TENACITY

- Eagerness
- Hard work
- Motivation
- Determination\*
- Competition
- Drive

## OPENNESS

- Creativity
- Open-Mindedness\*
- Humor
- Curiosity
- Perspective-Taking
- Tolerance

## CARE

- Understanding Others
- Thoughtfulness
- Compassion\*
- Kindness

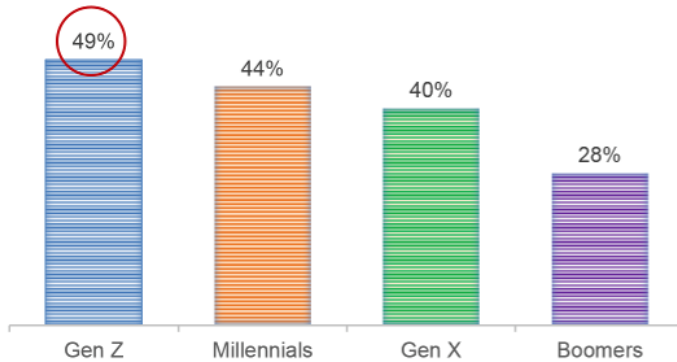
Source: VIA Institute on Character. (2018). *Generation Z: Global Citizenship Survey*.

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# PERSPECTIVES

## GEN Z IS THE MOST ETHNICALLY DIVERSE GENERATION YET

PERCENT OF NON-WHITE POPULATION BY GENERATION



SOURCE: U.S. CENSUS DATA, JULY 2015



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## HUMAN RIGHTS BELIEFS

### GEN Z IN THE UK

**77%** support same-sex marriage rights

**80%** support transgender equality

**90%** believe men and women should be treated equally

Source: Varkey Foundation. (2017). *Generation Z: Global Citizenship Survey.*

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## GEN Z ON DIVERSTIY

"We are a generation of being different so we can help make acceptance a more widespread concept."

-Gen Z Student

"We can learn more about all the different cultures, views, opinions, and ethnicities that surround us. And not be ignorant and try and be more accepting of the differences."

-Gen Z Student

"Growing up in a more diverse and accepting time, I think we can change the perspectives of the older generations and mold the new generations' with our actions."

-Gen Z Student

"Our generation is improving the world with empathy which I hope will continue to spread and cause us to be more aware and accepting of others' differences in our community."

-Gen Z Student



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## MOTIVATORS



RELATION



PASSION



ACHIEVEMENT



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## MOTIVATORS



RELATION

75% of study respondents are motivated by:

- Not wanting to let others down.
- Wanting to make a difference for someone.



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## MOTIVATORS



PASSION

75% of study respondents are motivated by:

- Advocating for something they believe in.



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## MOTIVATORS



ACHIEVEMENT

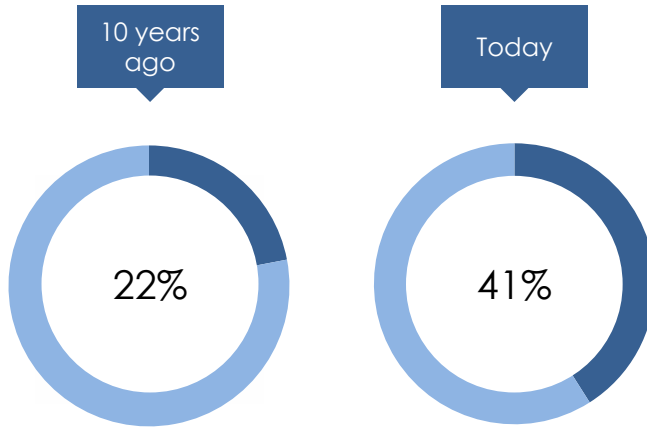
74% of study respondents are motivated by:

- Opportunity for advancement.
- Receiving credit.



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## TECHNOLOGY CHARACTERISTICS



Nearly half of time spent **outside** of school is spent connected online.



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## TECHNOLOGY CHARACTERISTICS

**Two-thirds** report multitasking across multiple devices. Sometimes across **five screens** throughout the day.



88% have access to a computer



78% have their own smartphone



By 2020, there will be 35.6 million tablet users in Gen Z



Watch ~2 hrs of TV per week

70% watch more than 3+ hours of mobile video

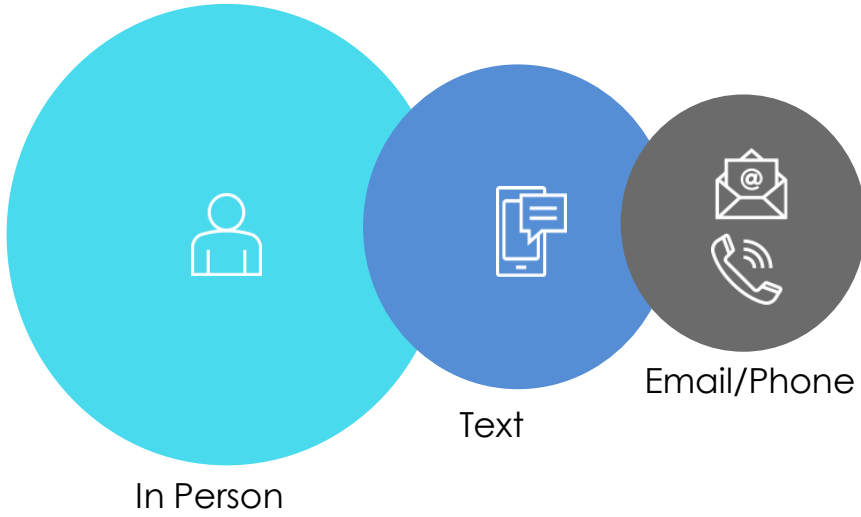


Largest share of wearable tech users



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# COMMUNICATION



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# LEARNING PREFERENCES



EXPERIENTIAL



INTRAPERSONAL

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## MENTAL HEALTH



1 in 3 reported ongoing sadness or hopelessness



Top 3 mental health concerns among college students:

**anxiety, depression, stress**

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## MENTAL HEALTH

Impacts on Academic Performance:



- 1 in 3 report stress has impact
- 1 in 5 report anxiety has impact
- 1 in 6 report depression has impact

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## MENTAL HEALTH



### GEN Z IN THE UK

**94%** believe physical and mental health are important factors to happiness.

UK respondent mental health & wellbeing rating: **47/100**.

**31%** report having a good emotional wellbeing.

Source: Varkey Foundation. (2017). *Generation Z: Global Citizenship Survey*.

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## MAJOR SOCIETAL CONCERNS



Cost of Higher Education



Financial Security



Employment



Environment 



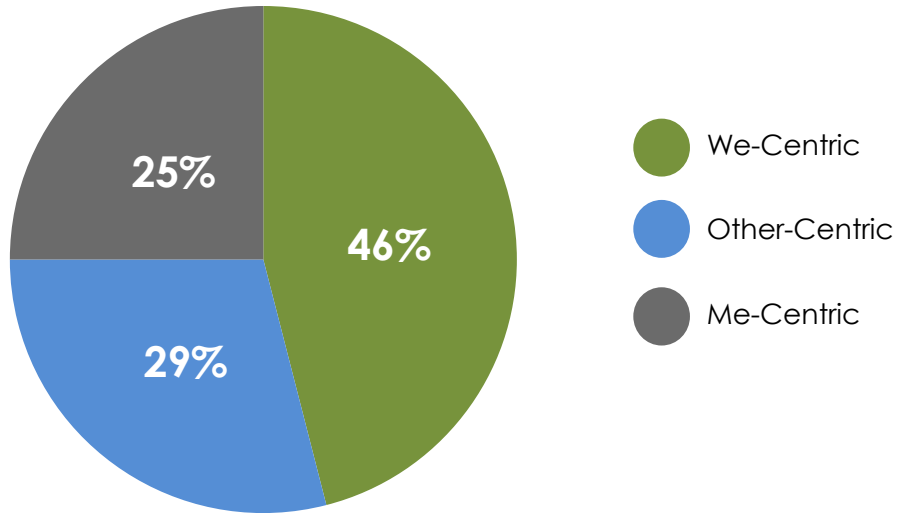
Inclusion & Equality\*



Safety 

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## WE-CENTRIC CONCERNS



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## CREATING SOCIAL CHANGE

### GEN Z IN THE UK



58% believe making a greater contribution to society is important



1 in 4 believe young people can make a greater contribution if they had more knowledge of how to get involved.

Source: Varkey Foundation. (2017). *Generation Z: Global Citizenship Survey*.

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## How will Generation Z make the world a better place?

"By realizing that all people are different, and that different doesn't mean bad. We can learn so much from diversity and strive to make the world such a great place if we all accept one another."

-Gen Z Student

"Get informed about what is going on, stand up for what you believe in, use technology to better the world not make it worse, end the continued racism and discrimination."

- Gen Z Student

"We already are. We are making movements and being involved."

- Gen Z Student

"Hope and action. We need to understand that one person can make a difference, especially if everyone is contributing."

- Gen Z Student



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## How will Generation Z make the world a better place?

"The wonderful thing about this generation is that we are both dreamers and doers. We imagine it and we chase it. So, we can see a world that is cleaner, more efficient, easier, etc. We see communities and countries coming together. More than just seeing it though, we work to achieve it."

-Generation Z Student



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# LET'S STAY CONNECTED



[meghan.grace@beingplaid.com](mailto:meghan.grace@beingplaid.com)



#GenZ (Apple Podcasts & RadioPublic)



@meghanmgrace



@meghanmgrace, @theGenZHub



[linkedin.com/in/meghanmgrace](https://www.linkedin.com/in/meghanmgrace)



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# WONKHE

# GENERATION Z GOES TO UNIVERSITY

## Hannah Shrimpton, IPSOS MORI

THE SECRET LIFE OF STUDENTS



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**IPSOS THINKS**

# GEN Z

**HANNAH SHRIMPTON**

Ipsos Hannah.shrimpton@ipsos.com @h\_shrimpton

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## A GENERATIONAL TIMELINE ...

74+years	54-73 years	40-53 years	24-39 years	23 and under	9 and under
Pre 1945	1945-1965	1966-1979	1980-1995	1996-	2010-
Pre-war (Silent)	Baby Boomer	Gen X	Millennials	Gen Z	Gen α??
					'You know: toddlers, babies, the unborn.'

Ipsos Ipsos MORI

Generation Z: Beyond Binary | July 2018 | Public

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# A GENERATIONAL TIMELINE OF STEREOTYPES...

54-74 years

1945-1965

**Baby Boomer**

40-53 years

1966-1979

**Gen X**

24-39 years

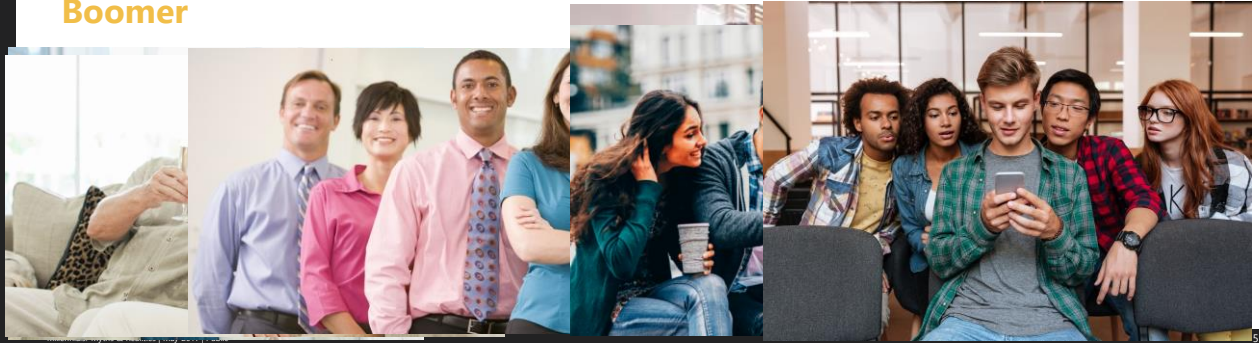
1980-1995

**Millennials**

23 and under

1996-

**Gen Z**



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## POOR MILLENNIALS TAKEN BRUNT OF GENERATIONAL DIGS BUT NOW IT'S GEN Z'S TURN

Gen Z: Get Ready for the Most Self-Conscious, Demanding Consumer Segment

Why bosses won't 'like' Generation Z

Generation Z Teens Stereotyped As 'Lazy And Unaware'



BUSINESS INSIDER INDIA

Home > Latest > Generation Z Is Already Killing Facebook

Generation Z is already killing Facebook, and 6 more industries could be next

**I'M OFFENDED!** Selfish, lazy victims who take offence at everything: Why I HATE being part of Generation Z

Our writer reveals why she has turned her back on her fellow snowflakes

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## THREE MAIN DRIVERS OF A POPULATION'S ATTITUDES AND BEHAVIOUR...

### Period effect:

attitudes and behaviours of all cohorts change in a similar way over the same period of time

### Lifecycle effect:

people's attitudes and behaviours change as they age

### Cohort effect:

a cohort has different views and behaviours, and these stay different over time

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## START WITH MY FAVOURITE...



The screenshot shows a BuzzFeed article on the Gizmodo website. The article title is "5. They're trying to kill sex. SEX!". The author is Ed Cara, and it was posted on 1/05/18 at 5:45pm. The article is filed under "BONING". The website navigation includes News, Videos, Quizzes, Tasty, As/Is, and More. The article is categorized under "HEALTH".

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# BUT THERE IS TRUTH IN THIS ... MORE MILD THAN WILD

Just **36%** of 13-15 year olds tried alcohol in 2016, down from 76% in 2000!!!



Drug use less uniform change – but marijuana down **12 percentage points** in US




**Criminal behaviour falling:**

- Detained young people **down 48%** across Europe 2008-15
- In UK 260,000 offences by Millennials 10-17 years olds, down to **73,000 for Gen Z**



**36%** of Millennial high schoolers said were sexually active, down to **30%** for Gen Z (though unprotected sex same proportion of sexually active)

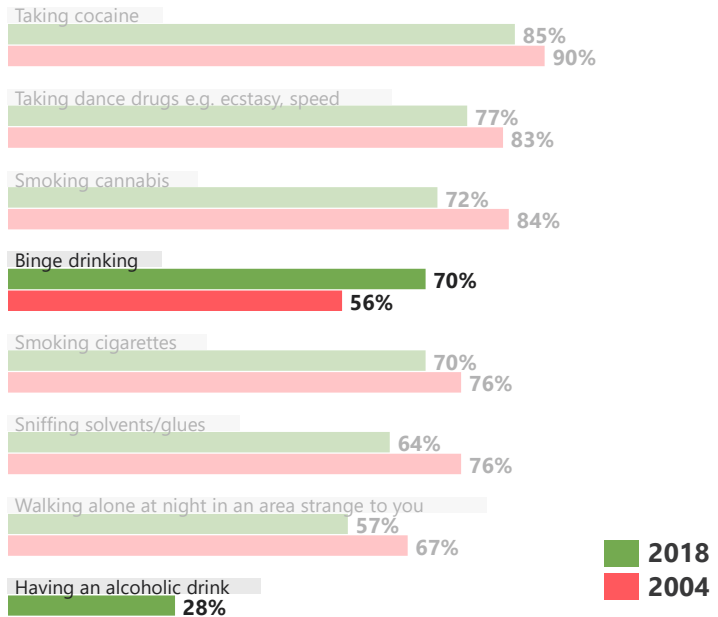


Generation Z: Beyond Binary | July 2018 | Public

## NOT ABOUT CHANGES IN RISK PERCEPTION – EXCEPT ALCOHOL ...

**How risky do you see following activities...? % VERY risky**

Source: Young People's Omnibus 2018/Nestle Family Monitor Survey of Young People's Attitudes 2004



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# Teens These Days Are Queer AF, New Study Says

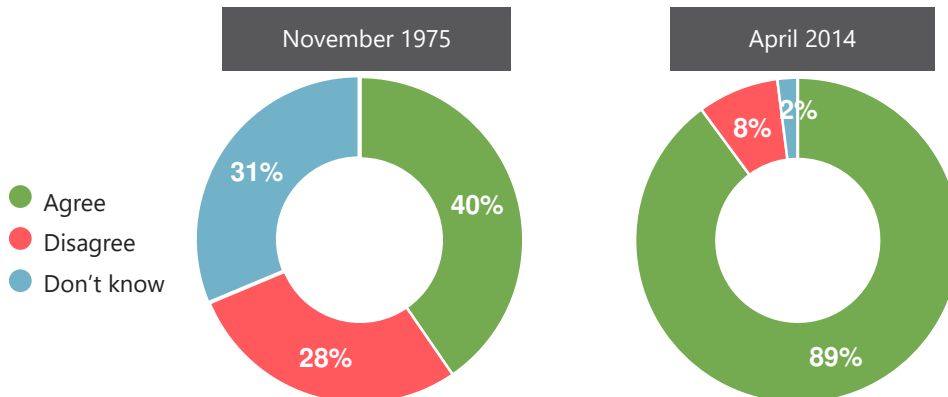
GEN Z ARE NOT VERY DIFFERENT ON 'OLDER' EQUALITY CAUSES ...



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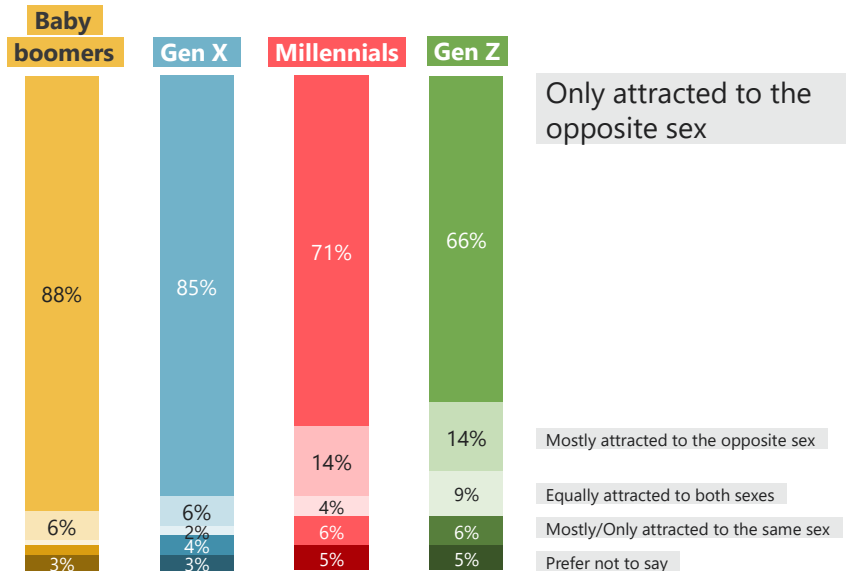
## MORE AN EXAMPLE OF A PERIOD SHIFT – HUGE CHANGE OVER THE LAST 50 YEARS

Homosexual couples should be able to live together openly



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**... BUT QUITE DIFFERENT ON OWN SEXUAL ATTRACTION**



Source Ipsos Connect for BBC Newsbeat 2017. 3,000 respondents aged 15+



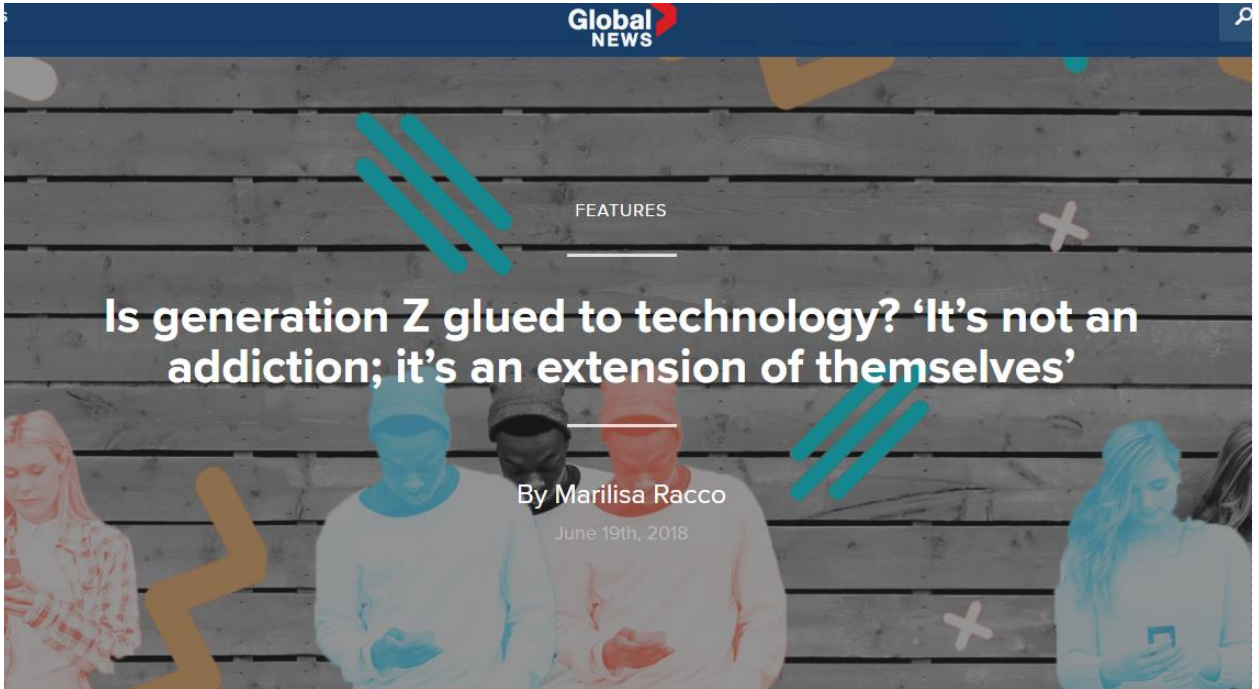
**...AND ON GENDER IDENTITY**

**56%** of Gen Z say they know someone who identifies in non-gender-binary terms, **43%** of Millennials

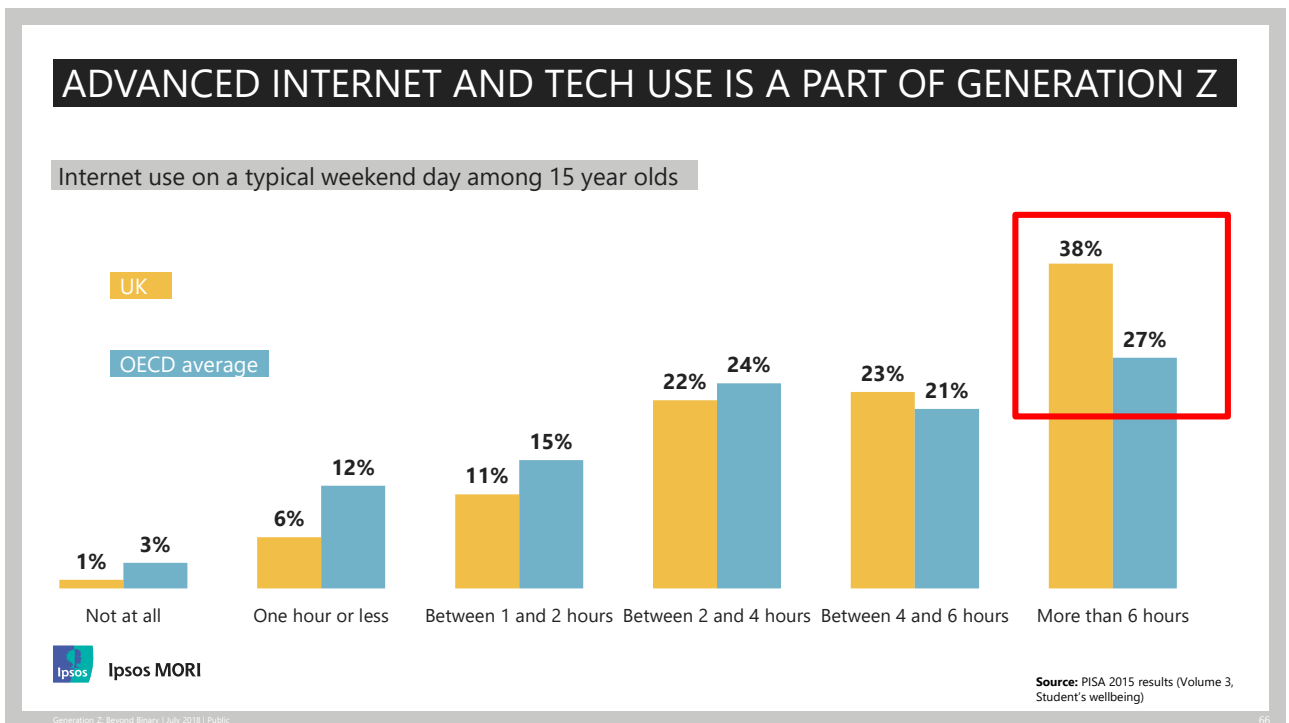
**39%** of Gen Z say always buy shoes geared to own gender ... **57%** of Millennials say they do





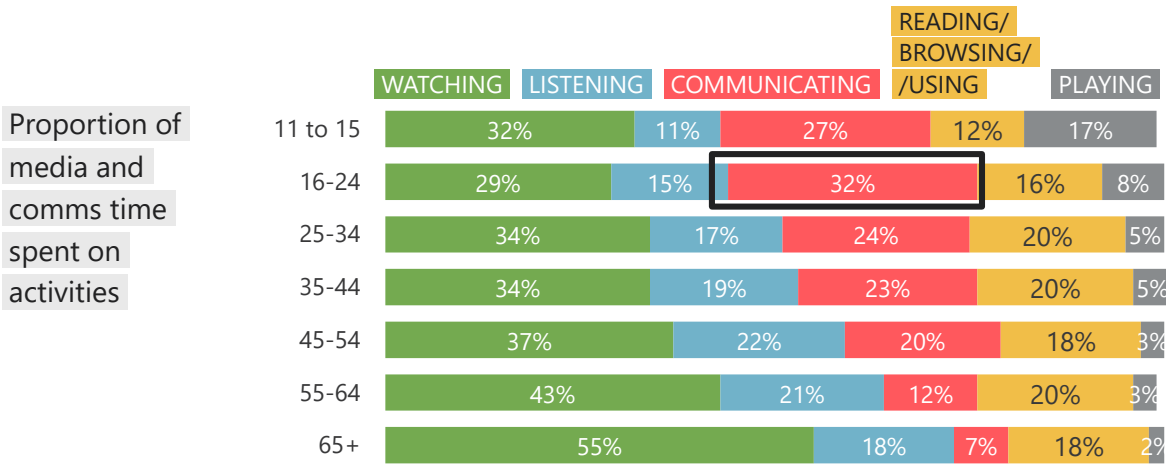


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## THEY'RE USING THE INTERNET TO COMMUNICATE MORE..



Base: 1,512 adults aged 16+ and 238 11-15 year olds

Source: Ofcom Digital Day 2016



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## BUT WHAT ARE THE IMPACTS?

Average life satisfaction of 15 year olds by time spent on the internet outside of school on weekdays

Excessive users

Moderate users



Source: PISA 2015 results (Volume 3, Student's wellbeing)

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# BUILDING EVIDENCE OF CORRELATION AND POSSIBLY CAUSAL IMPACT BUT JURY IS STILL OUT

TUESDAY, AUGUST 28, 1906.

**BOYS ARE RUINED**

Dime Novels Cause Lads to Murder

**LESSON TO YOUTH**

WEDNESDAY, JUNE 29, 1906

## Too Much Reading Is Harmful

By ANGELO PATRI

"There's Clare with a book. Always reading. I never saw such a child for a book."

"Didn't she want to go to the party? I thought every child in town was there. They're going to see the picture. They are all simply wild with excitement. Isn't she well, or what?"

"You just can't separate her from a book. She would rather read than do anything else. I

## Child Care—

## Exciting Radio Programs Disturb Youngster's Sleep

By Gladys Bevans

At various times we have written about ways to develop good sleeping habits of the child. But today I want to make a few suggestions in connection with sleeping or going-to-bed time of older children.

As every mother knows, often to her dismay,—the radio causes a tremendous amount of friction between parents and children, and certainly presents a kind of obstacle to a smooth ending of the day, which parents were not faced with before this invention came along.

I don't think there is any question in an observing person's mind that mental and emotional excite-

used. Anna not to sta vent to Pe dese and e told him s complete e lady.

Pete agt periment, club, and and charm while she self, outwa bisque lit smooth de

Pete was And when evenings a words on boasted of all his ract so far as t startling in Joanie put In fact, ally getting fidence nov ning to go some of th met in th enough wh

Ipsos Ipsos MORI

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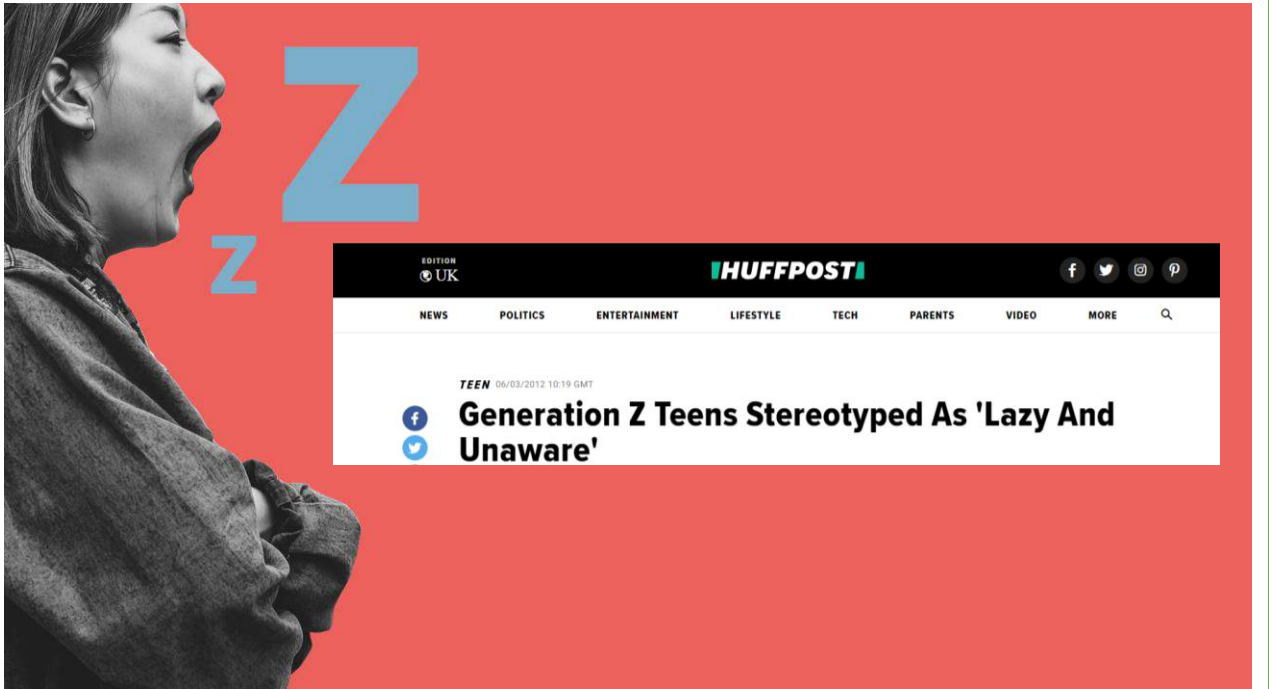
BUT LET'S PLEASE KILL THE GOLDFISH MYTH!!!



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Generation Z: Beyond Binary | July 2018 | Public

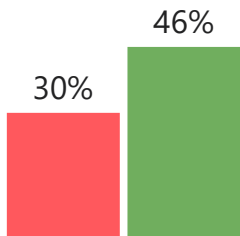
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## FORMAL VOLUNTEERING HIGH, SOCIAL ACTION OFTEN UP

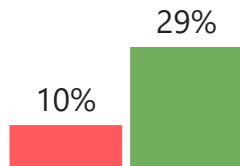
% who have done the following in the past two years

**MILLENNIALS IN 2005**  
(THOSE AGED 14-17)

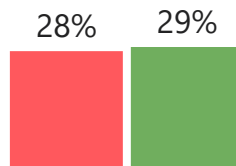
**GEN Z IN 2018**  
(THOSE AGED 14-16)



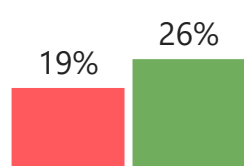
Given your unpaid time to help people in your community



Been regularly active in a neighbourhood, community or ethnic organisation



Helped to organise an event or activity for charity



Refused to buy products because of ethical or environmental concerns



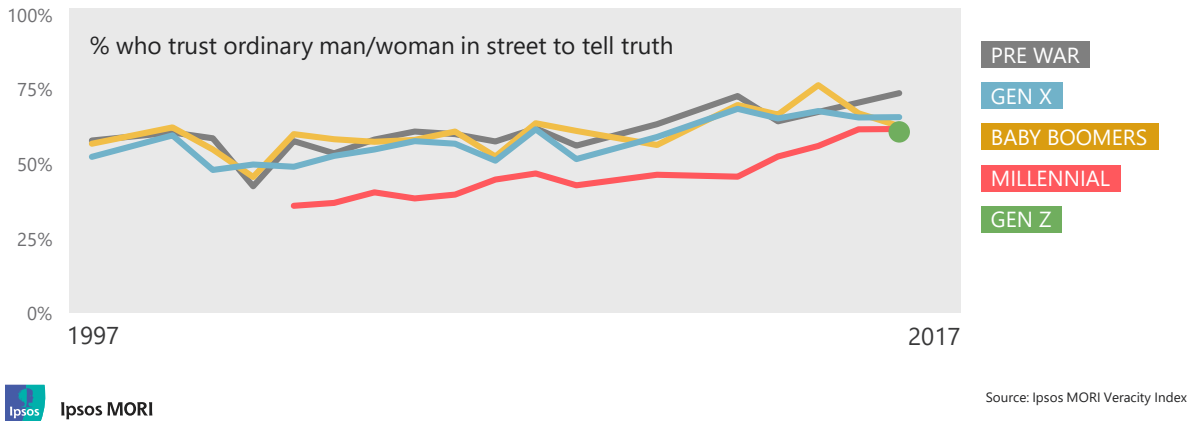
Source: Young Peoples Omnibus 2018 / Citizenship Survey 2005

Generation Z: Beyond Binary | July 2018 | Public

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## AND TRUST IS UP – AFTER MILLENNIALS BROUGHT DOWN...

80% of Gen Z 16-22 year olds trust civil servants to tell the truth ...



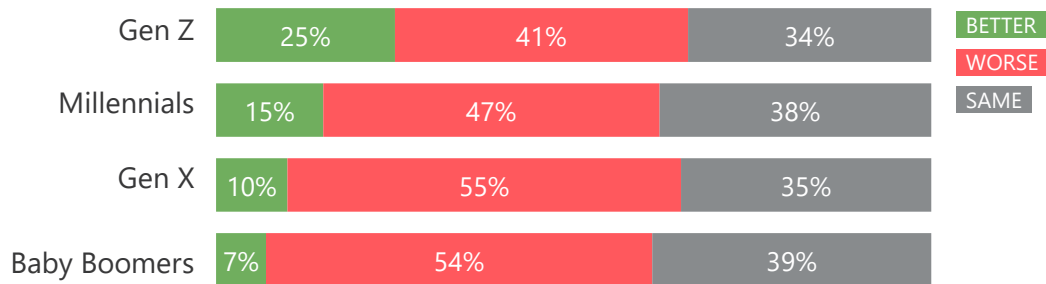
Generation Z: Beyond Binary | July 2018 | Public

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## DESPITE NOT HAVING MASSIVE HOPE FOR THEIR FUTURE...

Do you think that the generation coming after Millennials, that is those aged 22 or younger, will have a better or worse life than Millennials, or will it be about the same?



Source Ipsos Connect for BBC Newsbeat 2017. 3,000 respondents aged 15+

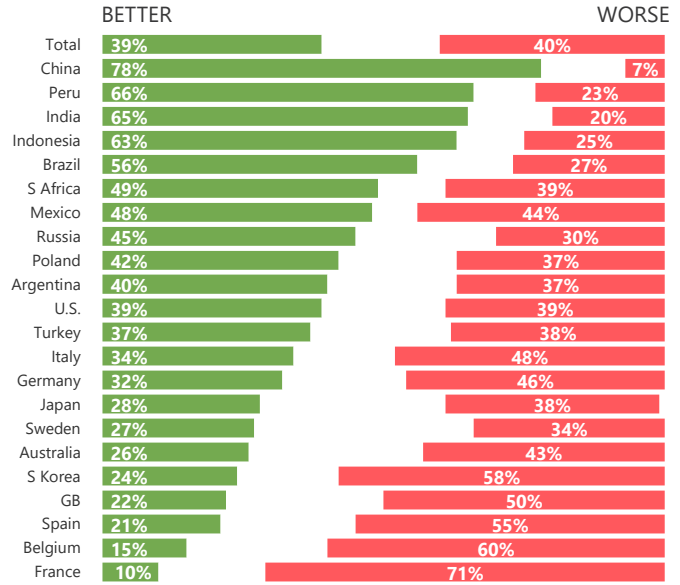
Generation Z: Beyond Binary | July 2018 | Public

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# BUT REMEMBER, OFTEN COUNTRY/CULTURE BEFORE COHORT...

Q. ...do you feel that today's youth will have a better or worse life than their parents, or will it be about the same?



Base: 18,810 adults aged 16+ in 23 countries, fieldwork Sept–Oct 2016 | Source: Ipsos Global Trends Survey 2017



Generation Z: Beyond Binary | July 2018 | Public

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# MUCH, MUCH MORE IN REPORT ...

Obesity, sugar consumption, physical activity

Family life

Trust in institutions, media and business

Attitudes to work

Political views and actions

Attitudes to data privacy and behaviour

Newspaper readership

Social media use and preferences



And on micro-site: [thinks.ipsos-mori.com](https://thinks.ipsos-mori.com)

Generation Z: Beyond Binary | July 2018 | Public

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# WONKHE

## GREAT EXPECTATIONS

- Nick Hillman, HEPI
- Alex Bols, GuildHE
- Ed Marsh, Middlesex University Students' Union
- Sarah Barr Miller, UCAS

THE SECRET LIFE OF STUDENTS



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## EXPECTATIONS

### Overall Value for Money?

- Students' Unions told us that students view VFM from **multiple perspectives**
- Sometimes "the tuition fee", sometimes their "overall spend"
- Keen to think about
  - Tuition fees
  - Other charges/fees/costs levied by providers
  - Overall investment
- Key themes:
  - Overall investment perception
  - Which factors drive VFM perception?
  - Costs
  - Transparency



# WONKHE

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# WHAT IS VALUE FOR MONEY?

Inputs?

- Teaching, facilities, resources

Outputs?

- Grades, CV, Degree Cert

Outcomes?

- Career, Happiness, Social Capital

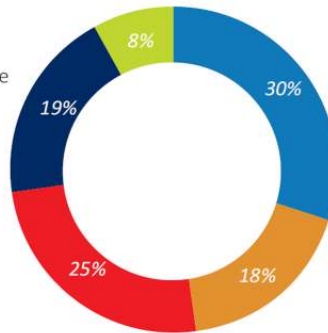


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# EXPECTATIONS

The tuition fee for my course represents/ represented good value for money

- Definitely agree
- Mostly agree
- Neither agree nor disagree
- Mostly disagree
- Definitely disagree



**38% agreement**

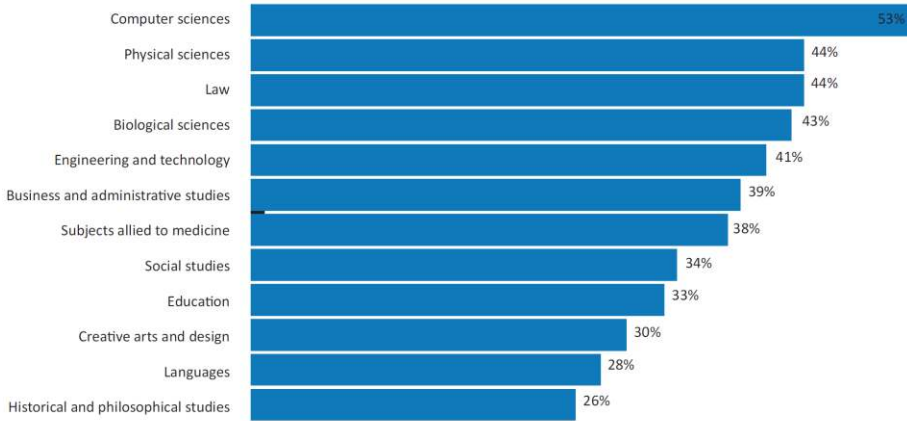


80



# EXPECTATIONS

The tuition fee for my course represents/represented good value for money



**WONKHE**

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# EXPECTATIONS

Which factors demonstrate value for money

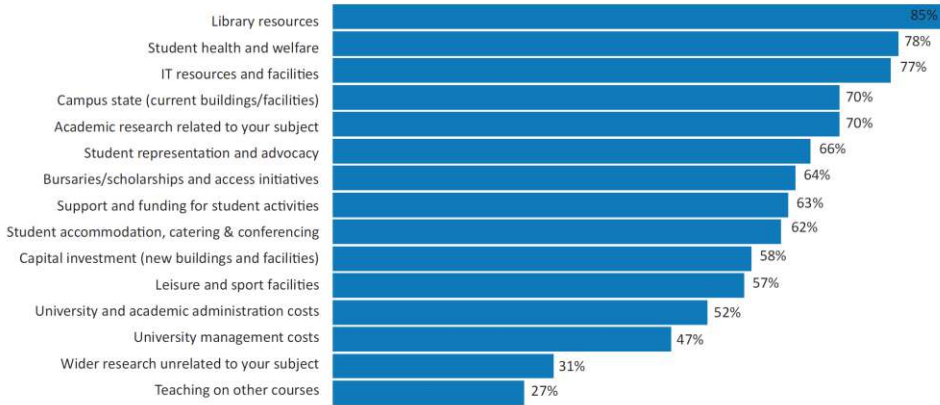


**WONKHE**

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# EXPECTATIONS

Percentage of students that either 'definitely agree' or 'mostly agree' that their tuition fee should fund each factor



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# EXPECTATIONS

Informed about costs?

I was informed of and prepared for how much everything would cost as a student at university



Worse for wp factors



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# EXPECTATIONS

- **Dissatisfaction** in the comments has three themes
  - Contact
  - Quality of the contact
  - Not knowing (trusting) where the money goes
- Almost all focussed on outputs/quality of the services
- **Satisfaction** is broader and whilst still focussed on outputs and their quality, includes career aspirations and learning goals



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# EXPECTATIONS

- Emerging sense of similarity to Herzberg
- **Dissatisfaction** related to mismatch between expectations and reality re **outputs and quality**
- Can't get to **motivational** without addressing hygiene factors



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## MY PROPOSITION

- Students want “value for money”
- Students actually value input factors more than output factors and output more than impact factors
- This isn't a surprise... people on trip advisor don't just a restaurant's value for money based on long term nutritional value etc...
- “They're wrong” doesn't work (See: Brexit)



**WONKHE**

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## MY PROPOSITION

- If we don't start to more accurately reflect (and deliver) what students believe demonstrates vfm then there are 2 dangers...
  - 1) they might actually start holding universities accountable for the first 6 years of their career and university services etc are not set up to cope with that
  - 2) if entering university is sold as a long term financial investment rather than an experience then social and economic capital/confidence may start to shape future students decisions.

This might mean that the old myth that 'higher fees will put off students from WP backgrounds' could actually become true



**WONKHE**

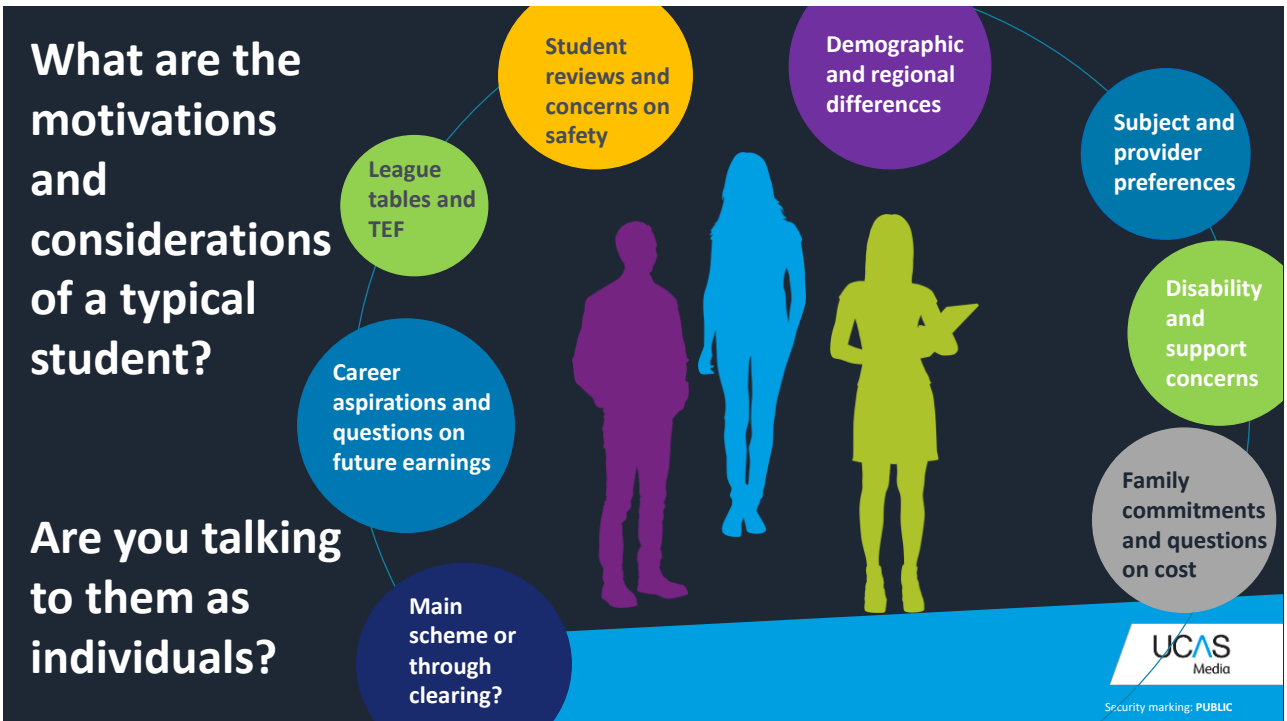
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# MY PROPOSITION

- Fixing this means three things:
  1. Bearing down on hidden costs and making it everyone's responsibility to make participation in university life as inexpensive as possible – all inclusive goal
  2. Being painfully upfront about where the money goes and having a goal that every student will know how university is financed – genuine partners goal
  3. Changing delivery and budgets so that students get more – how can the experience be richer?



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# WONKHE

## MINDING AND CLOSING THE GAPS

- Sarah Howls, Office for Students
- Simon Lewis, Middlesex University
- Cath Brown & Liz Marr, Open University

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### Understanding Commuter Students

Dr Simon Lewis  
Head of Strategic Planning  
Middlesex University

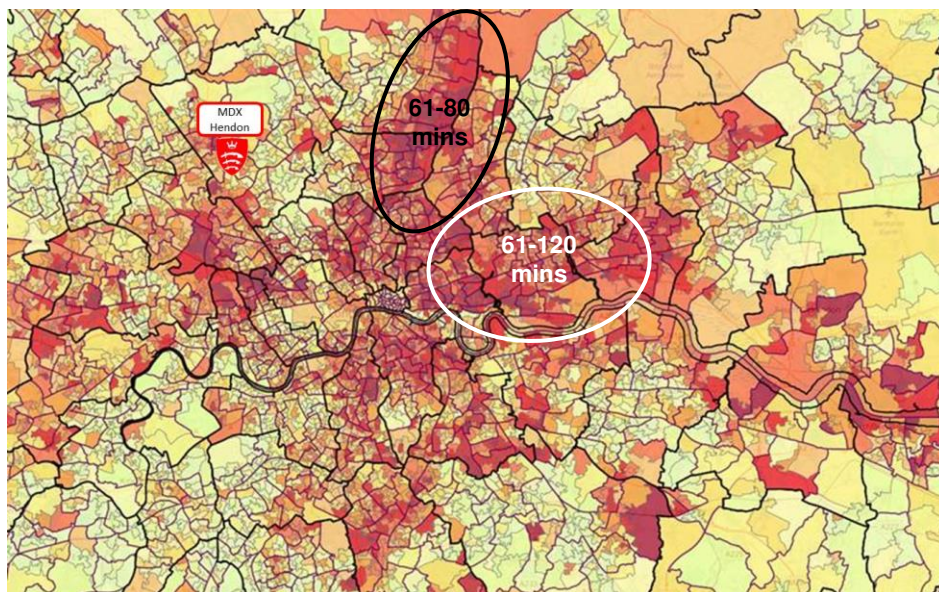
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## Middlesex context

- Three quarters of students commute more than 40 minutes
- 54% of students live in their parental or their own purchased home
- 7x the national average of students commuting for over an hour

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## Implications

- Understanding and supporting “commuter” students in policymaking
- Social mobility and productivity
- Value for money for commuter students
- A student’s sense of belonging
- Data, metrics and context

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# WONKHE

## MINDING AND CLOSING THE GAPS

**Cath Brown and Liz Marr, Open University**

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# WONKHE

## THE STUDENT ENVIRONMENT

- **David Malcolm, National Union of Students**
- **Jenny Shaw, Unite Students**
- **Rachel Piper, Student Minds**

THE SECRET LIFE OF STUDENTS



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## The secret life of students: the squeeze on students

**David Malcolm**  
Head of Policy and Campaigns

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## The squeeze on students

Between 11/12 and 18/19:

- Average annual inflation was **3.14%**
- Average rents increased by **4.8%**



**£153** average weekly rent for private hall providers in 2018/19

**£502** average monthly rent in private rented sector

**£856** average 'profit' per bedspace in university-owned halls in 16/17

Between 2005 and 2018:

- Bus fares increased **71%**
- CPI increased **35%**



### Solution:

Mandatory institutional affordability strategies as part of APP or its equivalent

100

Behind the Stereotype : students in their own words UNITE STUDENTS

**Students crave safety, because they are anxious about the future**



**Students bring strong beliefs to university, where they develop them further**



**Students consider themselves independent, but not adults**



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Rachel Piper - Policy Manager -  
@rachelhrpiper @StudentMindsOrg



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Rachel Piper - Policy Manager -  
@rachelhrpiper @StudentMindsOrg



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## RESEARCHING STUDENTS FOR IMPACT

- **Michelle Morgan, Bournemouth University**
- **Alex Griffiths, Statica Data**
- **Liz Austen, Sheffield Hallam University**

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## Pre-arrival Academic Survey (PAQ)

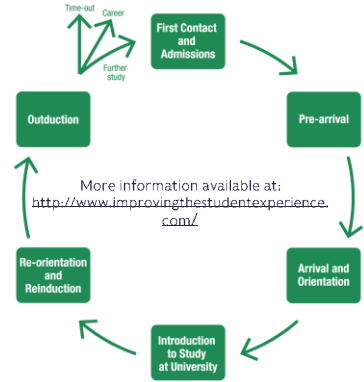
Understanding prior learning experiences and the impact on expectations on entry through the of the student



- Sector collects exit experience for 'metrics'
- Ignores prior study experiences and entry expectations
- 'Exit' evidence is foundation for 'new' cohort support
- Entry needs to support transitions for that specific



- Collect **informative** data to produce evidence-based initiatives
- **Meaningful and engaging** pre-arrival academic activity
- **Correct** misconceptions and manage expectations
- **Manage** the pre-arrival/entry for the learning journey
- **Inform** activities through study journey to improve metric outcomes
- Highlights **diverse** learning experience and expectations to all stakeholders.



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### Digital Storytelling

**Methodology**

- qualitative
- targeted samples
- embedded incentive

00:01

03:23

03:23

**Lessons Learnt**

- various contexts
- power of the narrative
- valued investment needed

Dr Liz Austen | <https://blogs.shu.ac.uk/steer/digital-storytelling-shu/studentvoices/>

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## The Wisdom of Students – Aggregating Online Feedback

- Surveys offer valuable insights, but can be slow to identify emerging issues and answer only the questions asked.
- 220,000 reviews and 6,000,000 tweets concerning HE providers in past few years.
- Real-time feedback offers student-driven insights into the student experience.
- Individual data sources are good predictors of quality measures (e.g. TEF, APR, NSS). Combined 'Collective-Judgement Score' is even better.

Alex.Griffiths@StaticaResearch.com



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- Previous study qualifications and experience
- Motivations and challenges of UG/PGT study
- Study expectations
- Current expectations and attitudes
- Study outcomes
- Biographical questions

### Impact!

- Responses to course leaders within a week
- Learning advice handout 4 weeks in
- Q&A HoD led session – 'wobble weeks'
- Enables academics to bridge study skill gaps
- Manage and correct expectations
- Explore responses by student characteristics.

### TOP TIPS

- Make 'learning' the focus
- Use the **right language** for each level
- **Don't lift and shift** surveys between levels
- **Avoid** neither agree/disagree answers
- Use open and closed questions
- Make it **actionable** by getting ideas
- Keep it **short**
- Collect **key** demographic information
- **Circulate** basic responses **quickly**.

*'The PLs have effectively used the Pre-arrival questionnaire data to inform the way AA sessions were focused at Level 4' (Head of Education).*

*'I was particularly fascinated by the work around feedback, such as preference for one to one feedback, and mechanisms that they have been used to in the past' (Dean).*



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## Insight & Recommendations

- Different sources favour different types of feedback.
- WiFi, transport and environmental policy of real importance to students.
- Timely identification of concerns can save significant ill will, time, money, and reputational damage.
- Higher education is complex, wide-ranging and unique; consistent identification of concerns is challenging and 'off the shelf' tools will struggle.



Alex.Griffiths@StaticaResearch.com



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### Key Messages

- data privilege and methodological biases exists in policy-making and practice
- creative and innovative approaches must challenge the dominance of quantitative data

Becoming a Mature Student:  
Knotted feeling of Apprehension: Would the kids be OK? Can I  
really do this? I am so much older than everyone else here...

Linda's story, managing study with a busy life

- creative and innovative approaches must acknowledge and seek out hidden voices  
voiceS and experienceS
- triangulation is necessary - move away from reaction to a single data source

Dr Liz Austen | Sheffield Hallam University | @lizaustenbooth

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## THE REST OF THEIR LIVES

- Elaine Boyes, AGCAS
- Mike Grey, Gradconsult
- Dasha Karzunina, Group GTI

THE SECRET LIFE OF STUDENTS



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<p>The employability conundrum</p> <p>Mike Grey Head of University Partnerships</p> <p>@mikegradconsult</p>	 <p>gradconsult</p>
<p><b>WONKHE</b></p>	

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# WONKHE

*"The ability to understand the job market, your options and successfully articulate your skills and experiences to achieve success in recruitment processes"*

This recruitability represents just one aspect of employability.

Are we really talking about recruitability?



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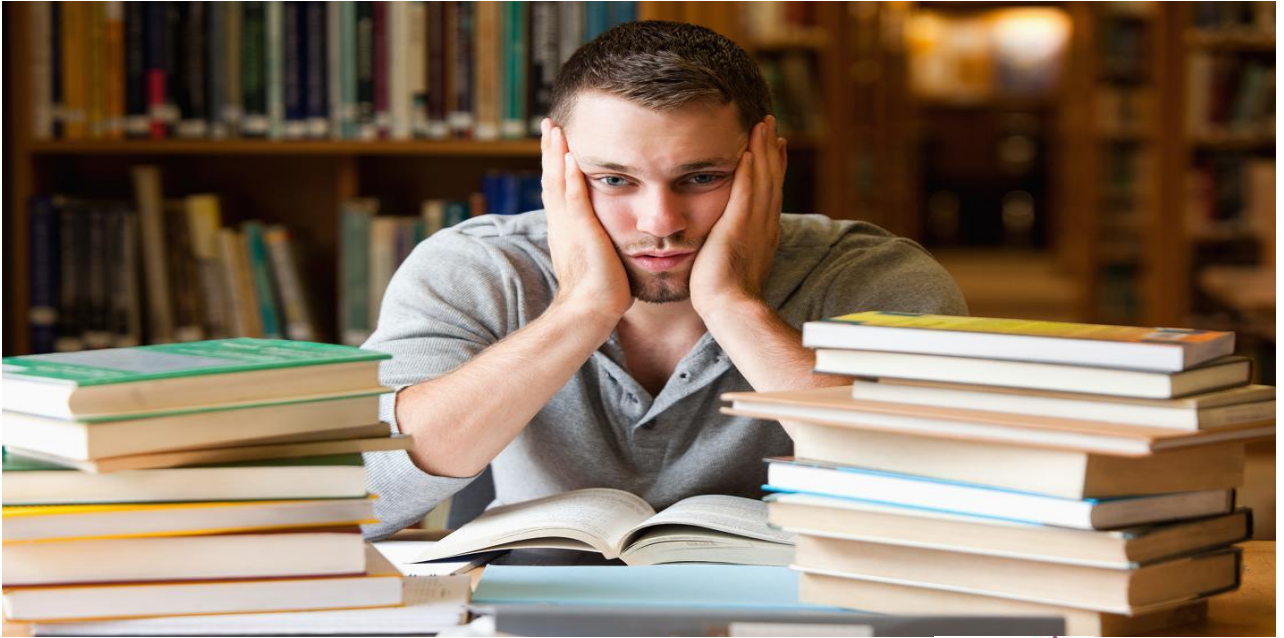


**Graduates in employment or further study**  
**Trinity St David 96.8%**  
**Imperial College 92.6%**  
 DLHE 2016/17

**Graduate level employment or further study**  
**Trinity St David 54%**  
**Imperial 90%**  
 DLHE 2016/17



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## Addressing social mobility

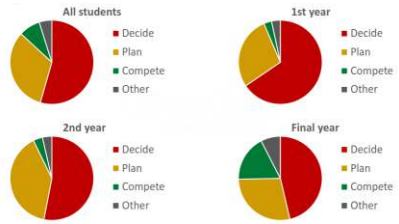
*'Employers should deliver more curriculum-based interactions with universities, to place less emphasis on 'prestigious' events at which students self-select to attend.'*

*Bridge Group Report: Careers Services and Social Mobility (2017)*

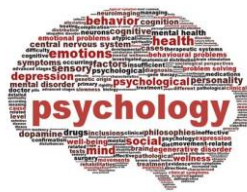


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48% of undergraduate finalists are still in the “decide” stage of their career thinking (HEFCE Learning Gain Project: Careers Registration)



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## What percentage of law graduates work in the legal sector?

# LinkedIn

- ✓ 32.30% University of Manchester
- ✓ 32.45% University of Leeds
- ✓ 33.15% University of Birmingham
- ✓ 33.95% University of Liverpool
- ✓ 34.07% University of Nottingham




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**Institute of Student Employers**

## Most employers are degree agnostic

82% of all ISE Member graduate roles open to any degree discipline (2018)



71% across all graduate roles  
(Dr Charlie Ball)



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## The graduate labour market is unevenly distributed and graduates are not particularly mobile

69% of graduates go to work in the same region where they grew up  
London is the only major city with an oversupply of graduates

Dr Charlie Ball analysis of the *Destinations of Leavers from Higher Education (DLHE)* survey, HESA, 2016-2017



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# Beyond recruitment....



**NOTTINGHAM TRENT UNIVERSITY**



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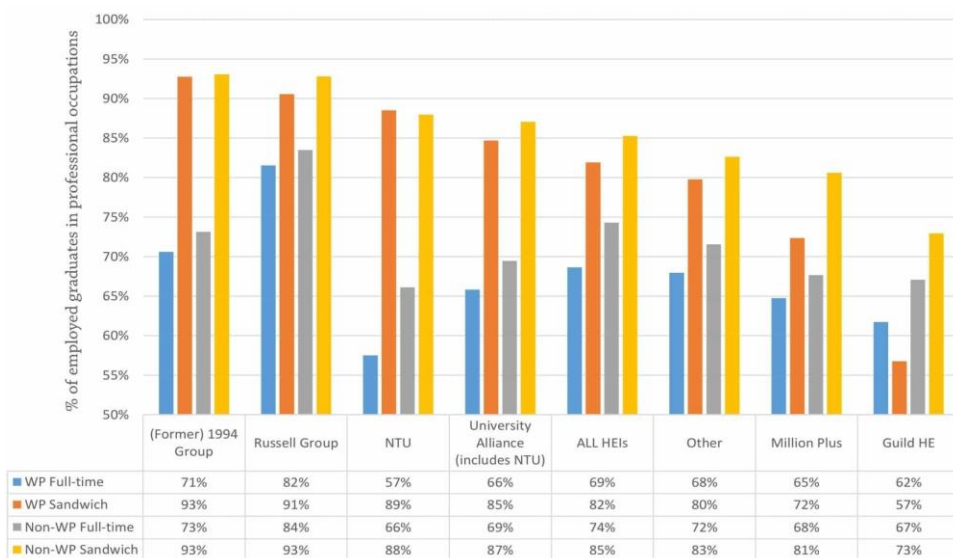


**Panacea**  
 Greek Goddess of **Universal Remedy**  
 Solution to all problems; **Cure-all**



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**WONKHE** Sandwich placements can unlock social mobility



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Enrolments on sandwich placement  
courses increased by 59% between  
2009-10 and 2017-18

180,705 enrolled in 2017-18  
(HESA)

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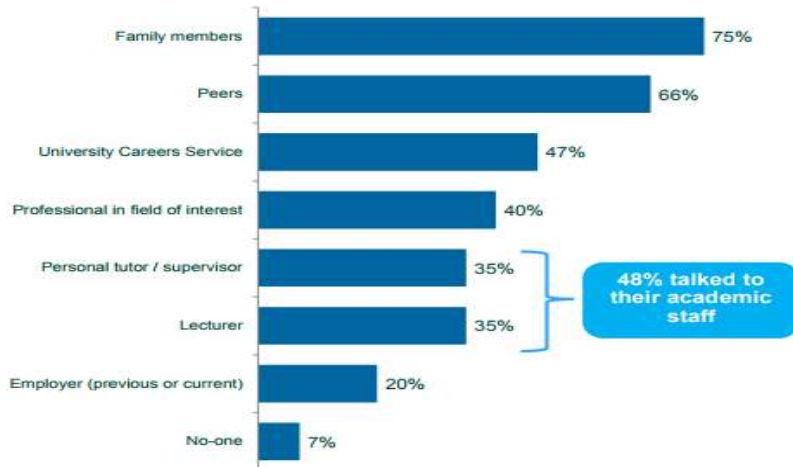
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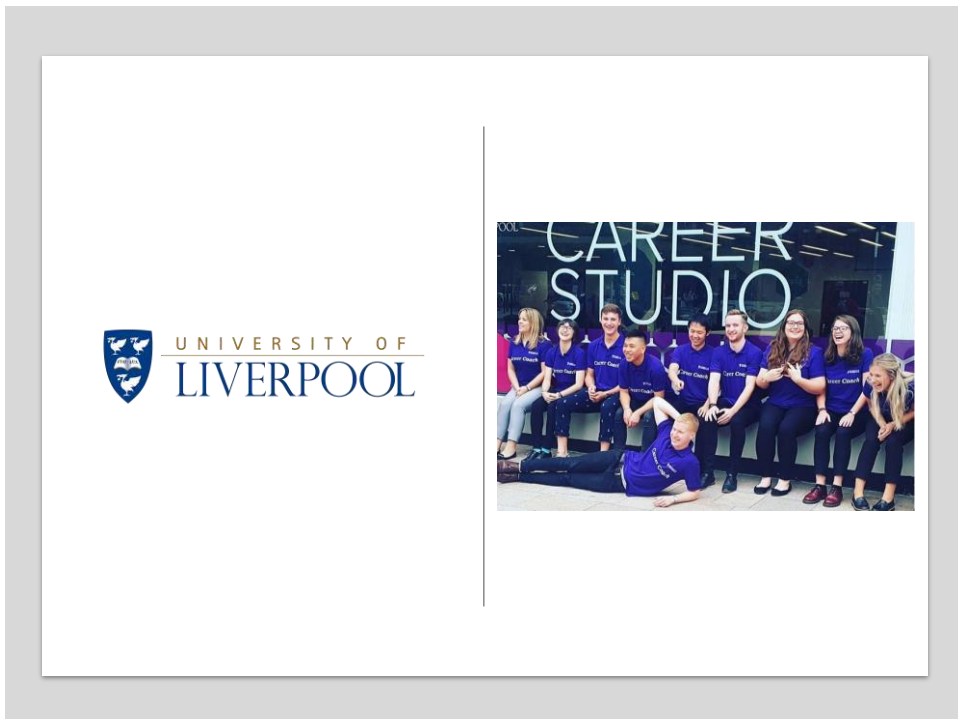


## Who do students talk to about their career?

DfE: Graduates' career planning and its effect on their outcomes (2017)



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## Value for money?

87.5% of leavers said they were satisfied with their career to date  
(HESA Longitudinal DLHE of 107,340 in 2016/17)



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Mike Grey, Head of University Partnerships  
T: +44 (0)7402 029932  
[mike@gradconsult.co.uk](mailto:mike@gradconsult.co.uk)  
[@mikegradconsult](#)

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# What do careers look like for today's students?

Elaine Boyes  
AGCAS Executive Director



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## Who are AGCAS?

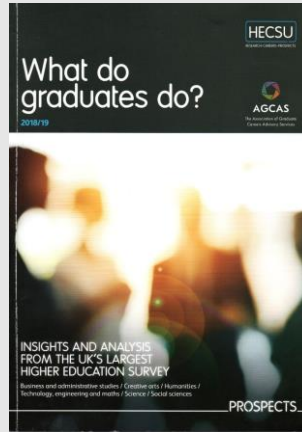
*The Association of Graduate Career Advisory Services (AGCAS) represents 82% of careers services within the UK HE sector*



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# They all work in coffee shops don't they?

- Lowest level of graduate unemployment since 1977/78 academic year
- 73.9% of employed graduates were in professional level jobs



# Are we confident about graduate employment in the future?



## They all work in London, don't they?

- 45% stay in their home region for study and work
- 24% return to their home region after study



**AGCAS**

The Association of Graduate  
Careers Advisory Services

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## What do graduates want to do?

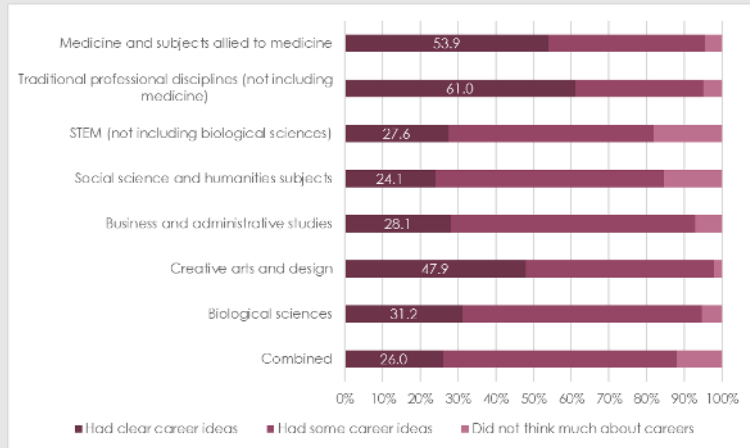
Fewer than 1/3<sup>rd</sup> of younger students had clear career ideas before they chose their university course. However, 2/3<sup>rd</sup> of mature students (61.9%) had clear career ideas before choosing their university course



**AGCAS**

The Association of Graduate  
Careers Advisory Services

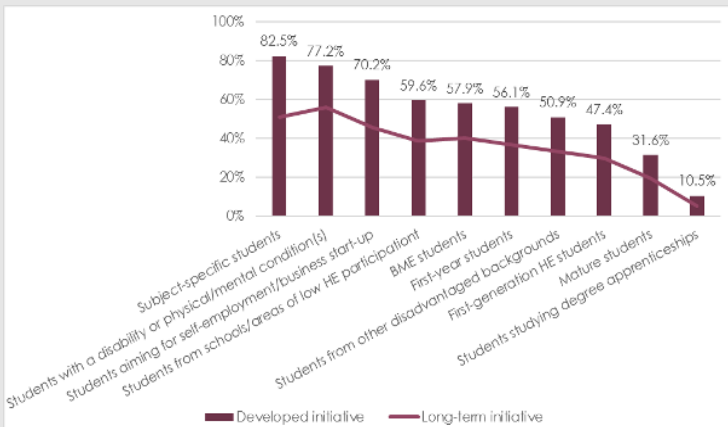
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The Association of Graduate Careers Advisory Services

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## Employability – it's essential



The Association of Graduate Careers Advisory Services

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## In conclusion

- Graduates are likely to be in graduate level employment
- They probably work in a city outside London in their home region
- Most students start university not knowing what they want to do
- AGCAS members are fairly confident about the labour market
- Employability matters

## AGCAS Reports

- What do Graduates do?  
<https://luminare.prospects.ac.uk/what-do-graduates-do>
- AGCAS First Year Career Readiness Survey 2017/18
- AGCAS HE Careers Service Survey Report 2018  
<https://www.agcas.org.uk/AGCAS-Research>

## Other References

- ISE Pulse Report 2019  
(<https://luminare.prospects.ac.uk/graduate-employers-optimistic-for-2019-recruitment>)
- Early Career Survey 2018 (<https://luminare.prospects.ac.uk/early-careers-survey>)
- OfS Challenge Competition: Industrial strategy and skills – support for local students and graduates  
(<https://www.officeforstudents.org.uk/publications/ofs-challenge-competition-industrial-strategy-and-skills-support-for-local-students-and-graduates/>)
- The reality of graduate migration (<https://luminare.prospects.ac.uk/the-reality-of-graduate-migration>)



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Email:  
elaine.boyes@agcas.org.uk

Twitter: @AGCAS



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# Is being good, good business?

**Dasha Karzunina**

Head of Research,  
Trendence UK



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## The Ethics Survey

- 1,523 respondents
- 96 universities
- All year groups
- Do undergraduates care about ethics?
- Should employers be concerned?
- What can universities do?

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## Point 1: Students Care

*“Before it was this glorious, magical place to work... Now just because it does what you want doesn’t mean it’s doing good.”*

**Computer science student**

*“I don’t believe in the product because, with Facebook, the baseline of everything they do is a desire to show people more ads.”*

**Engineering student**

*“Surprisingly, a lot my friends now say they don’t really want to work for Facebook [due to] privacy stuff, fake news, personal data, all of it.”*

**Computer science student**

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## And They Really Mean It



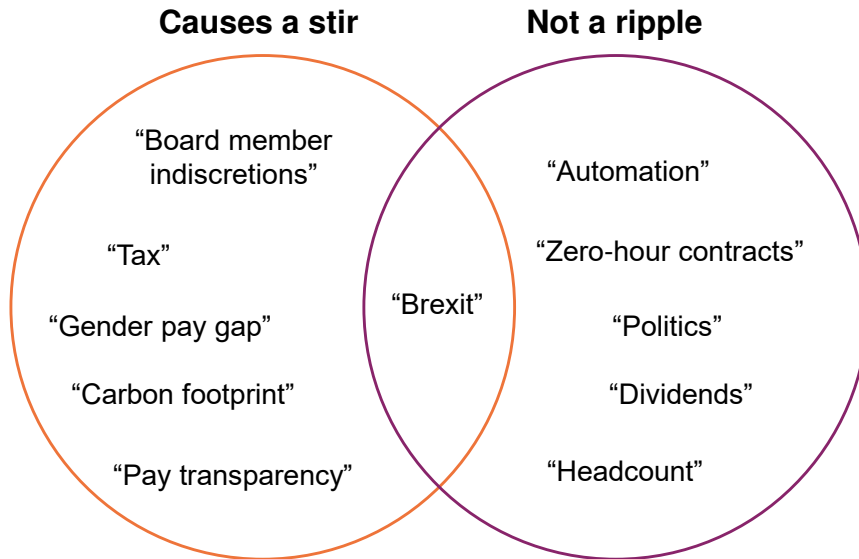
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## Point 2: The “Labraphant”



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## Point 2: The Triggers



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## Point 2: Long Memories

*"Deepwater Horizon"*

*"Oil spill (if I recall correctly)"*

*"Not dealing with Russian bots creating false news"*

*"The private data scandal involving President Trump"*

*"2008 housing crash. They knew what was happening and decided to make more money off it"*

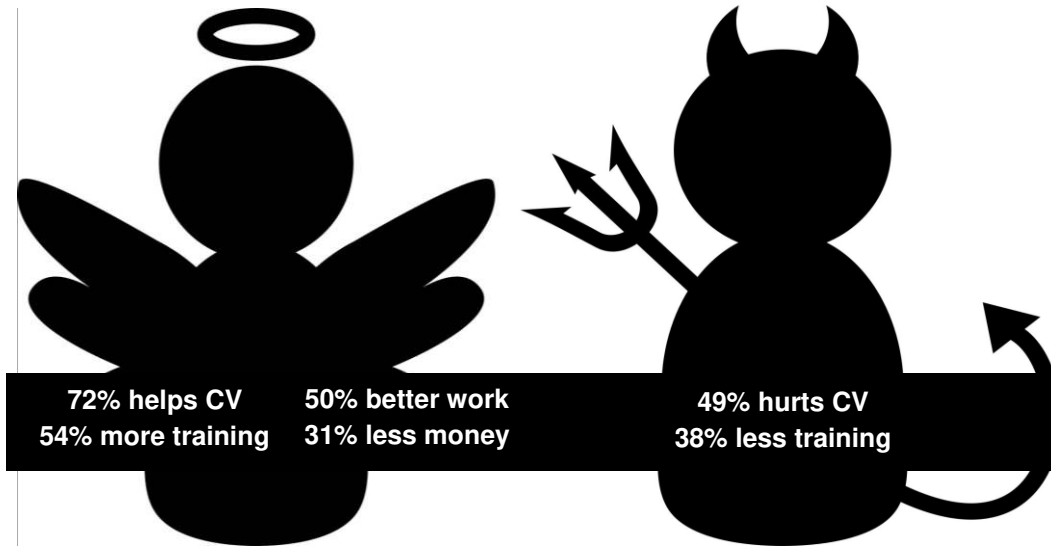
*"Tax evasion"*

*"Cambridge Analytica"*

*"We all know they are up to something that never benefits our welfare"*

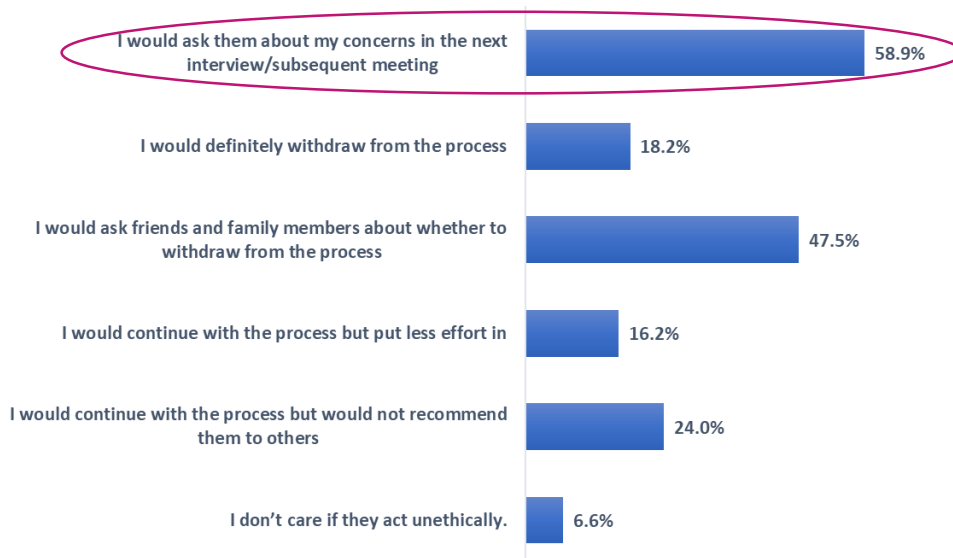
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## PAM: P is for 'Perceptions'



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## PAM: A is for 'Actions'



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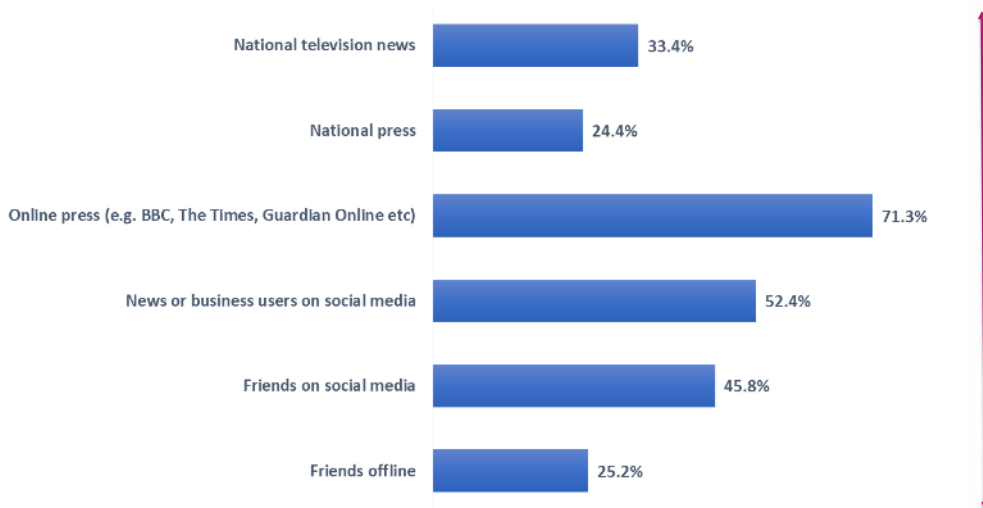
## PAM: M is for 'Morality premium' aka Money!

- 41% people expect more money
- Meaning £5,650 extra per person
- £500,000 extra salary costs per 100 graduate hires



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## Point 4: Reputation Not a Campaign



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## Point 5: Ethics need to be a key part of the story

Authenticity

Point of  
difference

Culture



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## Key Takeaways

- Make people aware that ethics are important
- Do your research
- Be prepared (have an answer for students when they ask)
- Support students in aligning future careers with their own values → more ethical labour market for all

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