



By Cibyl & Wonkhe

Metrics matter

- Continuation
 - Getting to the second year
 - Belonging
- Completion
 - Confidence
 - Getting to the end of the course
- Progression
 - Getting a graduate job
 - Skills
- Plus awarding (gaps), NSS teaching, NSS A&F, NSS AS, NSS Feedback, NSS Learning resources

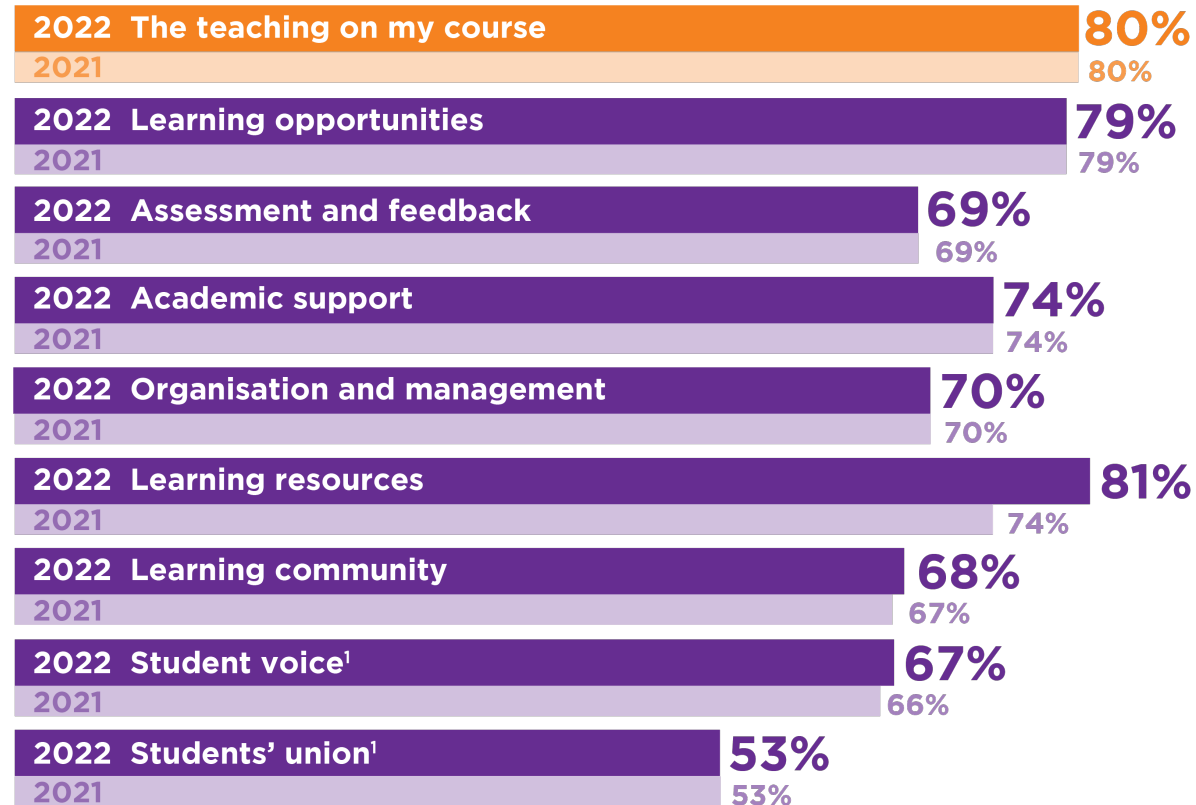


By Cibyl & Wonkhe



2022 National Student Survey

Percentage of respondents who gave the two most positive answers ('definitely' or 'mostly' agree) on:



¹ The data for the 'student voice' scale does not include responses to Q26 on the students' union, which is reported separately in this table.

Achillies heel of NSS...

Assessment and feedback:

- 8. The criteria used in marking have been clear in advance. **73%**
- 9. Marking and assessment has been fair. **68%**
- 10. Feedback on my work has been timely. **84%**
- 11. I have received helpful comments on my work. **91%**
- **Also highest active disagree (14%)**
- **(SU NAND was 19%)**



By Cibyl & Wonkhe

Achillies heel of NSS...

Three themes:

1. Link to criteria being clear in advance
2. Demonstrable application of that criteria
3. Consistency of marking



By Cibyl & Wonkhe

I feel part of a community of students and staff

		Strongly agree	Agree	Disagree	Strongly disagree
How fair has the marking and assessment been on your course?	Very fair	46% ↑	21% ↓	15% ↓	10% ↓
	Fair	49% ↓	67% ↑	61%	52%
	Not very fair	5% ↓	11%	20% ↑	22% ↑
	Not at all fair	0% ↓	1% ↓	5% ↑	16% ↑



By Cibyl & Wonkhe

I feel part of a community of students and staff

		Strongly agree	Agree	Disagree	Strongly disagree
How fair has the marking and assessment been on your course?	Fair	95%	88%	76%	62%
	Not fair	5%	12%	25%	38%



By Cibyl & Wonkhe

Achilles heel of NSS...

Five themes:

1. Link to criteria being clear in advance
2. Demonstrable application of that criteria
3. Consistency of marking
4. Hadn't taken into account their circumstances fairly (best of ability)
5. They have personal connections, I don't

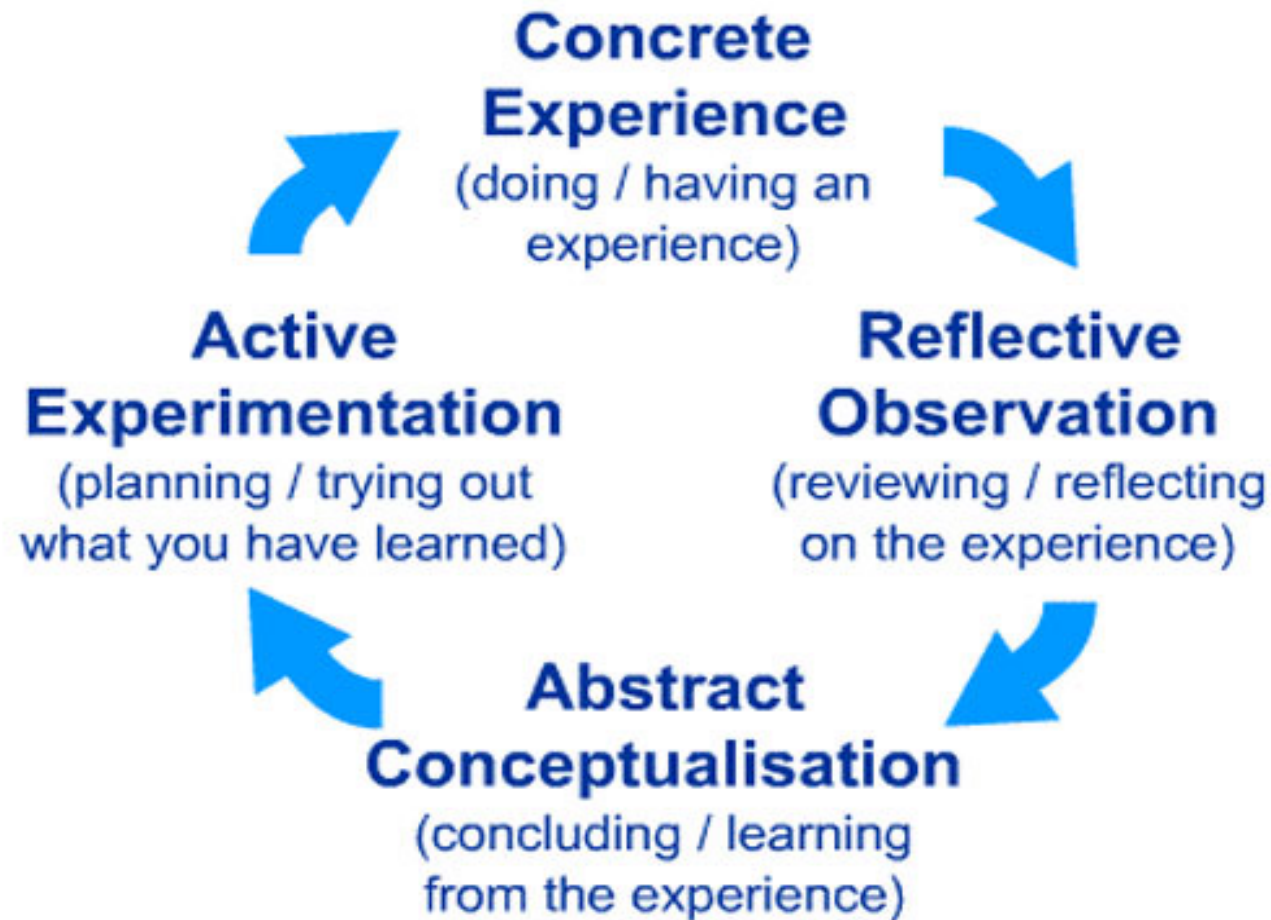


By Cibyl & Wonkhe

Why is assessment unfair?

- I had to take the first half of my course online due to visa issues which caused a huge gap in my experience and relation to the material in comparison to my class.
- Poor brief and not a good idea of what they want.
- I'm not one of the favourites.
- Often feels like a score for participation mark – very unfair as not all of us can be there all of them time.
- We've been told that multiple lectures go over to confirm the results. Nobody believes this.
- I feel like for some people is harder to get higher scores due to the differences in age (work experience, other further studies).
- I think I was severely under marked for an essay that I don't think was that bad, and others agree.
- It can sometimes feel as though we are thrown into the deep end with assessment. We have no exemplar work to study and understand, therefore it feels as though we're being graded on a skill that we haven't properly developed or understood.





Questions

- What matters most to students, the uni and to SUs
- Why are the scores the way they are? What leads to...
- How are we doing against national or benchmark group?
- What characteristics or contexts lead to...
- Where are we on key contemporary issues?
- Can we influence what is asked?



By Cibyl & Wonkhe



Belong

By Cibyl & Wonkhe

Belong

By Cibyl & Wonkhe



**Student
voice
matters
more
than ever**

Belong

By Cibyl & Wonkhe



belong.co.uk

Belong

By Cibyl & Wonkhe



**Find out
more the
largest
student
experience
research
platform.**

belong.co.uk

belong.co.uk

A student research platform

- Monthly pulse – measure over time
- Key NSS questions
- Outcomes confidence and SU satisfaction/awareness
- Qual (lots of qual)
- Compare with national picture
- Analyse relationships – characteristics and other
- Monthly themes and national policy write ups
- Freemium (if your SU subscribes to Wonkhe SUs)



By Cibyl & Wonkhe

5 things we're learning

- Community and belonging
- Confidence
- Freedom of speech
- Cost of living
- Food



By Cibyl & Wonkhe

Power of community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
I am good enough to be here	Strongly agree	41% ↑	18% ↓	14% ↓	24%
	Agree	45% ↓	64% ↑	49%	32% ↓
	Disagree	11% ↓	14%	29% ↑	20%
	Strongly disagree	3% ↓	4% ↓	8%	24% ↑



By Cibyl & Wonkhe

Power of community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
How easy was it to contact staff when you needed to?	Very easy	70% ↑	35% ↓	21% ↓	17% ↓
	Easy	28% ↓	55% ↑	56% ↑	53%
	Not very easy	1% ↓	9%	19% ↑	15%
	Not at all easy	1% ↓	2% ↓	5%	16% ↑



By Cibyl & Wonkhe

Disability/long term condition etc

I feel part of a community of students and staff

	Yes	No
Strongly agree	18% ↓	26% ↑
Agree	43% ↓	55% ↑
Disagree	26% ↑	15% ↓
Strongly disagree	13% ↑	4% ↓



By Cibyl & Wonkhe

		Prior schooling	
		Private/independent education	State education
I feel part of a community of students and staff	Strongly agree	32% ↑	20% ↓
	Agree	48%	52%
	Disagree	15%	21% ↑
	Strongly disagree	5%	8% ↑



By Cibyl & Wonkhe

Home domicile

I feel part of a community of students and staff	Home domicile		
	UK	EU/EEA	Outside EU/EEA
Strongly agree	21% ↓	11% ↓	31% ↑
Agree	50% ↓	60%	55%
Disagree	21% ↑	22%	11% ↓
Strongly disagree	8% ↑	8%	2% ↓



By Cibyl & Wonkhe

Community and time

		I am able to devote most of my time to being a student		
		Totally	Mostly	Not really
I feel part of a community of students and staff	Strongly agree	41% ↑	19% ↓	13% ↓
	Agree	48% ↓	59% ↑	44% ↓
	Disagree	9% ↓	17%	32% ↑
	Strongly disagree	2% ↓	5%	11% ↑



By Cibyl & Wonkhe

Distance...

		Round trip to campus in minutes					
		0	1-15	16-30	31-45	46-60	60+
I am able to devote most of my time to being a student	Totally	35%	35% ↑	27%	30%	22%	18% ↓
	Mostly	48%	55%	61%	55%	56%	55%
	Not really	17%	11% ↓	12%	15%	21% ↑	27% ↑



By Cibyl & Wonkhe

Burdens

		Term time part time work					
		0	1-5	6-10	11-15	16-20	21+
I am able to devote most of my time to being a student	Totally	34% ↑	30%	25%	26%	25%	15% ↓
	Mostly	57%	60%	54%	58%	54%	37% ↓
	Not really	9% ↓	11%	21% ↑	16%	20% ↑	48% ↑



By Cibyl & Wonkhe

Doing our best

		I am performing to the best of my ability on this course			
		Totally	Mostly	Not really	Not at all
I am able to devote most of my time to being a student	Totally	62% ↑	17% ↓	15% ↓	7% ↓
	Mostly	31% ↓	72% ↑	58%	45%
	Not really	7% ↓	11% ↓	27% ↑	48% ↑



By Cibyl & Wonkhe

Doing our best

Over the last month, how often have you felt lonely?

Daily	19%
Weekly	31% ↑
Monthly	22%
Once/twice	12% ↓
Never	16% ↓



By Cibyl & Wonkhe

Community and loneliness

Over the last month, how often have you felt lonely?

		Daily	Weekly	Monthly	Once or twice	Never
I feel part of a community of students and staff	Strongly agree	23%	18% ↓	22%	33% ↑	36% ↑
	Agree	33% ↓	60% ↑	61% ↑	56%	47%
	Disagree	31% ↑	17%	13% ↓	9% ↓	14%
	Strongly disagree	14% ↑	5%	3%	2%	2% ↓



By Cibyl & Wonkhe

Why aren't students attending?

- 1. Health (esp mental health)
- 2. Paid employment
- 3. Public transport and/or long journey
- 4. Teaching quality/format
- 5. Busy with assignments/independent study

Time is more precious now – students are weighing up best use of their time, and that is often not coming to campus



By Cibyl & Wonkhe

Why not (last 3)

- Combination of a waste of time, depression hitting hard, my physical state being ignored by the university with regards to walking back and forth from campus (it's too painful sometimes).
- Because the other lectures by that staff member had been very dull and about very simple concepts, so I felt I would be better served by just reading the content in my own time.
- Work, I'm come from a low social economic family and therefore have to work to afford living in Brighton (expensive city without the London maintenance loan).
- I either felt unmotivated, depressed, unprepared or anxious – scared to be asked questions and have to speak
- Sometimes staff are funny about lateness – I commute an hour by car and occasionally would be 10 minutes late , if they were rude in class about it I just wouldn't turn up next time I was late because I don't see the point when it's our money paying them they shouldn't really care.



By Cibyl & Wonkhe

How good are staff at explaining things and making the subject engaging?

I am performing to the best of my ability on this course	How good are staff at explaining things and making the subject engaging?			
	Very good	Good	Not very good	Not at all good
Totally	48% ↑	19% ↓	17% ↓	27%
Mostly	41% ↓	53% ↑	33% ↓	16% ↓
Not really	8% ↓	20% ↑	31% ↑	23%
Not at all	1% ↓	4%	13% ↑	31% ↑



By Cibyl & Wonkhe

How easy was it to contact teaching staff when you needed to?

		Very good	Good	Not very good	Not at all good
I am performing to the best of my ability on this course	Totally	44% ↑	18% ↓	16% ↓	31%
	Mostly	40% ↓	54% ↑	44%	20% ↓
	Not really	11% ↓	20% ↑	27% ↑	19%
	Not at all	3%	4%	8%	28% ↑



By Cibyl & Wonkhe

Belong – ing

- Listening is often about asking the right questions (laterally)
- Theorising is often about understanding lives rather than opinions
- Planning is often about experimenting – course reps, officers and committers as social entrepreneurs
- Helping universities to learn is the ultimate gift of student representation



Free speech



By Cibyl & Wonkhe

Community and loneliness

		I feel part of a community of students and staff			
During your studies, how free did you feel to express your ideas, opinions and beliefs?	Very free	59% ↑	27% ↓	19% ↓	11% ↓
	Free	36% ↓	61% ↑	51%	42%
	Not very free	3% ↓	11%	25% ↑	31% ↑
	Not at all free	1%	1% ↓	4%	16% ↑



By Cibyl & Wonkhe

Why do students say they are not free to express themselves?

1. Lack of personal confidence in general/fear of being judged
2. Course not amenable to discussions re opinions and beliefs
3. Feeling that personal characteristics or background not similar enough/fitting in
4. Belief that personal opinions will be unpopular with other students (left wing bias)
5. Different understanding of question (focussed on feedback about staff/course)



Why do students say they are not free to express themselves?

- I don't have the confidence to speak in seminars, everyone else has more interesting things to say. I still get nervous to express my opinion since I am new and trying to understand the people/colleagues.
- I feel only a certain type of opinion is allowed at university (extreme left wing), any other part of the political spectrum is condemned by students. I do not feel I can openly express my centrist opinions nor safely discuss them sometimes.
- My degree doesn't allow me to have much of an opinion on things as a lot of it is simply factual.
- Possibilities to express personal ideas, opinions and beliefs were given, but still, I felt limited doing that because of the judgements received after.
- Sometimes I voiced some of my opinions and concerns, and the most of the staff always responded to me in a hostile way.



	18-24s	Students
Reactionary conservatives	18%	15%
Sceptical ambivalents	11%	7%
Apathetic	26%	24%
Aspirational liberals	15%	19%
Disengaged progressives	11%	12%
Leftist activists	7%	8%
Established liberals	12%	16%



By Cibyl & Wonkhe

To what extent do you feel confident about	Confidence		
	Very confident + Confident	NCNNC	Unconfident + Very unconfident
Navigating the campus	82% ↑	12% ↓	6% ↓
How to avoid academic misconduct	84% ↑	12% ↓	4% ↓
Using the library and learning resources	81% ↑	13% ↓	6% ↓
Accessing and using the IT equipment and software I need to succeed	76% ↑	16%	8% ↓
The foundational skills and knowledge needed to do well on the course	74% ↑	15% ↓	10%
Working with other students in groups	74% ↑	15% ↓	11%
Making the most of lectures	76% ↑	15% ↓	9% ↓



By Cibyl & Wonkhe

Confidence

To what extent do you feel confident about		Confidence		
		Very confident + Confident	NCNNC	Unconfident + Very unconfident
	What I have to do to get a good grade on my course	67%	23% ↑	11%
	Approaching and discussing my progress with academic staff	65% ↓	21%	14%
	Spending my time during independent study productively	70%	15% ↓	14%
	Knowing what to do when others' behaviour is unacceptable	64% ↓	23% ↑	13%
	Knowing what to do when an aspect of the delivery of my course is unacceptable	53% ↓	26% ↑	21% ↑
	Understanding how my final mark is calculated	58% ↓	24% ↑	18% ↑
	What is needed to get a graduate job	46% ↓	27% ↑	27% ↑



By Cibyl & Wonkhe

Home domiciled school

	Private	State
What I have to do to get a good grade on my course		
Very confident	25%	16% ↓
Confident	42%	48%
NCNU	28%	24%
Unconfident	5%	9%
Very unconfident	1%	3%



By Cibyl & Wonkhe

I feel part of a community of staff and students

		Strongly agree	Agree	Disagree	Strongly disagree
What I have to do to get a good grade on my course	Very confident	43% ↑	16% ↓	9% ↓	8% ↓
	Confident	45%	56% ↑	31% ↓	22% ↓
	NCNU	9% ↓	21%	37% ↑	37% ↑
	Unconfident	3% ↓	6% ↓	19% ↑	16% ↑
	Very unconfident	0% ↓	1% ↓	4%	18% ↑



By Cibyl & Wonkhe

Becoming

- All the information in one place
- Support for state school students who lack the foundational knowledge lecturers presume you'll have
- I feel I am a person that needs a lot of reassurance, and this is hard when there is so many people within each school, so no one gets known on a personal level.
- Before the semester begins, more time to introduce how to adapt to university.
- Making people feel like they belong.
- Make small student groups where we can support each other, among peers



By Cibyl & Wonkhe

Belonging and community

		I feel part of a community of students and staff			
		Strongly agree	Agree	Disagree	Strongly disagree
I am good enough to be here	Strongly agree	41% ↑	18% ↓	14% ↓	24%
	Agree	45% ↓	64% ↑	49%	32% ↓
	Disagree	11% ↓	14%	29% ↑	20%
	Strongly disagree	3% ↓	4% ↓	8%	24% ↑



By Cibyl & Wonkhe

I feel part of a community of students and staff

		Strongly agree	Agree	Disagree	Strongly disagree
How easy was it to contact staff when you needed to?	Very easy	70% ↑	35% ↓	21% ↓	17% ↓
	Easy	28% ↓	55% ↑	56% ↑	53%
	Not very easy	1% ↓	9%	19% ↑	15%
	Not at all easy	1% ↓	2% ↓	5%	16% ↑



By Cibyl & Wonkhe

Disability/long term condition etc

I feel part of a community of students and staff

	Yes	No
Strongly agree	18% ↓	26% ↑
Agree	43% ↓	55% ↑
Disagree	26% ↑	15% ↓
Strongly disagree	13% ↑	4% ↓



By Cibyl & Wonkhe

Prior schooling

I feel part of a community of students and staff	Prior schooling		
	Private/independent education	State education	School outside UK/Ireland
Strongly agree	32% ↑	20% ↓	27%
Agree	48%	52%	57% ↑
Disagree	15%	21% ↑	13% ↓
Strongly disagree	5%	8% ↑	2% ↓



By Cibyl & Wonkhe

		Prior schooling		
		UK	EU/EEA	Outside EU/EEA
I feel part of a community of students and staff	Strongly agree	21% ↓	11% ↓	31% ↑
	Agree	50% ↓	60%	55%
	Disagree	21% ↑	22%	11% ↓
	Strongly disagree	8% ↑	8%	2% ↓



By Cibyl & Wonkhe

I am able to devote most of my time to being a student

I feel part of a community of students and staff	I am able to devote most of my time to being a student		
	Totally	Mostly	Not really
Strongly agree	41% ↑	19% ↓	13% ↓
Agree	48% ↓	59% ↑	44% ↓
Disagree	9% ↓	17%	32% ↑
Strongly disagree	2% ↓	5%	11% ↑



By Cibyl & Wonkhe

		I am performing to the best of my ability on this course			
		Totally	Mostly	Not really	Not at all
I am able to devote most of my time to being a student	Totally	62% ↑	17% ↓	15% ↓	7% ↓
	Mostly	31% ↓	72% ↑	58%	45%
	Not really	7% ↓	11% ↓	27% ↑	48% ↑



By Cibyl & Wonkhe

How good are staff at explaining things and making the subject engaging?

I am performing to the best of my ability on this course	How good are staff at explaining things and making the subject engaging?			
	Very good	Good	Not very good	Not at all good
Totally	48% ↑	19% ↓	17% ↓	27%
Mostly	41% ↓	53% ↑	33% ↓	16% ↓
Not really	8% ↓	20% ↑	31% ↑	23%
Not at all	1% ↓	4%	13% ↑	31% ↑



By Cibyl & Wonkhe

How easy was it to contact teaching staff when you needed to?

I am performing to the best of my ability on this course	How easy was it to contact teaching staff when you needed to?			
	Very good	Good	Not very good	Not at all good
Totally	44% ↑	18% ↓	16% ↓	31%
Mostly	40% ↓	54% ↑	44%	20% ↓
Not really	11% ↓	20% ↑	27% ↑	19%
Not at all	3%	4%	8%	28% ↑



By Cibyl & Wonkhe

		Round trip to campus in minutes					
		0	1-15	16-30	31-60	61-90	91+
I am able to devote most of my time to being a student	Totally	35%	35% ↑	27%	30%	22%	18% ↓
	Mostly	48%	55%	61%	55%	56%	55%
	Not really	17%	11% ↓	12%	15%	21% ↑	27% ↑



By Cibyl & Wonkhe

		Term time part time work					
		0	1-5	6-10	11-15	16-20	21+
I am able to devote most of my time to being a student	Totally	34% ↑	30%	25%	26%	25%	15% ↓
	Mostly	57%	60%	54%	58%	54%	37% ↓
	Not really	9% ↓	11%	21% ↑	16%	20% ↑	48% ↑



By Cibyl & Wonkhe

Best of my ability		
	Man	Woman
Totally	30%	27%
Mostly	46%	46%
Not really	15%	19%
Not at all	5%	4%

Best of my ability		
	Disabled	Not
Totally	18% ↓	31% ↑
Mostly	42%	48%
Not really	26% ↑	15% ↓
Not at all	10% ↑	3% ↓



By Cibyl & Wonkhe

Over the last month, how often have you felt lonely?

Daily	19%
Weekly	31% ↑
Monthly	22%
Once/twice	12% ↓
Never	16% ↓



By Cibyl & Wonkhe

Over the last month, how often have you felt lonely?

		Daily	Weekly	Monthly	Once or twice	Never
I feel part of a community of students and staff	Strongly agree	23%	18% ↓	22%	33% ↑	36% ↑
	Agree	33% ↓	60% ↑	61% ↑	56%	47%
	Disagree	31% ↑	17%	13% ↓	9% ↓	14%
	Strongly disagree	14% ↑	5%	3%	2%	2% ↓



By Cibyl & Wonkhe

Why aren't students attending?

1. Health (esp mental health)
2. Paid employment
3. Public transport and/or long journey
4. Teaching quality/format
5. Busy with assignments/independent study

Time is more precious now – students are weighing up best use of their time, and that is often not coming to campus.



Why not (last 3 missed)

- Combination of a waste of time, depression hitting hard, my physical state being ignored by the university with regards to walking back and forth from campus (it's too painful sometimes).
- Because the other lectures by that staff member had been very dull and about very simple concepts, so I felt I would be better served by just reading the content in my own time.
- Work, I'm come from a low social economic family and therefore have to work to afford living in Brighton (expensive city without the London maintenance loan).
- I either felt unmotivated, depressed, unprepared or anxious – scared to be asked questions and have to speak
- Sometimes staff are funny about lateness – I commute an hour by car and occasionally would be 10 minutes late , if they were rude in class about it I just wouldn't turn up next time I was late because I don't see the point when it's our money paying them they shouldn't really care.



By Cibyl & Wonkhe



By Cibyl & Wonkhe

I feel part of a community of students and staff

During your studies, how free did you feel to express your ideas, opinions and beliefs?

Very free	59% ↑	27% ↓	19% ↓	11% ↓
Free	36% ↓	61% ↑	51%	42%
Not very free	3% ↓	11%	25% ↑	31% ↑
Not at all free	1%	1% ↓	4%	16% ↑

Belong

By Cibyl & Wonkhe

Why do students say they are not free to express themselves?

- Lack of personal confidence in general/fear of being judged
- Course not amenable to discussions re opinions and beliefs
- Feeling that personal characteristics or background not similar enough/fitting in
- Belief that personal opinions will be unpopular with other students (left wing bias)
- Different understanding of question (focussed on feedback about staff/course)



Why do students say they are not free to express themselves?

- I don't have the confidence to speak in seminars, everyone else has more interesting things to say. I still get nervous to express my opinion since I am new and trying to understand the people/colleagues.
- I feel only a certain type of opinion is allowed at university (extreme left wing), any other part of the political spectrum is condemned by students. I do not feel I can openly express my centrist opinions nor safely discuss them sometimes.
- My degree doesn't allow me to have much of an opinion on things as a lot of it is simply factual.
- Possibilities to express personal ideas, opinions and beliefs were given, but still, I felt limited doing that because of the judgements received after.
- Sometimes I voiced some of my opinions and concerns, and the most of the staff always responded to me in a hostile way.



To what extent do you feel confident about	Confidence		
	Very confident + Confident	NCNNC	Unconfident + Very unconfident
Navigating the campus	82% ↑	12% ↓	6% ↓
How to avoid academic misconduct	84% ↑	12% ↓	4% ↓
Using the library and learning resources	81% ↑	13% ↓	6% ↓
Accessing and using the IT equipment and software I need to succeed	76% ↑	16%	8% ↓
The foundational skills and knowledge needed to do well on the course	74% ↑	15% ↓	10%
Working with other students in groups	74% ↑	15% ↓	11%
Making the most of lectures	76% ↑	15% ↓	9% ↓



By Cibyl & Wonkhe

		Confidence		
		Very confident + Confident	NCNNC	Unconfident + Very unconfident
To what extent do you feel confident about	What I have to do to get a good grade on my course	67%	23% ↑	11%
	Approaching and discussing my progress with academic staff	65% ↓	21%	14%
	Spending my time during independent study productively	70%	15% ↓	14%
	Knowing what to do when others' behaviour is unacceptable	64% ↓	23% ↑	13%
	Knowing what to do when an aspect of the delivery of my course is unacceptable	53% ↓	26% ↑	21% ↑
	Understanding how my final mark is calculated	58% ↓	24% ↑	18% ↑
	What is needed to get a graduate job	46% ↓	27% ↑	27% ↑



By Cibyl & Wonkhe

Students and food

Worried food would run out in next two weeks	Overall	
	Very or Somewhat	32%
	Not very or Not at all	52%
	DN/PNTS	15%



By Cibyl & Wonkhe

Students and food

		How it differs by domicile			
Worried food would run out in next two weeks		Overall	UK	EU	Non-EU
	Very or Somewhat	32%	31%	26%	40%
	Not very or Not at all	52%	53%	61%	46%
	DN/PNTS	15%	16%	14%	14%



By Cibyl & Wonkhe

Students and food

		Home domiciled			
Worried food would run out in next two weeks		Overall	First in family	Bursary	State educated
	Very or somewhat	31%	33%	39%	32%
	Not very or not at all	53%	52%	47%	53%
	Don't know or PNTS	16%	14%	14%	16%

(UK-domiciled PGTs particularly feeling pinch)



By Cibyl & Wonkhe

Relationship between food and NSS

How good are staff at explaining things?	All taught	
	No food emergency	Experienced food emergency
VERY POSITIVE NSS	33%	25%
POSITIVE	57%	57%
NEGATIVE	8%	15%
VERY NEGATIVE	1%	3%



By Cibyl & Wonkhe

Relationship between food and NSS

How fair has the marking and assessment been on your course?	All taught	
	No food emergency	Experienced food emergency
VERY POSITIVE NSS	30%	23%
POSITIVE NSS	60%	57%
NEGATIVE NSS	8%	14%
VERY NEGATIVE NSS	2%	6%



By Cibyl & Wonkhe

Relationship between food and community

		All students	
		Positive about community	Negative about community
I feel part of a community of staff and students	Has experienced food emergency	14%	23%
	Not experienced food emergency	82%	57%
	Don't know or PNTS	4%	14%



By Cibyl & Wonkhe

Campus life

		All students						
		All sample	Sports	Societies	Rep'n	Media	Liberation	None
I feel part of a community of staff and students	Positive re community	78%	82%	84%	88%	94%	83%	67%
	Negative re community	22%	18%	16%	12%	6%	17%	33%



By Cibyl & Wonkhe

Campus life

		All students					
		Volunteering	Night events	Day events	Enterprise	Leader	None
I feel part of a community of staff and students	Positive re community	83%	86%	90%	95%	82%	67%
	Negative re community	17%	14%	10%	5%	18%	33%



By Cibyl & Wonkhe

Problems with food?

- ONS poll of first-year students in 2021
- 23 percent of students suggested possible issues with food or body image
- 27 percent suggested that they may have an eating disorder

SCOFF questionnaire: five-item measure to assess the possible presence of an eating disorder.

- Do you make yourself sick because you feel uncomfortably full?
- Do you worry you have lost control over how much you eat?
- Have you recently lost more than one stone (6.4kg) in a 3 month period?
- Do you believe yourself to be fat when others say you are too thin?
- Would you say that food dominates your life?



SCOFF

- no sign of possible issue – eating disorder (SCOFF) score of 0
- possible issues with food or body image – eating disorder (SCOFF) score of 1
- possible eating disorder – eating disorder (SCOFF) score of 2 to 5
- NHS 17–23 y/os more than six in ten 17– to 23-year-olds had score of 1 or more



Students and food

		ONS2021	BELONG2023
Do you make yourself sick because you feel uncomfortably full?	Yes	9%	12%
	No	91%	88%



By Cibyl & Wonkhe

Students and food

Do you worry you have lost control over how much you eat?		ONS2021	BELONG2023
		Yes	29%
	No	71%	70%



By Cibyl & Wonkhe

Students and food

Have you recently lost more than one stone (6.4kg) in a 3 month period?	ONS2021		BELONG2023	
	Yes	No	Yes	No
	10%	90%	15%	85%



By Cibyl & Wonkhe

Students and food

Do you believe yourself to be fat when others say you are too thin?		ONS2021	BELONG2023
		Yes	9%
	No	91%	88%



By Cibyl & Wonkhe

Students and food

Would you say that food dominates your life?		ONS2021	BELONG2023
		Yes	20%
	No	80%	72%



By Cibyl & Wonkhe

SCOFF scores

In our sample, the percentages were as follows:

- no sign of possible issue – 51% (ONS 50%)
- possible issues with food or body image – 26% (ONS 23%)
- possible eating disorder – 23% (ONS 27%)



By Cibyl & Wonkhe

Why don't they take part?

Confidence, availability, workload, disability (starting smaller)

- NEW: Intersecting issues of distance from campus, time available and wider pressures all featured more heavily in the responses in these waves:
 - "I work a lot of hours part-time due to financial reasons...I often feel that events are geared towards students who have a lot of free time."
 - "Also, everything costs money nowadays which you can imagine is difficult as a student."
 - "Money! And a lack of friends has meant that certain events I just wouldn't go to."



By Cibyl & Wonkhe

What do students say would help them become?

1. Peer support
2. Not understanding the components of success as a student
3. Dedicated and ongoing support for FiF, clearing and those with contextual offers
4. Understanding of personal circumstances/characteristics from other students
5. Structural understanding of personal circumstances/characteristics from university



Becoming

- I'm not confident in my abilities. I feel very behind and anxious about my course and I have nobody to talk to.
- I feel I am a person that needs a lot of reassurance, and this is hard when there is so many people within each school, so no one gets known on a personal level.
- I just think I need help with a lot of these things through the whole semester not just at start
- Knowing what you are supposed to know instead of finding it out once you failed or are struggling
- I missed the first four weeks and nothing was done about what I missed even I asked



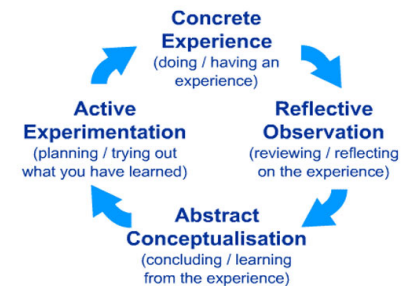
By Cibyl & Wonkhe

Belong – ing and learning

- Listening is often about asking the right questions (laterally)
- Theorising is often about understanding lives rather than opinions
- Planning is often about experimenting – course reps, officers and committers as social entrepreneurs
- Helping universities to learn is the ultimate gift of student representation



By Cibyl & Wonkhe



Belonging

- Impacted by CoL, diversity and burdens
- But can be overcome through deliberate steps
- Assumptions of importance, size, immersion and ease
- Shallower ends and doing things together
- Time on campus more precious and social
- Supporting SUs to target those most at risk of poor belonging
- School or programme level crucial



If it was up to me

- Deliberate steps to foster belonging
- Subject level interventions, led by students but involving academics and regulatory bodies
- Structural and Financial interventions aimed at valuing engagement on campus
- A focus on affordability and access to food
- A wider look at student health and what universities (inc peers) can do to improve it



