

# Student 2025

## Gambling Survey

Data collected December 2024 | Report published March 2025



Conducted by

**CENSUSWIDE**  
THE RESEARCH CONSULTANTS

Commissioned by

**Y gam**

**GAM STOP**

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If you're worried about your own or someone else's gambling, the **National Gambling Support Network** provides free help and support, 24 hours a day, 7 days a week. Call **0808 8020 133**.

Register with **GAMSTOP** via their website **www.gamstop.co.uk**, or call for free on **0800 138 6518**. Lines are open seven days a week from 8am to midnight.

If you have care or influence over a child or young person and want more information about gambling harms and how to help prevent them, you can register for a free online workshop through **www.ygam.org**.

# Executive Summary

**Students are identified as a group more vulnerable to gambling related harms, with unique social factors, the transition to financial independence, and the disproportionate impact of increased living costs on UK university students all playing a role in this vulnerability.**

The purpose of the Annual Student Gambling Survey was to investigate student gambling behaviour and its effects, along with assessing students' confidence in accessing support for gambling-related issues. This marks the fourth iteration of the survey. A sample of 2000 students from universities near 17 UK cities participated in the survey which asked students about their gambling activities, spending habits, influencers, consequences, funding sources and help-seeking. This year's sample of students is ethnically diverse, with a higher proportion of students from Asian and Black ethnic backgrounds compared to the previous two years samples and when compared to the national student profile. Additionally, this year's sample represents more 18-24 year old students, when compared to the national profile of university students.

For the third-year running students also completed the short-form Problem Gambling Severity Index, a standardised tool for assessing at-risk behaviour in relation to gambling. This report presents findings and impacts of gambling behaviours, many of which are unique to the context of university students.

Findings indicate that 49% of students gambled in the past 12 months. Among students who gamble, the average gambling spend was £27.24. 4 in 10 students<sup>1</sup> who gamble say that gambling has affected their university experience with financial, social and academic impacts identified. 10% of students who gamble have trouble paying for food, 11% have missed social activities and 9% identified that their grades and assignments have suffered.

The survey questions that relate to the Problem Gambling Severity Index revealed that 29% of students who gamble are at 'moderate risk' of harm, and 17% are in the 'problem gambling' category. These represent levels of harm which are higher than the general adult population, and showcase the vulnerability of student populations to gambling related harms.

This report identifies that male students who gamble, do so more frequently and have higher rates of 'problem gambling' than female student who gamble. Additionally, they spend almost 1.7 times more on gambling than female students who gamble. Online sports betting is the most popular gambling activity for male students, with 1 in 4 male students who gamble participating, and of those they are betting on average 91 days of the year.

<sup>1</sup> This statistic has been derived from reversing the number of people who said 'It hasn't affected my experience' and 'Prefer not to say'.

# Executive Summary

...continued

The influence of peers is a significant driving force behind students' motivations for gambling, with almost 1 in 3 (32%) of students identifying friends as an influencer on their gambling behaviour, with 1 in 4 students identifying social media as an influencer on their motivations for gambling. These findings are significant within student populations who are forming new social relationships often away from familiar forms of support from parents and guardians.

The report recommends measures to address gambling harms among students, such as prevention education within schools and colleges, in preparation for students transitioning to university. Additionally, within universities gambling harm prevention should be integrated and integral to student health and wellbeing initiatives on university campuses and within student societies and sports clubs. The report calls for gaming harm prevention strategies to be included to raise awareness of the risks related to in-game purchases and the blurring of lines between gaming and gambling. Finally, the report calls for further research into student gambling behaviour and sets out suggestions for several future research areas of interest.





## Student Gambling Survey 2025

# Introduction

**This report marks the fourth annual student survey jointly commissioned by Ygam<sup>2</sup> and GAMSTOP<sup>3</sup>, conducted by Censuswide<sup>4</sup>. For the third consecutive year, the survey has assessed students using the short form Problem Gambling Severity Index (PGSI) (Volberg and Williams, 2012), alongside exploring students' confidence in accessing support for gambling-related harms.**

<sup>2</sup> [Ygam](#) is an award-winning education charity working to safeguard children and young people from gaming and gambling harms through awareness raising, education and research.

<sup>3</sup> Gamstop Group is an independent not-for-profit organisation specialising in UK-focused gambling consumer protection tools which include [GAMSTOP](#) - for online gambling and [The Multi-Operator Self-Exclusion Scheme \(MOSES\)](#) - for betting shops. Both self-exclusion schemes are free to use and easy to apply. GAMSTOP is available to all consumers resident within the United Kingdom. Users choose to exclude themselves from all online gambling sites for a specified period - 6 months, 1 year, 5 years or 5 years with auto-renewal. Since April 2018 over 530,000 people have registered.

<sup>4</sup> [Censuswide](#) is an international market research consultancy whose teams are expert across healthcare, corporate, international and consumer research. They have partnered with the world's most respected companies and have access to a global network of panels in over 65 countries. Censuswide adhere to ESOMAR principles and the MRS Code of Conduct.

The most recent Gambling Survey for Great Britain indicates that the problem gambling rate (as measured by the 9-item PGSI (Ferris and Wynne, 2001) and those scoring 8 or higher (among those who gambled in the past 12 months), stands at 4.2% of the sample population (Gambling Commission, 2024). By comparison, the Annual Student Gambling Survey 2024 reported a problem gambling rate of 21% among students, as measured by the short-form PGSI (Volberg and Williams, 2012; Ygam and GAMSTOP, 2024). Although this direct comparison should be reviewed with caution due to the methodological differences between the 9-item and short-form PGSI tools. Existing literature however corroborates these findings of the Annual Student Gambling Survey 2024 highlighting increased vulnerability to gambling harms within student populations (Chan et al., 2015; Nowak, 2018; Saeid et al., 2018; Wong et al., 2021; Zolkwer et al., 2022). Within a UK context, a study of students from a single higher education (HE) institution found that 6% of respondents (n = 402) met the criteria for problem gambling, with male students comprising 79% of those experiencing gambling harms (Zolkwer et al., 2022).

Student vulnerability to gambling harm may be influenced by factors such as the disproportionate impact of the 'cost of living crisis', with 81% of students reporting concerns about making ends meet (National Student Money Survey, 2024). Additionally, this student population faces unique social dynamics, peer influences, and are tackling the transitional nature of financial independence during university life (Worthy et al., 2010; Worsley et al., 2021).

With research suggesting an overall decline in the risk-taking behaviours of young people (Ball et al., 2023), this report is particularly valuable in presenting cross-institutional data from the student population segmented by age, gender and ethnicity, addressing data gaps concerning the extent and impact of gambling-related harms within student communities (Ssewante, 2025) and beyond a single HE institution (Zolkwer et al., 2022).

Recommendations from the 2024 Annual Student Gambling report included ensuring ongoing access to prevention education around gambling harms for students, recognising the leading role that schools and further education institutions could play in the delivery of this, development of university gambling harm prevention strategies which should be integral to health and wellbeing initiatives at universities, a focus on gaming harm prevention strategies within student populations and further research including repeating this annual survey to continue to build up knowledge about trends within the student population (Ygam and GAMSTOP, 2024).

This report aims to continue to build the annual dataset on student gambling behaviour and its impacts, informing whether these recommendations remain relevant in 2025.



# Participants

A total of 2000 students from UK universities participated in this survey, with the sample divided by gender as follows: male (n = 971), female (n = 1000), non-binary (n = 17), and those who prefer to self-describe (n = 12). In terms of ethnicity, 51% identified as White (English/Welsh, Irish, Gypsy or Irish Traveller, or any other White background). 23% identified as Asian (Indian, Pakistani, Bangladeshi, Chinese, or any other Asian ethnic group). 15% identified as Black (African, Caribbean, or any other Black/Caribbean background). 6% identified as being of Mixed ethnicity (White and Black African, White and Black Caribbean, White and Asian, or any other mixed background). While the majority of students in the sample identified as White, this percentage is lower than the national profile for university students, where 72% identify as White (HESA, 2024a). The sample is ethnically diverse, with a higher proportion of students identifying as Asian and Black compared to the national university enrolment averages of 13% and 8%, respectively. The 2024 sample shows the highest representation of students identifying as Black, Asian, Arab, and of Mixed descent compared to the previous two years. Although not intentional, this research helps us to better understand the gambling behaviours and needs of students from minoritised ethnic groups, a recommendation from previous research into gambling amongst adults from Black, Asian and Minority Ethnic (BAME) communities (Gunstone and Gosschalk, 2020).

The majority of the participants 87% (n = 1734) were aged 18–24, followed by 221 aged 25–34, 32 aged 35–44, and 13 aged 45 or older. The age distribution of this survey's participants was skewed towards the 18–24 age group compared to the national profile of university students, where 63% are aged 24 or younger (HESA, 2024a). The 2024 sample shows the highest representation of students in the 18–24 age bracket compared to the previous two years.

Students from all over the UK participated in the survey, with representation from universities near 17 cities in the UK. However, universities in Scotland and Wales were slightly under-represented in the sample, when compared to national enrolment numbers for these countries (HESA, 2024b).

# Measures

A survey was designed by Ygam and GAMSTOP, with support from Censuswide, to explore behaviour and attitudes towards gambling amongst this sample. As well as questions around gambling activities, expenditure, influences, impacts, sources of funds and help-seeking, the survey included the Short-form PGSI, a standardised measure of at-risk behaviour in gambling (Volberg and Williams, 2012). The full survey can be found at Appendix A.

Although most questions remain the same from previous years, to enable a future trend analysis to be undertaken. There are however a few changes to this year's survey. This includes:

- Questions to students who do not gamble on influencers and funding sources of friends who gambled were removed. Upon reflection, it was felt by the survey team at Ygam and GAMSTOP that these questions would be difficult to answer accurately on behalf of a friend who gambled, due to the sensitivity and specificity of the questions and responses. These questions remained for the gambling student population sample.
- This year the survey also includes data on how often students are gambling overall as well as by individual gambling product type. The survey team felt this was a useful addition to give a headline statistic to gambling participation overall in the student population.
- In this survey we see a further move to more inclusive language around gender, with options including 'Male', 'Female', 'Non-binary' and 'Prefer to self-describe'.

## A note on the PGSI

The PGSI (Ferris and Wynne, 2001), and its short form (Volberg and Williams, 2012), are tools widely used to measure at-risk gambling behaviour. Responses to the tools are categorised into four profiles: non-problem gambling (gambling with no adverse consequences); low risk (gambling with low level of problems with few or no identified negative consequences); moderate risk (gambling with a moderate level of problems leading to some negative consequences); and problem gambling (gambling with negative consequences and a possible loss of control). Whilst these subclinical thresholds provide a framework to signpost treatment pathways and early intervention (Stinchfield, 2014), the language used to describe the risk profiles (e.g., 'problem gambling') has sometimes led researchers and others to use the term 'problem gambler' to describe an individual who fits that risk profile. In their review of stigma related to gambling and gambling harms, Pilakas and colleagues (2022) recommend that person-first language is used to demonstrate that gambling disorder is a mental disorder, not an identity; for example, to use 'person with a gambling disorder' rather than 'problem gambler'. However, as the PGSI and its short form do not provide clinical diagnosis, when referring to those individuals whose responses classify them as experiencing 'problem gambling' this report will refer to them as such, whilst maintaining the principles of person-first language.



## Procedure

The sample was recruited via an online panel using Censuswide's standard points-based participant incentive system. All survey panellists were double opted in, in line with the MRS Code of Conduct and ESOMAR standards. Participants were provided with information about the aims of the survey and all participants provided informed consent. Participants answered the survey online and generally completed the survey within 10 minutes. At the end of the survey all participants were fully debriefed and offered information on access to sources of further support.

## Analysis

The results have been analysed using descriptive statistics, with the aim of publishing an overview of the survey findings without a significant delay from the date of data capture. In analysing some demographic trends in the data, it was necessary to aggregate some data together to enable comparison with external sources of data. For example, within this Annual Student Gambling Survey respondents had the option to describe their ethnicity using 18 categories or choosing the option 'Prefer not to say'. However, in analysis aggregation was undertaken using ethnicity categories informed by HESA classifications; 'White', 'Black', 'Asian', 'Mixed', 'Other', 'Not known' (HESA, 2024a).

Further analysis of the dataset may be undertaken and published in due course.



## Student Gambling Survey 2025

# Results

Results are presented in three sections:

### **Whole sample results:**

five survey questions were asked to the whole sample, exploring participation in gambling, the purchase of cryptocurrency, participation in video gaming and random chance purchases, and perspectives on random chance purchases.

**1**

### **Gamblers' results:**

those who had gambled in the past year were asked a series of questions about their attitudes to and participation in gambling.

**2**

### **Non-gamblers' results:**

those who hadn't gambled in the past year were asked a series of questions about their attitudes to gambling and their understanding of how their friends/peers might experience gambling.

**3**



This section reports results from everyone who took part in the survey.

## Participation in gambling

In this sample, 49% report having gambled at least once in the previous 12 months (Table 1). Males were more likely to say they have gambled than females (males = 56%; females = 44%).

Table 1: Gambling participation by gender in the past 12 months.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>2000</b>	971	1000	17	12
<b>Gamblers</b>	<b>49.45%</b>	55.61%	43.90%	41.18%	25.00%
<b>Non-gamblers</b>	<b>48.55%</b>	42.12%	54.30%	58.82%	75.00%

Gambling participation also varied by ethnicity (Table 2), with Asian students being the least likely ethnic group<sup>5</sup> to have gambled in the last 12 months at 38%.

Table 2: Gambling participation by ethnicity in the past 12 months.

	All	White	Mixed	Asian	Black	Arab	Other	Prefer not to say
<b>No. of Responses</b>	<b>2000</b>	1014	126	454	294	34	21	57
<b>Gamblers</b>	<b>49.45%</b>	57.10%	56.35%	38.33%	43.88%	32.35%	33.33%	31.58%
<b>Non-gamblers</b>	<b>48.55%</b>	41.91%	41.27%	59.91%	53.06%	58.82%	66.67%	56.14%

5 With a statistically stable sample size.

# Participation in gambling

The survey explored what gambling activities the sample participated in. The most common gambling activity was 'Online Sports Betting' with 17% reporting having gambled this way; this was also the most common gambling activity for males, at 25%. The most common gambling activity for females was the 'National Lottery', at 18%. Figure 1 shows engagement in gambling activities segmented by gender.

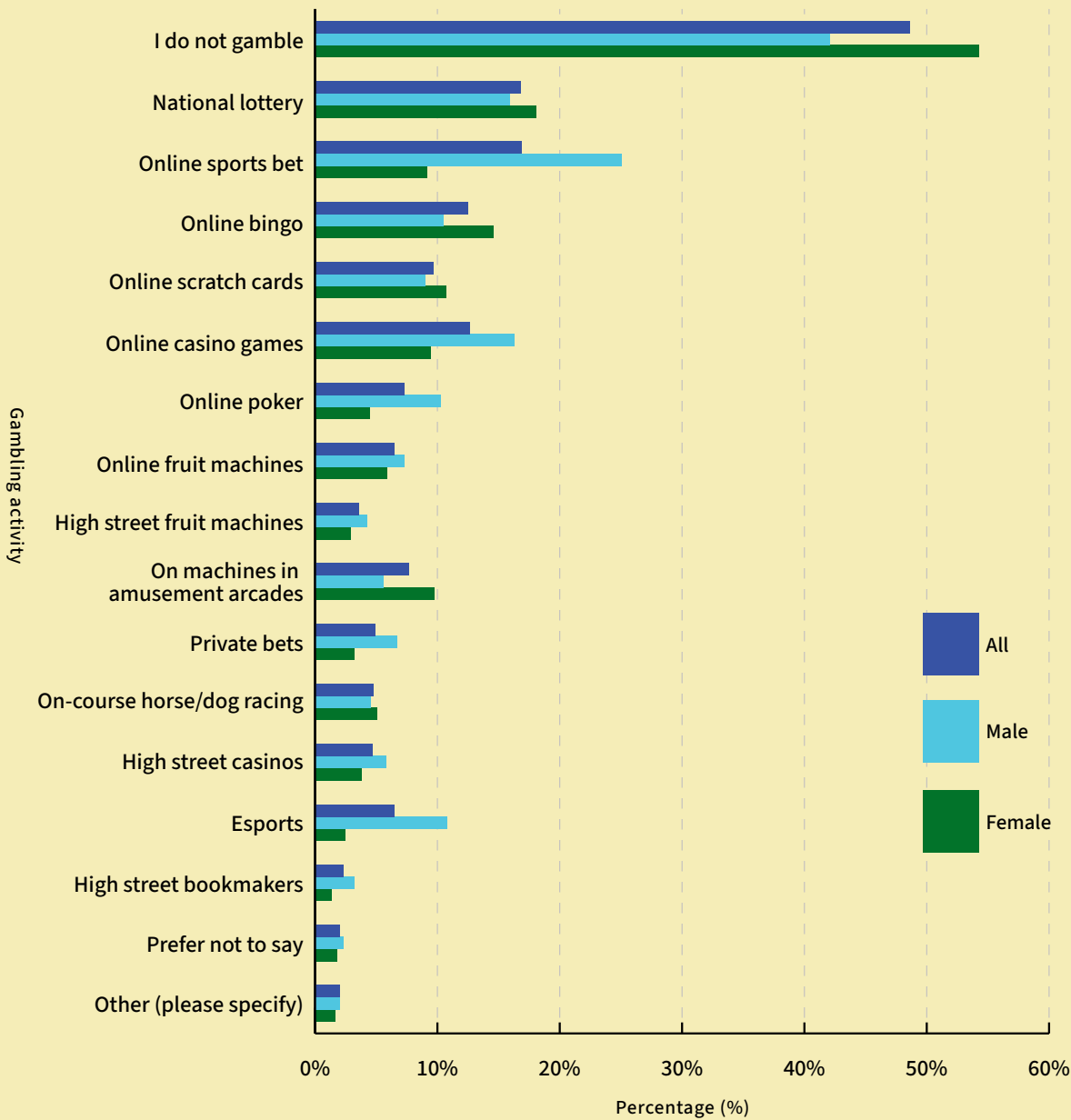


Figure 1: Engagement in gambling activities by gender.

# Investment in cryptocurrency

22% of respondents to this survey who said if they have/ have not gambled in the past 12 months stated that they had invested in cryptocurrency during the last 12 months. Males were more than twice as likely to have invested in cryptocurrency than females (males = 30%, females = 14%) (Table 3).

Table 3: Investment in cryptocurrency by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>1960</b>	949	982	17	12
<b>Yes</b>	<b>21.79%</b>	30.03%	14.46%	0.00%	0.00%
<b>No</b>	<b>75.10%</b>	67.02%	82.48%	100.00%	75.00%
<b>Prefer not to say</b>	<b>3.11%</b>	2.95%	3.05%	0.00%	25.00%

## Video games and random chance purchases

82% of all survey respondents stated that they play video games. Video game participation was higher in males (91%) than females (73%).

Of those who play video games, 66% had paid for a random chance purchase<sup>6</sup> in the past, down from 70% in the previous year. Unsurprisingly, those who had gambled on esports were the most likely to have paid for random chance purchases in video games, at 86%. Although non-gamblers were less likely to have paid for a random chance purchase, the majority had done so (58%).

When asked whether random chance purchases qualified as a form of gambling, respondents' views were mixed: 51% agreed<sup>7</sup> that random chance purchases were gambling, 21% disagreed<sup>8</sup>, and 19% neither agreed nor disagreed. Non-gamblers were less likely to agree that this was the case (44%).

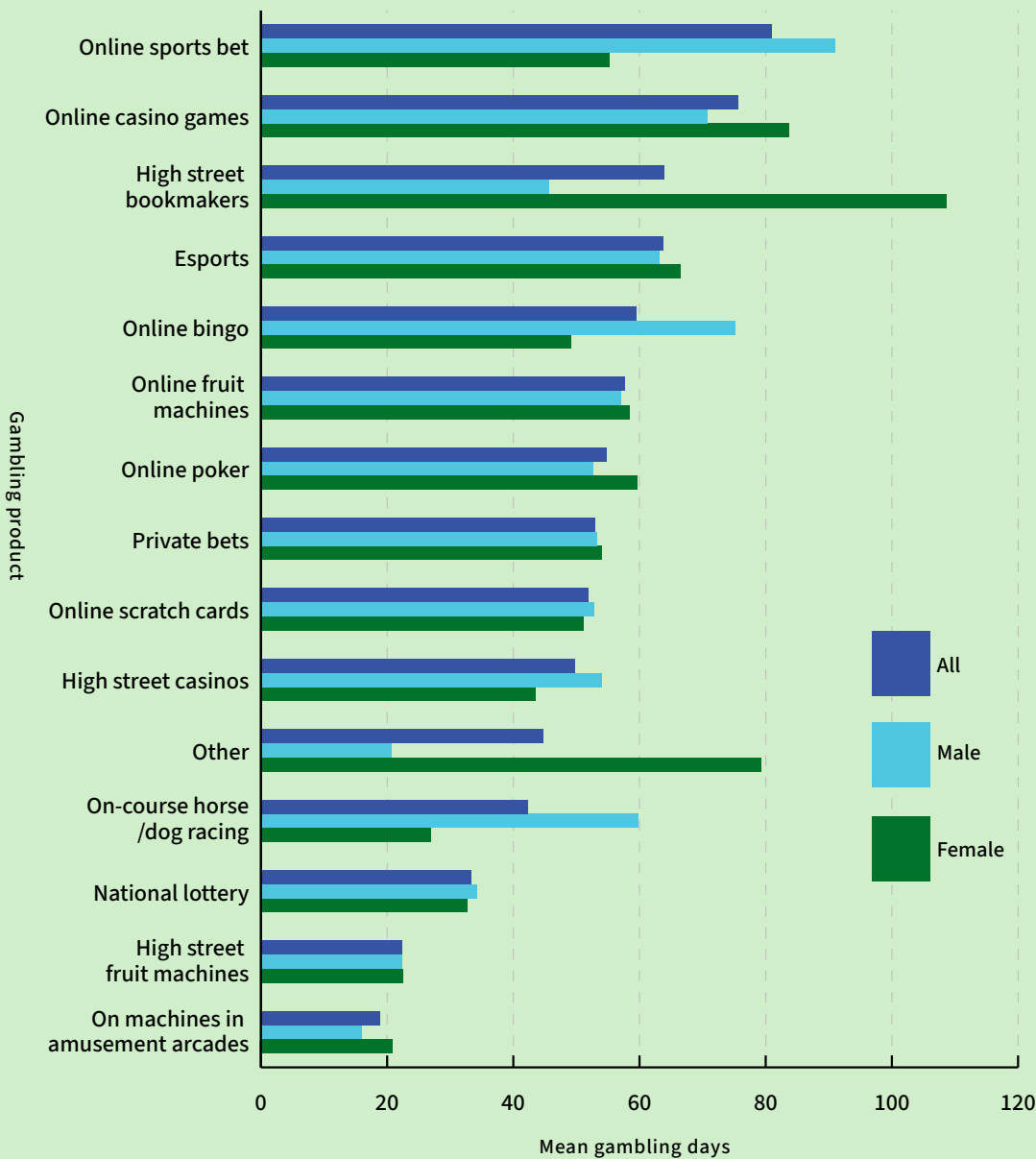
6 This statistic has been derived from reversing the number of people who said 'I have never paid for random chance purchases'.

7 'Strongly agree' and 'Somewhat agree' answer responses combined.

8 'Strongly disagree' and 'Somewhat disagree' answer responses combined.

## Frequency of gambling

Participants who gambled were asked 'How frequently do you gamble?'. On average (mean), student gamblers participated in gambling on 52 days per year. Males gambled more frequently at 58 days per year compared to 45 days for females. Figure 2 shows the mean gambling days per product. Sports bettors gambled the most frequently, followed by online casino games, at 81 and 76 days per year respectively.



This section reports results from those who said they had gambled in the previous 12 months.

Figure 2: Mean gambling days per year by product and gender.

## Motivations for gambling

Participants were asked why they gamble and were asked to tick up to 10 pre-defined options, or to decline to answer. One of the options was 'other', with respondents selecting this choice asked to specify their reason for gambling (Figure 3).

Students were most likely to say they gambled 'to make money', with 45% of the sample citing this as a reason they gamble. Motivations differed by gender. Males were more likely to cite 'to make money' (males = 50%, females = 39%), 'I enjoy the risk' (males = 23%, females = 16%), or 'for the buzz' (males = 23%, females = 17%) as reasons why they gambled. Meanwhile, females more frequently said they gambled 'for fun with family' (males= 19%, females = 28%) (Figure 3).

7% of respondents said they were motivated to gamble as a form of escapism from their problems, and 3% reported that they gambled because they were unable to stop or addicted (Figure 3).

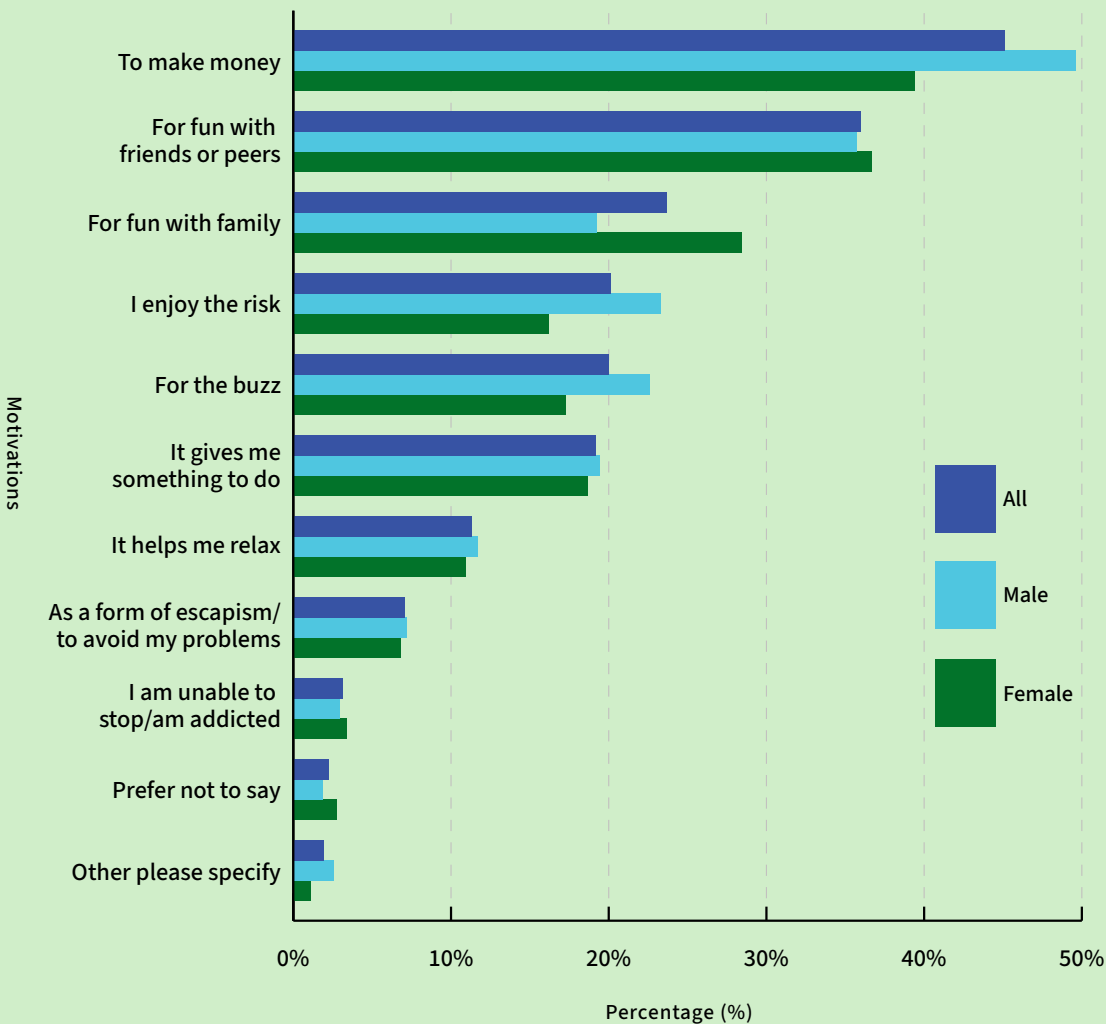


Figure 3: Reasons for gambling by gender.



### Gambling spend

Participants who gamble were asked, on average, how much money they spend per week on gambling, with a mean<sup>9</sup> spend of £27.24. There is a trend towards higher spend amongst males. The mean spend for males was around 1.7x higher than for females, at £33.54 compared to £19.85.

Examining the spend categories more closely provides more context to this discrepancy. The proportion of females to males was considerably higher in the 'up to £10' and '£0 (In the average week I win money)' categories, with 21% females to 14% males in the 'up to £10' category and 24% females to 18% males in the 'I win money' category. 4.6% of all respondents who gamble report spending between £101 and £500 per week (Figure 4).

9 Excluding those who said 'Prefer not to say'.



## Gambling spend

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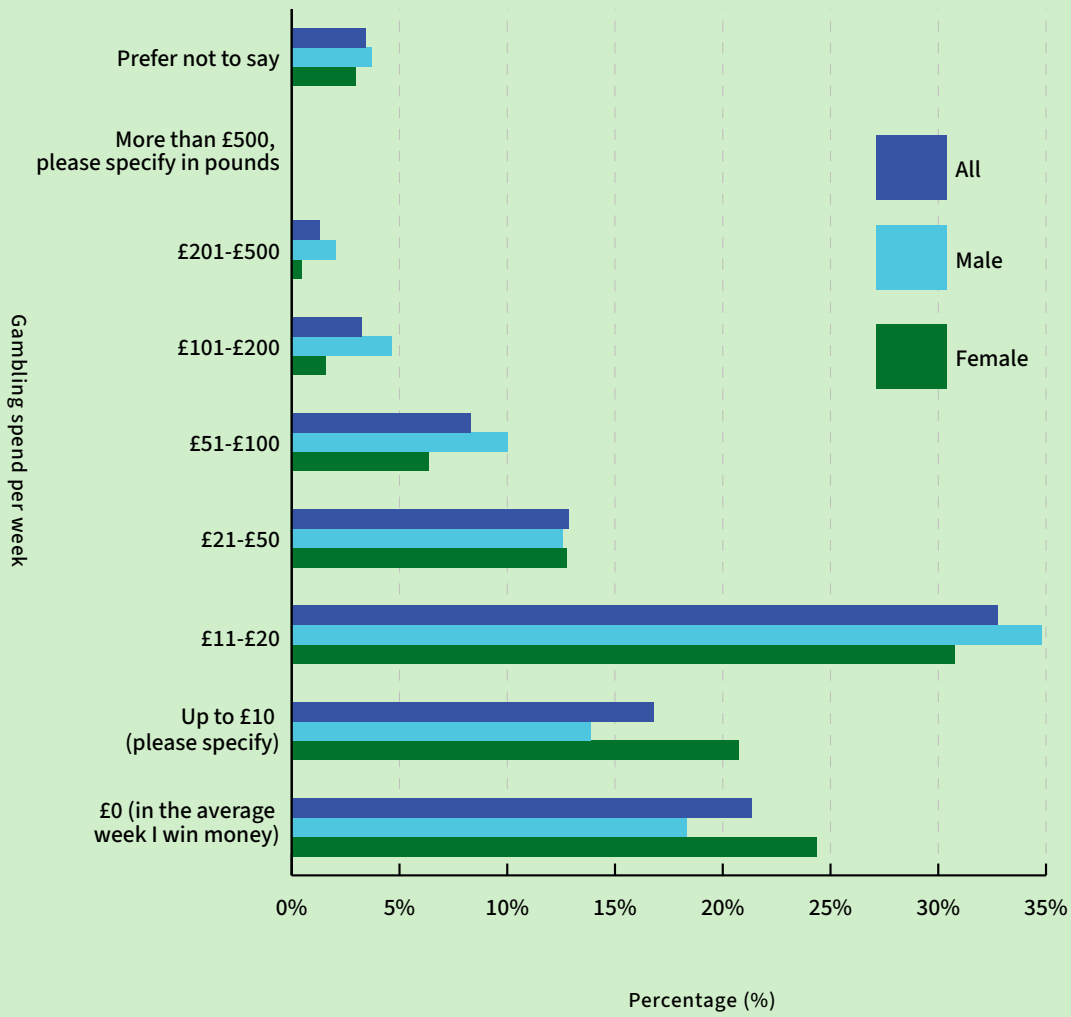


Figure 4: Gambling spend per week by gender.

## Problem Gambling Severity Index (PGSI)

Participants who gamble were asked to complete the short-form, 3-item PGSI (Volberg and Williams, 2012). Over a third of respondents were found to be in the 'non-problem' category (37%), and a further 17% were in the 'low risk' category. 29% were at 'moderate risk', and 17% were in the 'problem gambling' category (Table 4; Figure 5). Males and females were equally likely to gamble at low or moderate risk, but females were more likely to have a 'non-problem' score while a higher proportion of males fell into the 'problem' category (Table 4; Figure 5). Short-form PGSI categorisation is shown by both gender and age in Table 4.

Table 4: Short-form Problem Gambling Severity Index (PGSI) scores by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>989</b>	540	439	7	3
<b>0 = Non-Problem</b>	<b>37.11%</b>	35.37%	38.95%	57.14%	33.33%
<b>1 = Low Risk</b>	<b>17.19%</b>	17.41%	16.63%	28.57%	33.33%
<b>2-3 = Moderate Risk</b>	<b>28.92%</b>	29.26%	28.93%	14.29%	0.00%
<b>4+ = Problem</b>	<b>16.78%</b>	17.96%	15.49%	0.00%	33.33%

Table 5: Short-form Problem Gambling Severity Index (PGSI) scores by age.

	All	18-24	25-34	35-44	45-54	55+
<b>Number of Responses</b>	<b>989</b>	841	124	18	4	2
<b>0 = Non-Problem</b>	<b>37.11%</b>	36.98%	35.48%	50.00%	50.00%	50.00%
<b>1 = Low Risk</b>	<b>17.19%</b>	16.65%	20.16%	22.22%	0.00%	50.00%
<b>2-3 = Moderate Risk</b>	<b>28.92%</b>	28.54%	32.26%	22.22%	50.00%	0.00%
<b>4+ = Problem</b>	<b>16.78%</b>	17.84%	12.10%	5.56%	0.00%	0.00%

# Problem Gambling Severity Index (PGSI)

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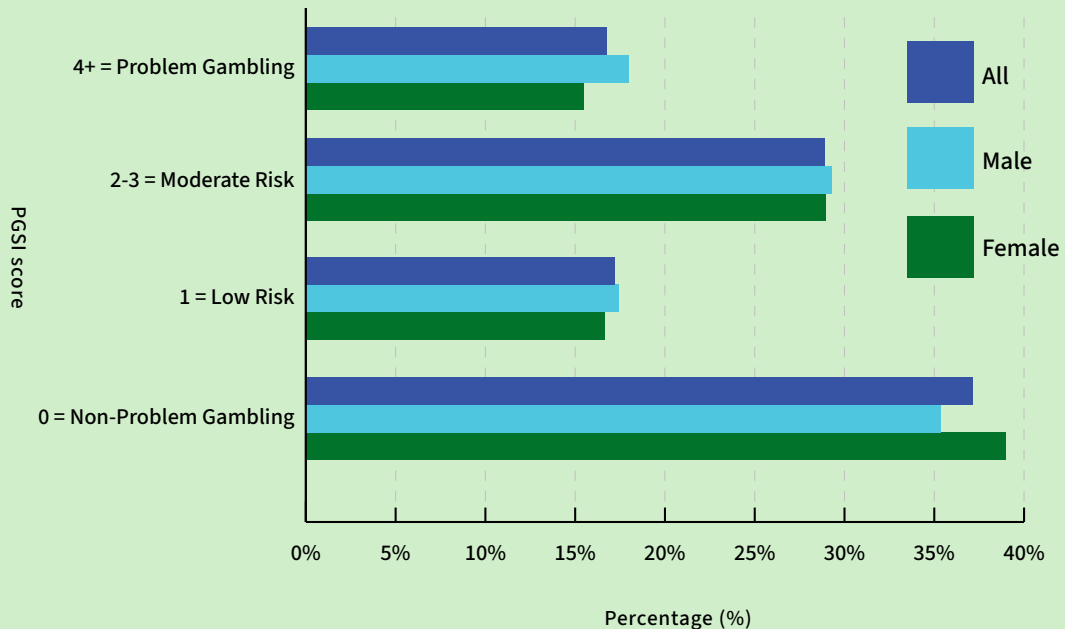


Figure 5: Short-form Problem Gambling Severity Index (PGSI) scores by gender.

Although students of Asian ethnicity reported the lowest gambling participation, among those who gambled rates of harm were the highest of any ethnic group<sup>10</sup>; 23% of Asian student gamblers were found to experience ‘problem gambling’ according to the short-form PGSI, while low and moderate risk gambling were also elevated at 20% and 36% respectively (Table 6).

Table 6: Short-form Problem Gambling Severity Index (PGSI) scores by ethnicity.

	All	White	Mixed	Asian	Black	Arab	Other	Prefer not to say
<b>No. of Responses</b>	989	579	71	174	129	11	7	18
<b>0 = Non-Problem</b>	37.11%	45.25%	29.58%	21.26%	25.58%	9.09%	85.71%	38.89%
<b>1 = Low Risk</b>	17.19%	16.75%	16.90%	20.11%	17.83%	0.00%	14.29%	11.11%
<b>2-3 = Moderate Risk</b>	28.92%	24.70%	33.80%	35.63%	35.66%	54.55%	0.00%	27.78%
<b>4+ = Problem</b>	16.78%	13.30%	19.72%	22.99%	20.93%	36.36%	0.00%	22.22%

<sup>10</sup> With a statistically stable sample size.

## Key influencers for gambling

Participants who gamble were asked what the key influencers for their gambling were. Friends were found to be the most common influencer overall at 32% of respondents, but males were most likely to report being influenced by sporting events, markedly more so than females (males = 34%, females = 14%). Females were more likely to report that they had no key influences (males = 14%, females = 25%) (Table 7; Figure 6).

Table 7: Key influencers for gambling by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>989</b>	540	439	7	3
<b>Friends</b>	<b>32.36%</b>	32.78%	31.89%	42.86%	0.00%
<b>Social media</b>	<b>25.38%</b>	27.22%	23.23%	14.29%	33.33%
<b>Sporting events</b>	<b>24.87%</b>	33.89%	14.35%	0.00%	0.00%
<b>I do not have any key influencers for my gambling</b>	<b>19.01%</b>	14.26%	24.83%	14.29%	33.33%
<b>Offers from gambling companies</b>	<b>16.38%</b>	18.89%	13.44%	14.29%	0.00%
<b>Family</b>	<b>12.74%</b>	9.81%	16.17%	14.29%	33.33%
<b>Advertising on TV, radio or social media streaming</b>	<b>12.74%</b>	12.59%	13.21%	0.00%	0.00%
<b>Societies and clubs at university</b>	<b>9.10%</b>	8.70%	9.79%	0.00%	0.00%
<b>Celebrity Endorsements</b>	<b>6.27%</b>	6.48%	5.92%	14.29%	0.00%
<b>Podcasts</b>	<b>5.16%</b>	7.22%	2.73%	0.00%	0.00%
<b>Religion/culture</b>	<b>2.93%</b>	3.70%	2.05%	0.00%	0.00%
<b>Prefer not to say</b>	<b>1.21%</b>	1.30%	1.14%	0.00%	0.00%
<b>Other please specify</b>	<b>0.81%</b>	0.56%	1.14%	0.00%	0.00%

## Key influencers for gambling

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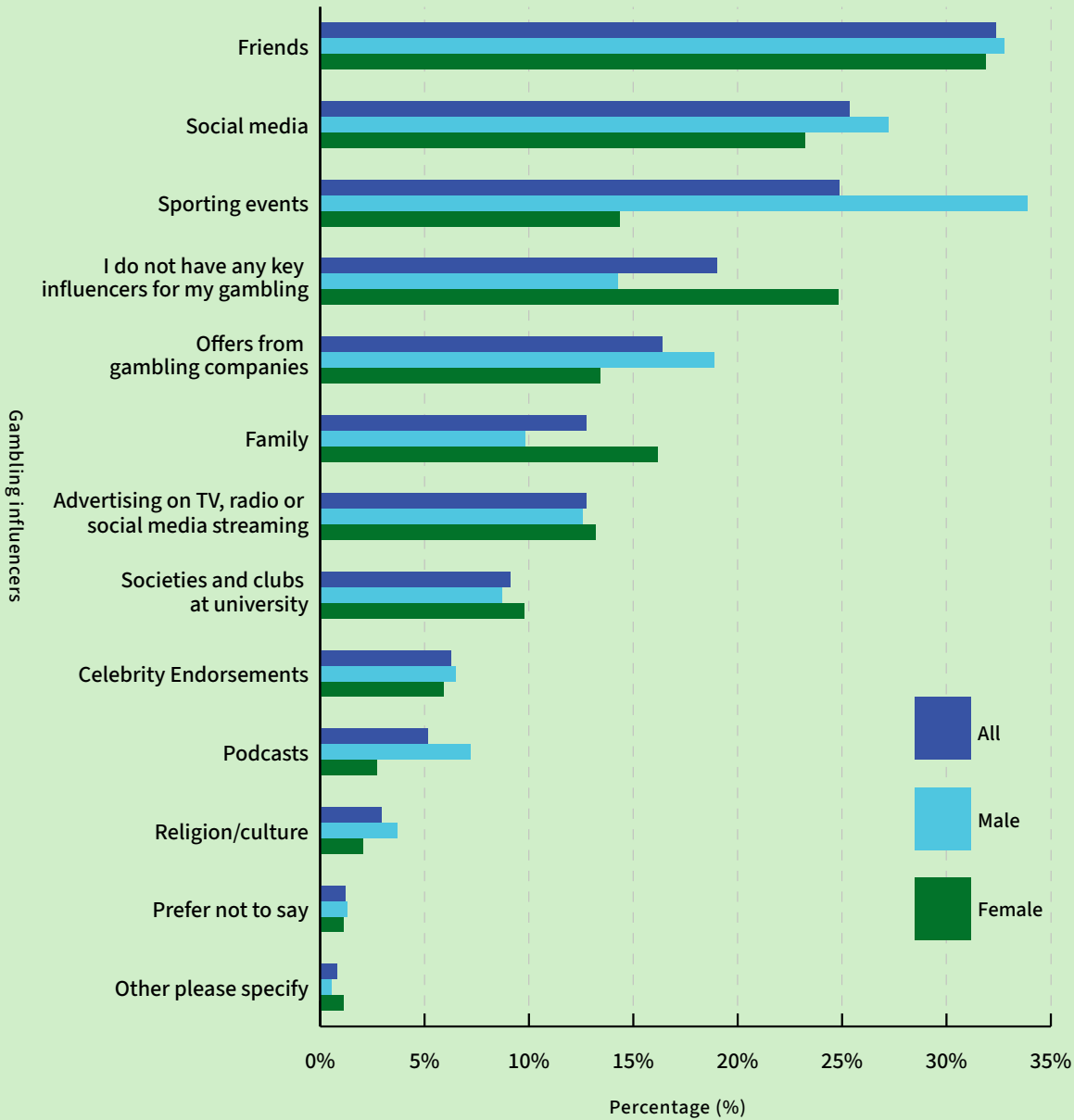


Figure 6: Key influencers of gambling by gender.

# Funding gambling expenditure

Participants who gamble were asked how they fund their gambling. 48% of respondents said they funded their gambling through their own salary/earnings, 29% used their savings, while 17% used their student loan. 6% used their bank overdraft, while 4% reported using payday loans (Figure 7).

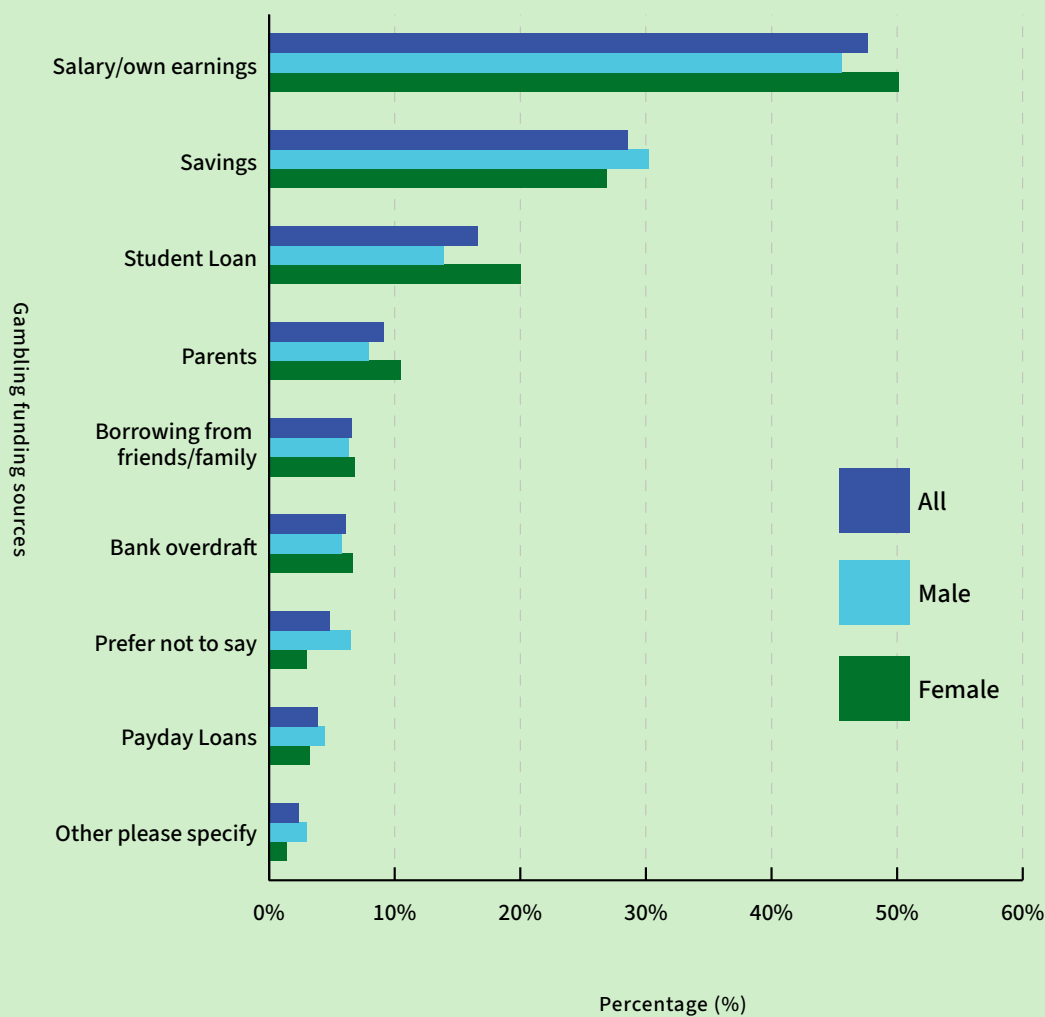


Figure 7: How respondents fund gambling by gender.



## The impact of gambling on university experience

Participants who gamble were asked how gambling has impacted their university experience (Table 8). 58% felt that it hadn't impacted their experience, which is similarly distributed between males and females (Table 8).

Table 8: How has gambling affected your university experience? (segmented by gender).

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>989</b>	<b>540</b>	<b>439</b>	<b>7</b>	<b>3</b>
<b>It has affected my experience<sup>11</sup></b>	<b>39.64%</b>	39.26%	40.09%	28.57%	66.67%
<b>It hasn't affected my experience</b>	<b>58.14%</b>	57.96%	58.54%	28.57%	33.33%
<b>Prefer not to say</b>	<b>2.22%</b>	2.78%	1.37%	14.29%	0.00%

<sup>11</sup> This statistic has been derived from reversing the number of people who said 'It hasn't affected my experience' and 'Prefer not to say'.

# The impact of gambling on university experience

...continued

The most frequently reported impact on students' university experience was 'Missed social activities', at 11%, with 'Trouble paying for food' closely behind at 10%. 6% of student gamblers reported having tried to access hardship loans due to their gambling, while 4% said that they were deferring or considering dropping out of university.

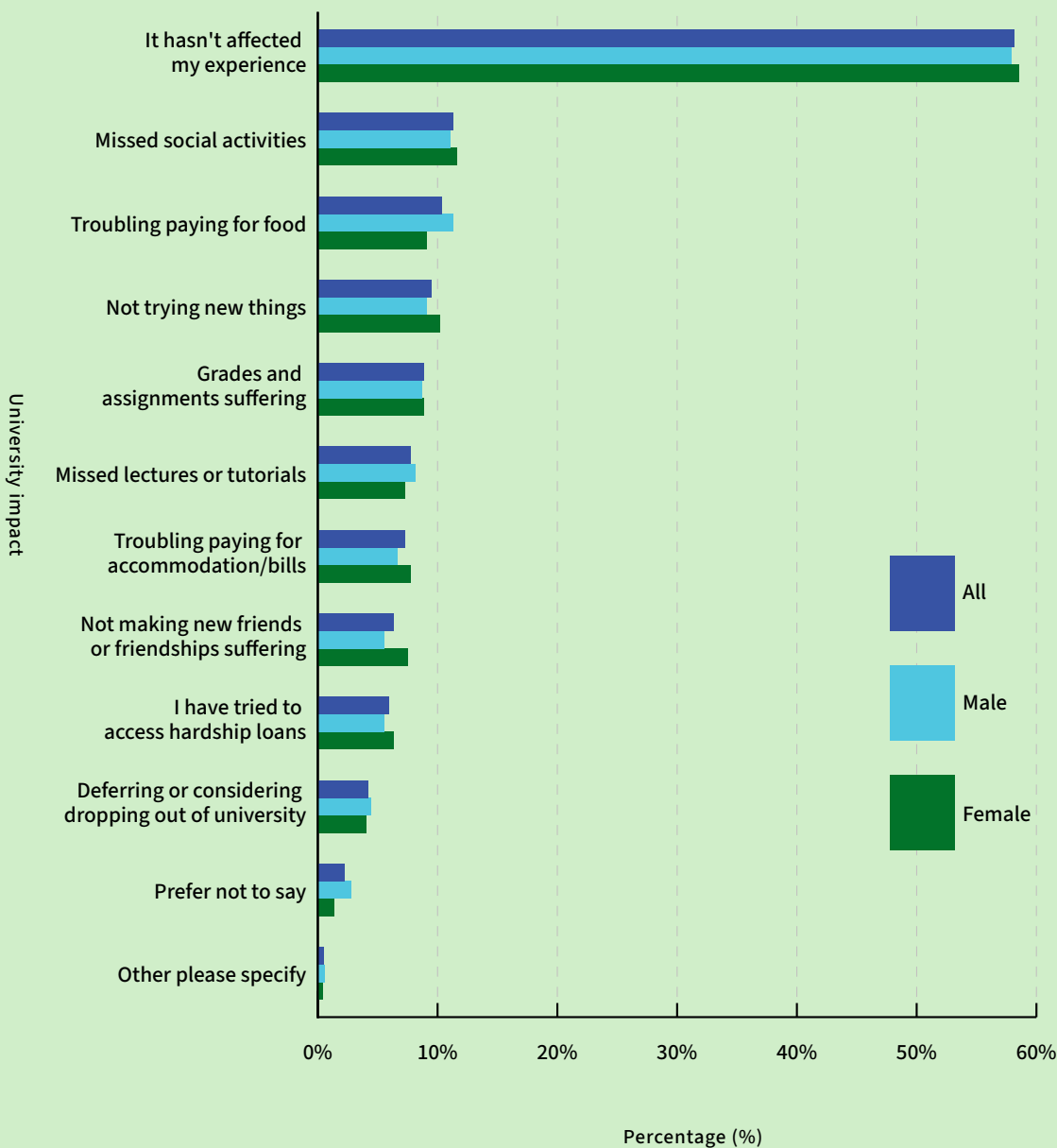


Figure 8: How gambling has affected respondents' university experience, by gender.





## Awareness of support for gambling harms

Participants who gamble were asked whether they were aware of what support was available at their university for students who may be struggling with gambling. More than half of respondents (53%) said they were aware, with males more likely than females to be aware of support (males = 57%, females = 49%) (Table 9).

Table 9: Awareness of support at university for gambling harms by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>989</b>	540	439	7	3
<b>Yes</b>	<b>53.08%</b>	56.85%	48.97%	28.57%	33.33%
<b>No</b>	<b>44.08%</b>	39.07%	49.89%	71.43%	33.33%
<b>Prefer not to say</b>	<b>2.83%</b>	4.07%	1.14%	0.00%	33.33%

# Confidence in accessing support for gambling harms

Participants who gamble were asked how confident they felt in accessing support for gambling harms. 59% felt confident<sup>12</sup> accessing support, 22% feeling 'very' confident and 38% feeling 'somewhat' confident. Males were more likely than females to feel confident in accessing support (males = 63%, females = 56%). More than a third of respondents who gamble (35%) were not confident<sup>13</sup> in accessing support (Table 10; Figure 9).

Table 10: Confidence in accessing support for gambling harms by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of responses</b>	<b>989</b>	540	439	7	3
<b>Confident (Net)<sup>12</sup></b>	<b>59.35%</b>	62.96%	55.58%	28.57%	33.33%
<b>Not confident (Net)<sup>13</sup></b>	<b>35.39%</b>	31.85%	39.18%	57.14%	66.67%
<b>Prefer not to say</b>	<b>5.26%</b>	5.19%	5.24%	14.29%	0.00%

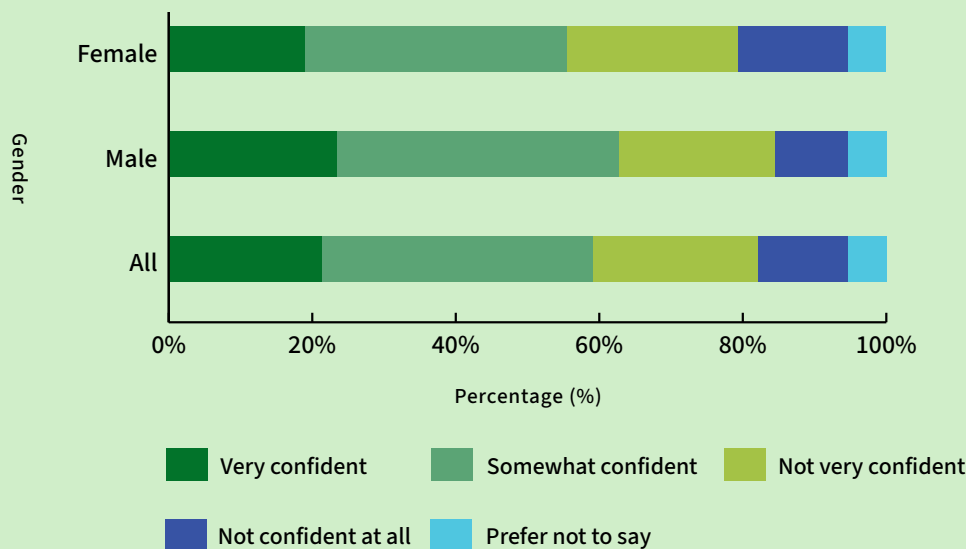


Figure 9: Confidence in accessing support for gambling harms by gender.

12 'Very confident' and 'Somewhat confident' answer responses combined.

13 'Not confident at all' and 'Not very confident' answer responses combined.

## Motivations for not gambling

Participants were asked why they do not gamble. 56% said it didn't interest them, and 45% were concerned about losing money if they did. 26% reported that they do not gamble for religious reasons. 13% said they didn't gamble because they knew someone who had a gambling addiction (Table 11; Figure 10). Gender differences are present in students' reasons for not gambling. More females than males were not interested in gambling (females = 59% compared to males = 51%). Additionally, more females were worried about losing money (males = 49% compared to males = 40%) (Table 11; Figure 10).

Table 11: Why respondents do not gamble, by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>971</b>	409	543	10	9
<b>Does not interest me</b>	<b>55.72%</b>	51.10%	58.75%	80.00%	55.56%
<b>Worried about losing money</b>	<b>45.31%</b>	40.34%	49.17%	60.00%	22.22%
<b>Religious reasons</b>	<b>26.06%</b>	28.36%	24.86%	0.00%	22.22%
<b>Family influence</b>	<b>13.08%</b>	14.91%	11.97%	10.00%	0.00%
<b>Know someone who has a gambling addiction</b>	<b>12.98%</b>	15.40%	11.05%	10.00%	22.22%
<b>Seeing friends affected</b>	<b>11.33%</b>	13.94%	9.39%	0.00%	22.22%
<b>Cultural reasons</b>	<b>9.06%</b>	10.02%	8.47%	0.00%	11.11%
<b>Training sessions at school</b>	<b>4.63%</b>	5.13%	4.05%	10.00%	11.11%
<b>Prefer not to say</b>	<b>3.50%</b>	5.87%	1.84%	0.00%	0.00%
<b>Other</b>	<b>1.24%</b>	1.47%	1.10%	0.00%	0.00%

This section reports results from those that said they had not gambled in the previous 12 months.

# Motivations for not gambling

...continued

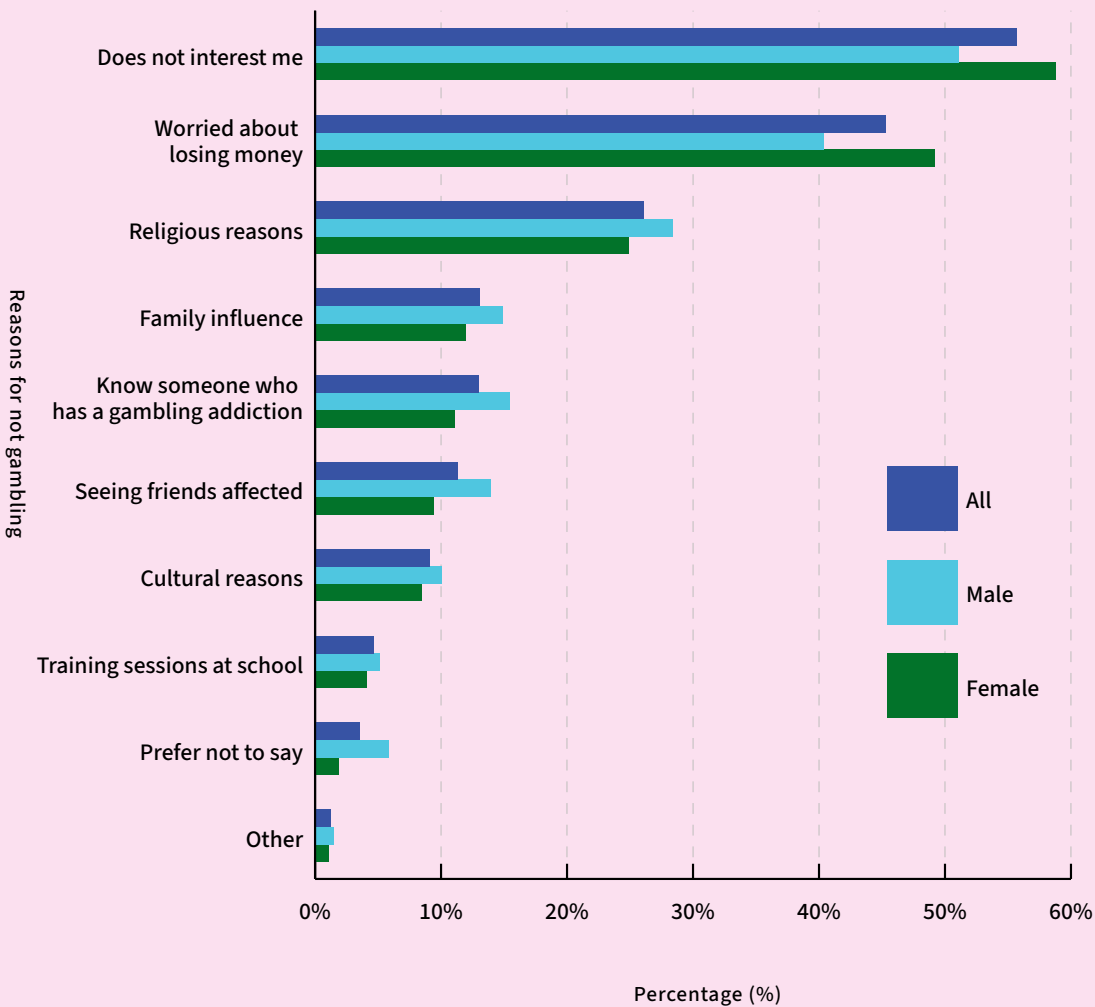


Figure 10: Why respondents do not gamble, by gender.

## Motivations for not gambling

...continued

Differences in students' reasons for not gambling were also present when segmented by ethnicity (Table 12). The response 'Religious reasons' showed the largest difference when segmented by ethnicity, with 46% of Asian non-gamblers and 42% of Black non-gamblers citing this as a reason for not gambling, compared to 7% of White non-gamblers and 19% of non-gamblers with mixed descent (Table 12).

Table 12: Why respondents do not gamble, by ethnicity.

	All	White	Mixed	Asian	Black	Arab	Other	Prefer not to say
<b>No. of Responses</b>	<b>971</b>	425	52	272	156	20	14	32
<b>Does not interest me</b>	<b>55.72%</b>	63.06%	53.85%	45.49%	57.69%	40.00%	57.14%	46.88%
<b>Worried about losing money</b>	<b>45.31%</b>	54.59%	44.23%	37.13%	42.95%	20.00%	57.14%	15.63%
<b>Religious reasons</b>	<b>26.06%</b>	6.82%	19.23%	46.32%	42.31%	65.00%	21.43%	18.75%
<b>Family influence</b>	<b>13.08%</b>	11.29%	11.54%	17.65%	12.18%	15.00%	14.29%	3.13%
<b>Know someone who has a gambling addiction</b>	<b>12.98%</b>	15.06%	13.46%	10.66%	14.10%	0.00%	14.29%	6.23%
<b>Seeing friends affected</b>	<b>11.33%</b>	10.82%	3.85%	12.50%	14.10%	10.00%	21.43%	3.13%
<b>Cultural reasons</b>	<b>9.06%</b>	2.59%	7.69%	20.59%	8.33%	10.00%	0.00%	6.25%
<b>Training sessions at school</b>	<b>4.63%</b>	4.71%	1.92%	5.15%	5.77%	0.00%	0.00%	3.13%
<b>Prefer not to say</b>	<b>3.50%</b>	3.06	3.85%	2.57%	0.64%	5.00%	7.14%	28.13%
<b>Other</b>	<b>1.24%</b>	2.12%	0.00%	0.37%	1.28%	0.00%	0.00%	0.00%



## Adverse effects of gambling on university experience

Respondents who do not gamble were asked whether they knew anyone whose university experience has been adversely affected by gambling. 29% said that they knew someone whose university experience had been adversely affected by gambling, with this percentage consistent across males and females (Table 13).

Table 13: Adverse effects of gambling on acquaintances university experience, by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>971</b>	409	543	10	9
<b>Yes</b>	<b>28.73%</b>	28.85%	29.47%	0.00%	11.11%
<b>No</b>	<b>67.04%</b>	65.77%	67.77%	90.00%	55.56%
<b>Prefer not to say</b>	<b>4.22%</b>	5.38%	2.76%	10.00%	33.33%

## The impact of gambling on university experience of friends who gamble

Participants who do not gamble but their friends do were asked how gambling had impacted the university experience of those friends who gamble. 10% felt it hadn't impacted their friends' university experience. However, others said that friends had struggled to pay for bills (24%) and bills/accommodation (20%), had missed lectures or tutorials (16%) and that their friends' grades had suffered (17%). 9% had friends who had deferred or considered dropping out of university due to gambling (Table 14; Figure 11).

Table 14: Impacts of gambling on university experience of friends who gamble, by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of responses</b>	<b>971</b>	409	543	10	9
<b>It hasn't affected their experience</b>	<b>9.58%</b>	10.02%	9.39%	0.00%	11.11%
<b>They have struggled to pay for bills</b>	<b>23.89%</b>	21.03%	26.52%	10.00%	11.11%
<b>They have struggled to pay for accommodation/bills</b>	<b>20.39%</b>	19.07%	21.73%	10.00%	11.11%
<b>They have missed lectures or tutorials</b>	<b>16.07%</b>	15.16%	17.31%	0.00%	0.00%
<b>Grades and assignments suffered</b>	<b>17.30%</b>	15.89%	18.78%	10.00%	0.00%
<b>Missed social activities</b>	<b>13.18%</b>	11.49%	14.36%	10.00%	22.22%
<b>They have deferred or considered dropping out of university</b>	<b>8.75%</b>	7.82%	9.39%	10.00%	11.11%
<b>Not trying new things</b>	<b>5.97%</b>	6.60%	5.52%	0.00%	11.11%
<b>Not making new friends or friendships suffering</b>	<b>6.90%</b>	6.11%	7.55%	10.00%	0.00%
<b>They have tried to access hardship loans</b>	<b>9.37%</b>	10.76%	8.47%	0.00%	11.11%
<b>Prefer not to say</b>	<b>3.91%</b>	4.65%	3.50%	0.00%	0.00%
<b>Other please specify</b>	<b>0.41%</b>	0.24%	0.55%	0.00%	0.00%

# The impact of gambling on university experience of friends who gamble

...continued

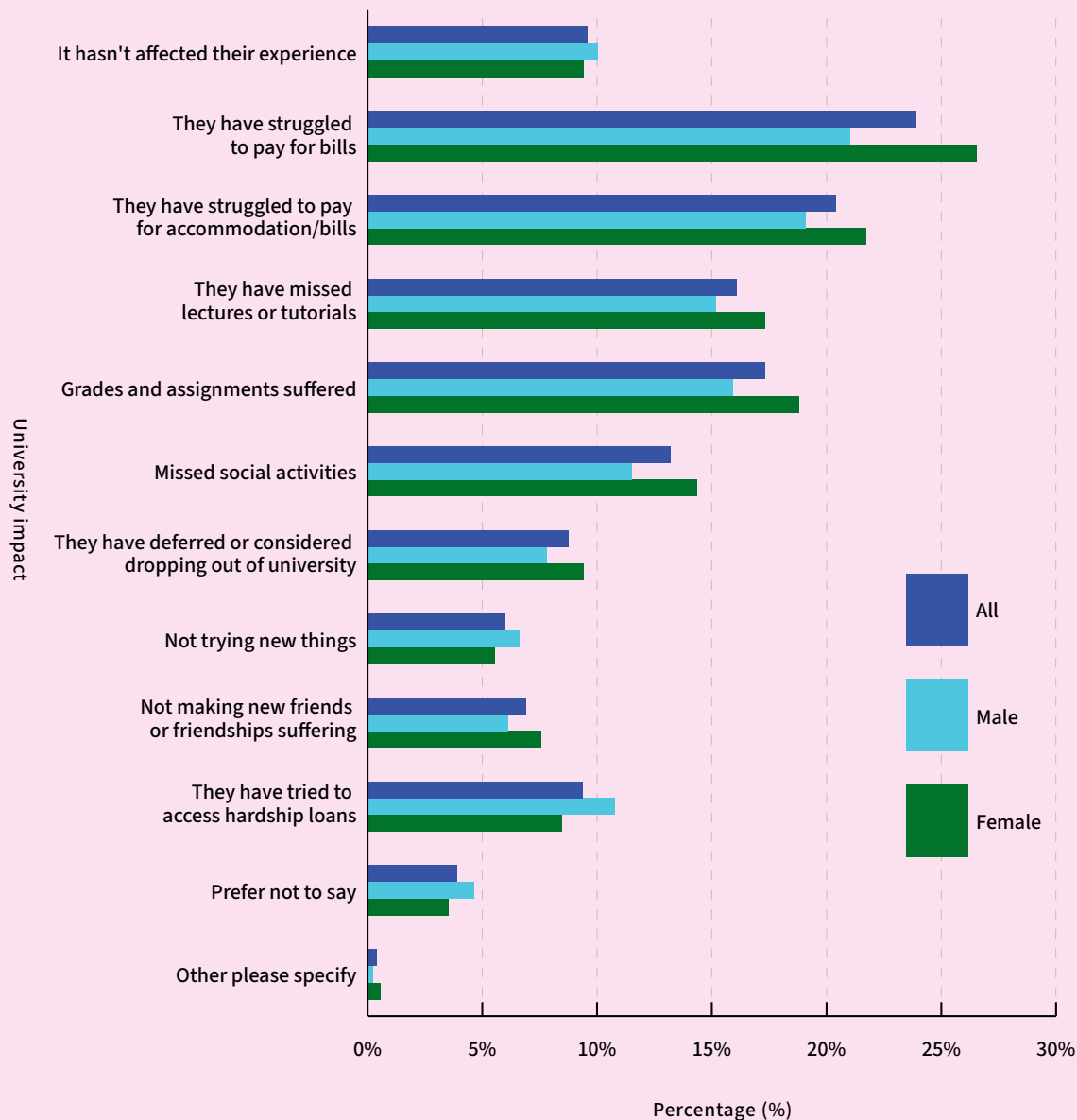


Figure 11: Impacts of gambling on university experience of friends who gamble, by gender.



## Awareness of support

Participants who do not gamble were asked whether they were aware of the support available at their university for friends who may be experiencing gambling harms. Less than half of respondents (48%) said they were aware, with males more likely than females to be aware of support (males = 53%, females = 45%) (Table 15).

Table 15: Awareness of support available at university for friends experiencing gambling harms, by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>971</b>	409	543	10	9
<b>Yes</b>	<b>48.40%</b>	52.81%	45.30%	30.00%	55.56%
<b>No</b>	<b>44.59%</b>	39.36%	48.80%	50.00%	22.22%
<b>Prefer not to say</b>	<b>7.00%</b>	7.82%	5.89%	20.00%	22.22%

In segmenting awareness of support available for friends by age (Table 16), we see that 54% of students aged 35-44 had awareness of the support available, compared to 49% of students aged 18-24 and 46% of students aged 25-34 (Table 16).

Table 16: Awareness of support available for friends experiencing gambling harms, by age.

	18-24	25-34	35-44	45-54	55+
<b>Number of Responses</b>	863	89	13	5	1
<b>Yes</b>	48.78%	46.07%	53.85%	20.00%	0.00%
<b>No</b>	43.92%	49.44%	46.15%	60.00%	100.00%
<b>Prefer not to say</b>	7.30%	4.49%	0.00%	20.00%	0.00%

# Confidence in accessing support

Participants who do not gamble were asked how confident they thought their friends would feel in accessing support for gambling harms. 45% expected their friends would feel confident<sup>14</sup>, with 14% feeling 'very' confident and 31% feeling 'somewhat' confident. Males were more likely than females to say their friends would feel confident in accessing support (males = 48%, females = 43%) (Table 17; Figure 12).

Table 17: Net Confidence of friends in accessing support for gambling harms, by gender.

	All	Male	Female	Non-binary	Prefer to self-describe
<b>Number of Responses</b>	<b>971</b>	409	543	10	9
<b>Confident (Net)<sup>14</sup></b>	<b>45.31%</b>	48.41%	42.54%	60.00%	55.56%
<b>Not confident (Net)<sup>15</sup></b>	<b>38.21%</b>	33.25%	42.54%	30.00%	11.11%
<b>Prefer not to say</b>	<b>16.48%</b>	18.34%	14.92%	10.00%	33.33%

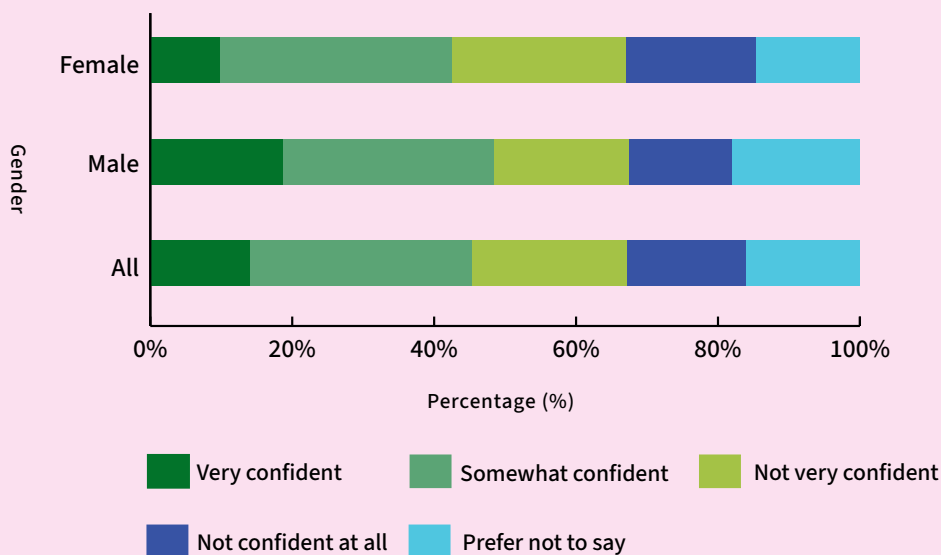


Figure 12: Confidence of friends in accessing support for gambling harms, by gender.

14 'Very confident' and 'Somewhat confident' answer responses combined.

15 'Not confident at all' and 'Not very confident' answer responses combined.

# Confidence in accessing support

...continued

54% of students aged 35–44 said their friends would feel confident<sup>16</sup> accessing support, compared to 46% of 18–24 year old students and 39% of students aged 25–34. 38% felt their friends would not be confident<sup>17</sup> in accessing support (Table 18; Figure 13).

Table 18: Net Confidence of friends in accessing support for gambling harms, by age.

	All	18–24	25–34	35–44	45–54	55+
<b>Number of Responses</b>	<b>971</b>	863	89	13	5	1
<b>Confident (net)<sup>16</sup></b>	<b>45.31%</b>	45.54%	39.33%	53.85%	80.00%	100.00%
<b>Not confident (net)<sup>17</sup></b>	<b>38.21%</b>	38.12%	41.57%	30.77%	20.00%	0.00%
<b>Prefer not to say</b>	<b>16.48%</b>	16.34%	19.10%	15.38%	0.00%	0.00%

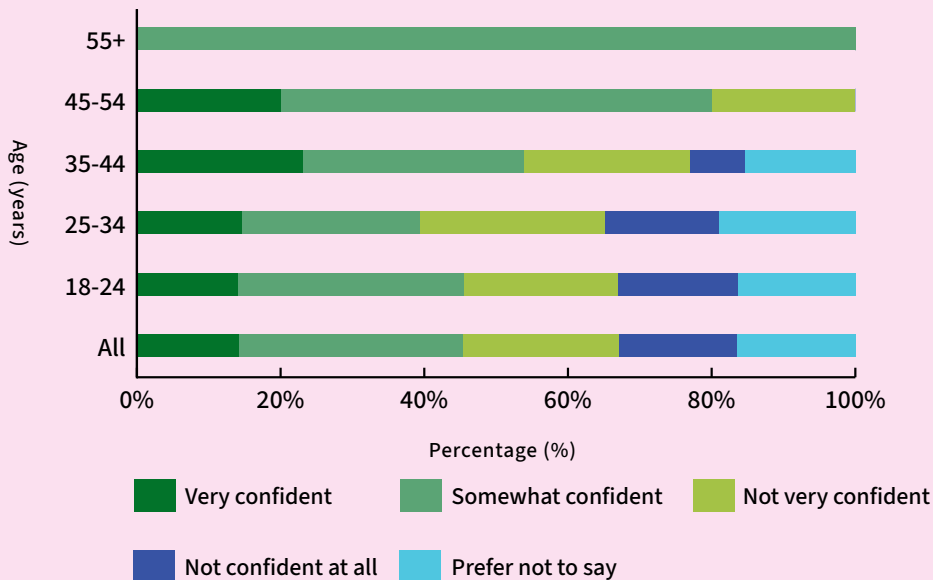


Figure 13: Confidence of friends in accessing support for gambling harms, by age.

<sup>16</sup> 'Very confident' and 'Somewhat confident' answer responses combined.

<sup>17</sup> 'Not confident at all' and 'Not very confident' answer responses combined.

## **This survey aimed to expand the annual dataset on student gambling behaviour and its impacts, providing a comprehensive understanding of gambling experiences within student populations.**

By continuing a survey initiated in 2021 and conducted annually in 2022 and 2023, the data collected in 2024 and published in 2025 contributes to this growing dataset, enabling future trend analyses. For the third consecutive year, the survey incorporates the short-form Problem Gambling Severity Index (Volberg and Williams, 2012) to assess students' gambling risk. Additionally, it evaluates students' confidence in accessing support for gambling-related harms.

The survey examined participation in gambling activities, video gaming, purchases of random-chance in-game items, and cryptocurrency acquisition. It revealed that almost five in every ten respondents had gambled at least once in the past year, a decrease from 60% in 2023 and 71% in 2022. Among students who gambled in the past year ( $n = 989$ ), 29% were classified as being at 'moderate risk,' a slight increase from 28% in both 2023 and 2022. Meanwhile, 17% were experiencing gambling harms with behaviour categorised as 'problem gambling,' reflecting a decline from 21% in 2023 and 24% in 2022. Additionally, 21.79% of respondents—regardless of their gambling activity—reported purchasing cryptocurrency in the past year, down from 32.2% in 2023 and 40% in 2022 (Ygam and GAMSTOP, 2024).

In summary, three key headline figures of this survey show a decrease when compared to previous years with lower gambling participation rates, lower levels of students experiencing gambling harms and lower investment in cryptocurrency.

While these decreases could be explained by changes in risk-taking behaviours of adolescents (Ball et al., 2023), equally they could also be explained by specific demographic changes (youthful and ethnically diverse) within this year's sample student population compared to previous years.

It is however, important to contextualise these student population findings with comparisons to general population statistics related to gambling and other sources of data on student populations. The percentage of students categorised within this research as experiencing problem gambling are 4x higher than general population statistics (Gambling Commission, 2024). Additionally, the percentage of students purchasing cryptocurrency in this study is higher than the estimated 12% ownership of crypto assets in the general population (Financial Conduct Authority, 2024) and significantly exceeds the 3% of students reportedly earning money through cryptocurrencies (National Student Money Survey, 2024).

The findings within this report add to the literature on the enhanced vulnerability of this group (Chan et al., 2015; Nowak, 2018; Saeid et al., 2018; Wong et al., 2021; Zolkwer et al., 2022) and clearly demonstrates a need for ongoing prevention education with student populations alongside awareness raising and intervention with professionals who occupy student-facing roles in HE institutions.

An analysis of the sample's demographics highlights a complex relationship between gambling participation and related harms, especially in relation to ethnicity. Asian students were less likely to gamble, however; amongst those who did gamble; Asian students in this sample experienced gambling-related harms at higher rates compared to other ethnic groups within the sample. While ethnicity is not a risk factor for gambling related harms (Okuda et al., 2017), similar findings have been identified in adults with higher rates of gambling harm identified in BAME communities in the UK (Gunston and Gosschalk, 2020). There is a clear need for education and prevention programs that better address the needs of marginalised communities and help overcome existing barriers (Okuda et al., 2017).

Overall, 82% of survey respondents reported playing video games, with males (91%) being more likely to play than females (73%). Among those who play video games, 66% had spent money on random-chance in-game items. When asked whether such purchases should be considered a form of gambling, opinions were divided: 51% agreed, 21% disagreed, and 19% were undecided. Video game use is high among student populations, with a prevalence of random-chance purchases when gaming. However, within the sample of students in this Student Gambling Survey there is a divided opinion on whether these constitute a form of a gambling. This highlights a need for more student-focussed education about gambling-like features in video games to build awareness of risks which have been associated with these practices in young adolescents (Zendle et al., 2019).

Among students who had gambled in the past year, 45% reported gambling to make money. While 58% stated that gambling had not affected their university experience, 10% struggled to afford food, 7% faced difficulties paying for accommodation or bills, and 6% sought hardship loans as a result. These findings suggest that there is a strong financial incentive for students to gamble, likely driven by financial pressures and the growing need to supplement their income. However, the data highlights that for some, gambling can jeopardise basic living expenses and exacerbate financial insecurity, with some students needing institutional support through hardship loans. Research from Generation Rent indicates a rise in student hardship fund applications across 27 universities, with an average approval rate of 70% for these applications (Generation Rent, 2024).

Of those students who gambled 48% are funding gambling from their salary/own earnings, 29% from savings and 17% from student loan. With mean<sup>18</sup> spend per week £33.54 for males and £19.85 for females, it is important to again contextualise gambling spend within broader student spending habits. With weekly total expenditure for students £276 and grocery spend for students at £36 a week (National Student Money Survey, 2024). We can begin to understand the financial impact of students spend on gambling. Especially when we identify that 8% of students who gamble spend £51–100, 3% spend £100–200 and 1% spend £201–500. This emphasises the importance of targeted student outreach and collaboration with university wellbeing services to strengthen the capabilities of student-facing staff in addressing the underlying causes of financial challenges and ensuring that gambling-related harms are appropriately considered and addressed.

18 Excluding those who said 'Prefer not to say'.

However, the impact of gambling on students goes beyond financial difficulties, affecting various aspects of their lives. Among students who gambled, 11% reported missing social activities, 10% avoided trying new experiences, 9% experienced negative effects on their grades and assignments, and 8% missed lectures or tutorials.

These social implications are particularly concerning, as limited social engagement and connections can impact overall wellbeing. Loneliness and isolation have been consistently identified as significant mental health risk factors for students (McIntyre et al., 2018; Hurst et al., 2013). Research also highlights social connectedness as a protective factor against gambling-related harms, particularly in adolescents (Paleologou et al., 2019). Disruption to academic routines further compounds these challenges, with attendance in lectures shown to be a positive predictor of academic performance, particularly among first year HE students (Nordmann et al., 2019).

Although 53% of students who gamble and 48% of non-gamblers are aware of the support available, a significant number of students remain unaware of the support available. Additionally, 35% of gamblers expressed a lack of confidence<sup>19</sup> in accessing university gambling support. Research shows that barriers such as stigma, ambivalence, accessibility issues, fear of consequences, and limited knowledge are common obstacles to seeking treatment in adult populations (Schettini et al., 2024), with both gambling and non-gambling students reporting a preference for specialised gambling related support within student services (McGivern et al., 2024). There is a need for this to be addressed within a HE context, with university finance and wellbeing services working to reduce stigma, encourage help-seeking and signpost appropriate student gambling support.

The findings of this survey contribute to the growing body of evidence indicating that university students are a group particularly vulnerable to gambling harms. This research highlights the need for increased education and awareness initiatives, alongside targeted prevention efforts, within student populations. Additionally, it emphasises the importance of providing appropriate training for student-facing practitioners in HE settings. Such training would ensure effective signposting and support for addressing gambling-related harms, embedding these measures within the health and wellbeing strategies of HE institutions.

<sup>19</sup> 'Not very confident' and 'Not confident at all' answers combined.

## Limitations

The generalisability of these results is limited by the self-selecting nature of the survey. Those who volunteer to take part in research usually differ from those who don't, in terms of interest in the topic, and motivation. Participation in the survey may also indicate that the respondent had more free or discretionary time, which is another way in which responses may have been skewed. The design of the survey attempted to overcome self-selection bias by recruiting from an online panel, and by not advertising the survey as one exploring gambling until participants had completed the screening questions to ensure they were university students and therefore eligible to take part. Although access to technology can be a barrier for participation in online surveys, we considered this to be limited within the student demographic of the survey. The survey was also designed to be short (taking approximately 3-4 minutes) to mitigate constraints on students' free time. Nonetheless, those more interested and engaged in gambling may have been more likely to complete the survey. Of those who started the survey, 571 dropped out.

Although the survey was segmented to achieve a 50:50 split in gender (with a 20% leeway to allow for 'Non-binary and 'Prefer to self-describe' genders), the sample was not selected based on student national statistics for other demographic factors e.g. ethnicity, age-profile. This year's sample over-represents certain ethnic groups and younger-age students when compared to the national profile of students. This demographic split has not been controlled within previous years iterations of the annual student gambling survey and will need be considered when conducting any trend analysis in the future. Within this survey there were 19 categories for students to report on their ethnicity, for analysis purposes a grouping of ethnicities based on HESA categories has been undertaken. Therefore, there has been a loss of specificity within some ethnic backgrounds which may mask individual trends. Additionally, despite a move to more inclusive language for reporting on gender, due to sample size restrictions this has limited analysis for students who describe their gender as non-binary or who prefer to self-describe.

The survey had two paths, one for those who had gambled in the previous 12 months, and one for those students who had not gambled in that time. Students in the latter group were asked about their perceptions of motivations and attitudes of their friends who do gamble. However, it is unknown the extent to which non-gambling students are more likely to have other non-gamblers within their peer group, which could skew results if this was the case.

Finally, this survey was carried out during December, a time of year which may exacerbate student financial and social concerns due to external factors such as the upcoming winter break and coming to the end of a termly student maintenance loan/grant period. It would be interesting to carry out this survey at different points during the year to understand whether data on spend and impact of gambling behaviour differs at different times in the academic year.

# Recommendations

The results of this survey identify the vulnerability of students and that much more needs to be done to prevent gambling harms amongst the university student population in the UK. In particular, we make the following recommendations for action:

- 1. Prevention education:** Despite the reduction in prevalence of gambling participation amongst this cohort over the last three survey periods and the rate of 'problem gambling' decreasing. The survey results indicate that there is still a proportion of students who are at risk of and experiencing gambling harms and in need of awareness and prevention education as students prepare for the transition to university. This survey suggests that rates of gambling harm appear to be higher within some ethnic groups. As such, a move to more targeted and/or bespoke delivery which considers cultural differences might better meet the needs of students who gamble from BAME backgrounds.
- 2. University gambling harm prevention strategies:** The survey demonstrates a need for all universities to engage in this topic. We continue to call upon universities to consider gambling harm prevention and support to be an integral part of their strategies for improving student health and wellbeing. With friends being a consistent influencer for students who gamble, this opens the potential for peer support within university gambling harm prevention strategies. This should be considered at a university society, sports club and student union level.

Specialist support and training from gambling harm prevention organisations is widely available across the UK, and can enable universities to upskill staff, deliver interventions, raise awareness on campus, and support those responsible for student wellbeing.

We urge university finance and welfare teams to do more to communicate the availability of support for students in relation to this common issue, in a way that reduces stigma and encourages help seeking, especially amongst women and those that may be experiencing greater levels of harm. This could include providing more accessible and relevant content about the risks and potential harms related to gambling on the welfare and finance sections of university websites, as well as considering the accessibility and promotion of gambling opportunities on and around campus.



**3. Gaming harm prevention strategies:** the results of this survey may indicate a need for education for this cohort around the risks related to in-game purchases, and their similarities and differences with regulated gambling products.

**4. Further research:**

- a.** The survey should be repeated in 2025 to add to the annual data set of student gambling, with the intention to conduct a five-year trend analysis to build a picture of changes in student gambling behaviour in the UK.
- b.** In addition, some of the areas highlighted in this survey warrant further exploration through additional research, such as investigating the discrepancy between students' motivations for gambling (to make money) and the amount they spend gambling in a typical week. This could provide useful insight for the design of prevention and support tools.
- c.** There is a real need for more funding to be allocated to investigating the prevalence of gambling harms in vulnerable cohorts such as students, using improved data collection methods to overcome the limitations of self-selecting samples and online survey methodology.
- d.** The Student Gambling Survey specifically targets those in HE institutions, although additional funding would need to be sought, it would be interesting to commission similar research with populations of young people in the same age range but in different contexts (e.g., full-time employment, apprenticeship/training routes and those not in education, employment or training (NEET)) for comparison.
- e.** Finally, there is a need to better understand the role of peers in identifying and supporting those experiencing gambling harms.

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## Appendix A

### Censuswide full survey questions and answer options

#### D1. How old are you? \*Age DEMO\*

\*\*DROPDOWN BOX OF AGES 16-100+\*\*

*TO BE REPORTED AS: 18-24; 25-34; 35-44; 45-54; 55+*

*END IF RESPONDENT IS AGED 16 OR 17*

#### D2. What gender are you? \*Gender DEMO\*

Male; Female; Non-binary; Prefer to self describe

*(50:50 gender split) (Can allow up to 20% overspill to allow 'Non-binary' 'Prefer to self describe' respondents)*

#### Qa. Which of the following best describes your current employment status?

Work full time; Work part time; Retired; Home-maker / full time parent;  
Student at university; Unemployed; Other

*END IF STUDENT AT UNIVERSITY IS NOT SELECTED*

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**Caveat 1:** Please note that some of the questions in this survey concern sensitive issues. All responses will be treated anonymously, in strict confidentiality and in line with the 2018 General Data Protection Regulation (GDPR). No personally identifiable information will be linked to the results. At any point you are free to select prefer not to say where provided, or if you do not wish to proceed altogether, please close your browser window. If at any point you wish to have your data removed from the database, please contact [Tom@censuswide.com](mailto:Tom@censuswide.com)

#### Q1. In which ways have you gambled in the past 12 months, if at all? (Select all that apply)

High street casinos; High street bookmakers; National lottery;  
On-course horse/dog racing; Online scratch cards; Online sports bet;  
Online bingo; Online poker; Online casino games; Esports; High street fruit machines; Online fruit machines; On machines in amusement arcades; Private bets; Other (please specify)

I do not gamble \*exclusive\*

(SKIP Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14)

Prefer not to say \*exclusive\* (SKIP TO Q21)

#### Q2. Have you invested money in cryptocurrency in the past 12 months?

Yes; No; Prefer not to say

**Q3. In the past 12 months, how frequently have you gambled overall and when considering the following ways? \*Matrix\***

Rows:

Overall in the past 12 months

*\*\*INSERT OPTIONS RESPONDENTS SELECTED IN Q1\*\**

Columns:

Every day; 4-6 days a week; 2-3 days a week; Once a week;  
Once every 2 to 3 weeks; Once a month; Once every 2 months;  
Once every 3 to 5 months; Once every 6 months to 11 months;  
Once in the past 12 months

**Q4. Why do you gamble? (Select all that apply)**

For fun with friends or peers; For fun with family; To make money;  
For the buzz; I enjoy the risk; It gives me something to do; It helps me  
relax; As a form of escapism/to avoid my problems; I am unable to stop/  
am addicted; Other please specify; Prefer not to say \*exclusive\*

*\*\*INSERT BELOW CAVEAT ON THE SAME PAGE AS Q5\*\**

**Caveat 2:** When we say spend, we mean the overall amount you stake and lose, subtracting any wins. If in the average week you win money, please select 0 at the scale below.

**Q5. On average, how much money do you spend per week on gambling?**

0 (in the average week I win money); Up to 10 (please specify); 11- 20;  
21- 50; 51- 100; 101- 200; 201- 500; More than 500, please specify in  
pounds; Prefer not to say

**Q6. In the last 12 months, have you bet more than you could really afford to lose?**

Never; Sometimes; Most of the time; Almost always

**Q7. In the last 12 months, have people criticised your betting or told you that you had a gambling problem, regardless of whether or not you thought it was true?**

Never; Sometimes; Most of the time; Almost always

**Q8. In the last 12 months, have you felt guilty about the way you gamble or what happens when you gamble?**

Never; Sometimes; Most of the time; Almost always

**Q9. What are the key influencers for your gambling? (Select all that apply)**

Celebrity Endorsements; Podcasts; Sporting events; Advertising on TV, radio or social media streaming; Social media; Friends; Family; Offers from gambling companies; Religion/culture; Societies and clubs at university; Other please specify; I do not have any key influencers for my gambling \*exclusive\*; Prefer not to say \*exclusive\*

Caveat on the same page and above Q10: When we say ‘Savings’ we mean funds that are set aside from income and are intended for future use or not spent on current expenditures.

**Q10. How do you fund your gambling? (Select all that apply)**

Savings; Parents; Student Loan; Payday Loans; Salary/own earnings; Borrowing from friends/Family; Bank overdraft; Other please specify; Prefer not to say \*exclusive\*

**Q11. Which of the following organisations have you heard of? (Select all that apply)**

GambleAware; GamCare; GAMSTOP; Gamban; YGAM; Gordon Moody; Gamblers Anonymous; Recover Me; NHS Gambling Clinic; GamFam; None of the above \*exclusive\*; Prefer not to say \*exclusive\*

**Q12. How has gambling impacted your university experience? (Select all that apply)**

Missed lectures or tutorials; Deferring or considering dropping out of university; Missed social activities; Grades and assignments suffering; Not making new friends or friendships suffering; Not trying new things; I have tried to access hardship loans; Troubling paying for accommodation/bills; Troubling paying for food; Other please specify; It hasn't affected my experience \*exclusive\*; Prefer not to say \*exclusive\*

**Q13. Are you aware of what support is available at your university for students who may be struggling with gambling?**

Yes; No; Prefer not to say

**Q14. How confident do you feel in accessing your university's gambling support?**

Very confident; Somewhat confident; Not very confident; Not confident at all; Prefer not to say

\*\*SEE Q15, Q16, Q17, Q18, Q19, Q20 if I do not gamble is selected in Q1\*\*

**Q15. Why do you not gamble? (Select all that apply)**

Religious reasons; Cultural reasons; Know someone who has a gambling addiction; Worried about losing money; Training sessions at school; Does not interest me; Seeing friends affected; Family influence; Other, please specify; Prefer not to say \*exclusive\*

**Q16. Do you know anyone whose university experience has been adversely affected by gambling?**

Yes; No; Prefer not to say

**Q17. Which of the following organisations have you heard of?  
(Select all that apply)**

GambleAware; GamCare; GAMSTOP; Gamban; Ygam; Gordon Moody;  
Gamblers Anonymous; Recover Me; NHS Gambling Clinic; GamFam;  
None of the above \*exclusive\*; Prefer not to say \*exclusive\*

**Q18. Thinking about your friends who gamble, how has gambling impacted their university experience? (Select all that apply)**

They have missed lectures or tutorials; They have deferred or considered dropping out of university; Missed social activities; Grades and assignments suffered; Not making new friends or friendships suffering; Not trying new things; They have tried to access hardship loans; They have struggled to pay for accommodation/bills; They have struggled to pay for bills; Other please specify; It hasn't affected their experience \*exclusive\*; Prefer not to say \*exclusive\*; None of my friends gamble \*EXCLUSIVE\*

**Q19. If you were worried about a friend of yours who was struggling with their gambling would you be aware of what support is available at your university?**

Yes; No; Prefer not to say

**Q20. How confident do your friends feel in accessing your university's gambling support services?**

Very confident; Somewhat confident; Not very confident;  
Not confident at all; Prefer not to say

**Q21. Do you play video games?**

Yes; No (SKIP Q21a)

**Q21a. You said you play video games. What ways, if any, have you used to pay for random chance purchases (e.g. loot boxes, chests, crates, packs etc.)? (Select all that apply)**

Own money; Virtual currency; Other, please specify; I have never paid for random chance purchases \*Exclusive\*

**Q22. To what extent do you agree or disagree with the following statement: I consider random chance purchases (e.g. loot boxes, chests, crates, packs etc.) as a form of gambling?**

Strongly agree; Somewhat agree; Neither agree nor disagree;  
Somewhat disagree; Strongly disagree; N/A I do not know what random chance purchases are

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**D3. Where do you study? \*Region of University DEMO\***

East of England; Greater London; East Midlands; West Midlands;  
North East; North West; Northern Ireland; Scotland; South East;  
South West; Wales; Yorkshire and the Humber

**D4. Which one of the following cities do you study in or closest to?**

**\*City of University DEMO\***

Belfast; Birmingham; Brighton; Bristol; Cardiff; Edinburgh; Glasgow; Leeds; Liverpool; London; Manchester; Newcastle; Nottingham; Norwich; Plymouth; Sheffield; Southampton

**D5. What is your total personal annual income? \*Income DEMO\***

15,000 or less; 15,001 - 25,000; 25,001 - 35,000; 35,001 - 45,000; 45,001 - 55,000; 55,001 and over; I do not wish to disclose this information

**D6. What is your ethnic group? \*Ethnicity DEMO\***

White - English / Welsh / Scottish / Northern Irish / British; White – Irish; White - Gypsy or Irish Traveller; White - Any other White background; Mixed descent - White and Black African; Mixed descent - White and Black Caribbean; Mixed descent - White and Asian; Mixed decent - Any other mixed; Asian – Indian; Asian – Pakistani; Asian – Bangladeshi; Asian – Chinese; Any other Asian ethnic group; Black – African; Black – Caribbean; Any other Black / African / Caribbean ethnic group; Arab; Any other ethnic group; Prefer not to say

*\*\*INSERT BELOW CAVEAT BEFORE END PAGE\*\**

**Caveat 3:** If you feel you need support regarding the topic discussed in this survey, please visit the below website: <https://www.gamcare.org.uk/get-support/talk-to-us-now/#:~:text=Call%20us%20free%20on%200808%208020%20133>



If you're worried about your own or someone else's gambling, the **National Gambling Support Network** provides free help and support, 24 hours a day, 7 days a week. Call **0808 8020 133**.

Register with **GAMSTOP** via their website [www.gamstop.co.uk](http://www.gamstop.co.uk), or call for free on **0800 138 6518**. Lines are open seven days a week from 8am to midnight.

If you have care or influence over a child or young person and want more information about gambling harms and how to help prevent them, you can register for a free online workshop through [www.ygam.org](http://www.ygam.org).

