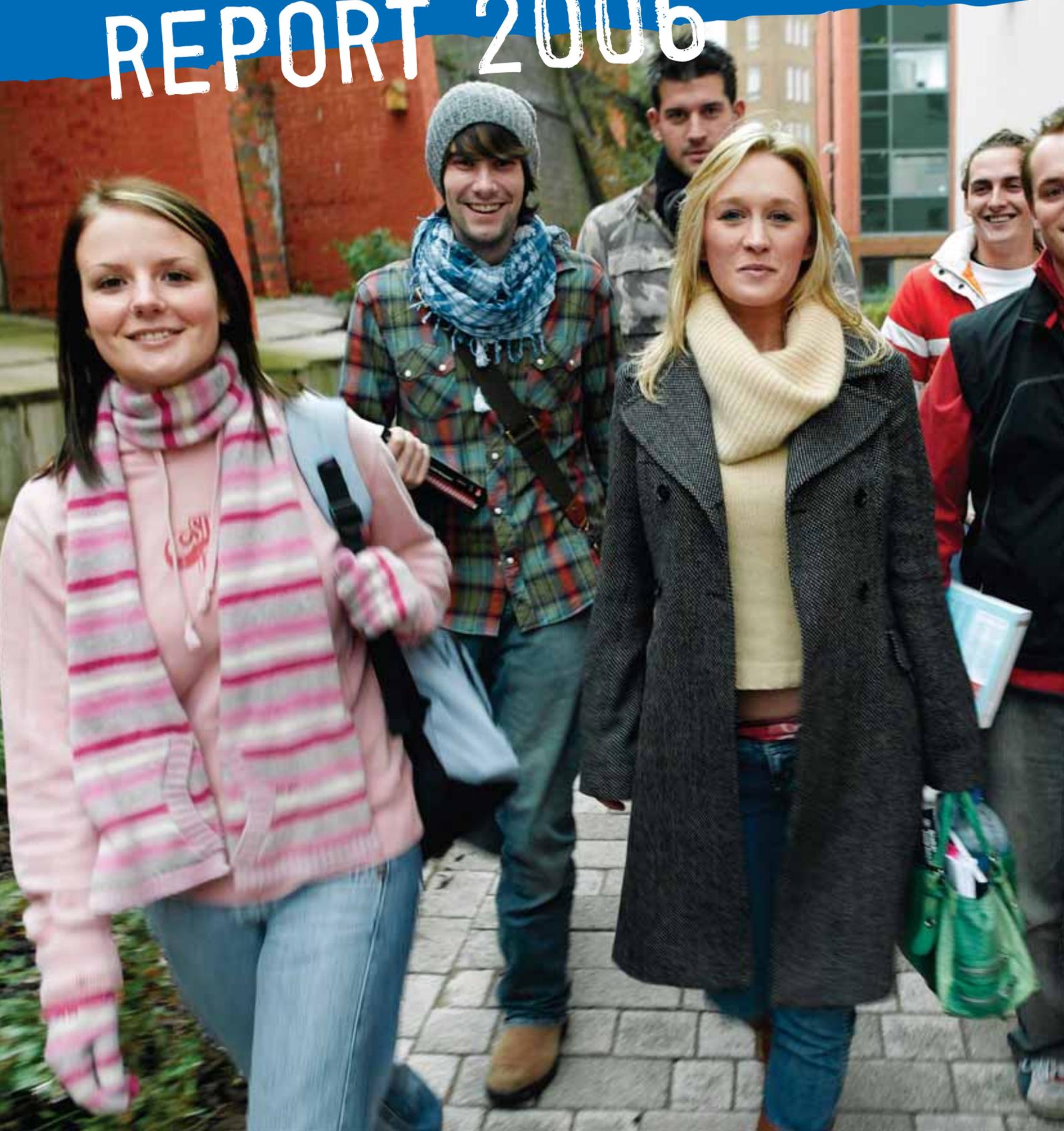


Commissioned by
UNITE and conducted
by Ipsos MORI

The heart of
student living

UNITE

THE STUDENT EXPERIENCE REPORT 2006



The heart of
student living

UNITE

ABOUT UNITE

UNITE IS THE NUMBER ONE
STUDENT HOSPITALITY COMPANY.

WE ARE HOME TO SOME 31,000 STUDENTS.

Led by strong values, we aim to give students an experience at the heart of student living. We help regenerate cities, operating in communities across 30 towns and cities where we are helping to improve the country's student housing.

UNITE initiated the concept of the Student Experience Report six years ago. The report has shown how students and the university experience has changed during this time and indeed the research has been indispensable for UNITE in evolving its product and service to reflect customers' demands and aspirations.

We are aware, that our accommodation is where lifelong friendships are forged, partners met, exams stressed about and first jobs celebrated, and where the transition from teens to twenties will take place – therefore, our aim is to create a friendly, safe and welcoming environment where choice, flexibility and great customer experiences are at the heart of all we do.

If you would like to learn more about UNITE, visit our website:

WWW.UNITE-STUDENTS.COM

Urban Lifestyle ✓
In great locations

Friendly People ✓
On hand to help

Student Living ✓
With your friends

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FOREWORD

AS MINISTER OF STATE FOR LIFELONG LEARNING, FURTHER AND HIGHER EDUCATION I AM DELIGHTED TO INTRODUCE UNITE'S 6TH ANNUAL STUDENT EXPERIENCE REPORT.

The UNITE Student Experience Report continues to highlight how positively students view their time at University. In fact the whole university life experience encompassing academic endeavours, study support, sports, social, welfare and accommodation is given the thumbs up by students.

I am heartened to see that for the first time since the Student Experience Report was launched in 2001 students' finances are improving. Both their levels of current debt and the money they anticipate owing on completion of their university course have declined. Students are finding ways to manage their money more carefully.

The vast majority, over 80% of respondents, believe that university has set them in good stead for their working life. The benefits of going to university are manifest. Students recognise the skills they are gaining. This report shows how students are testing the competencies they'll need in the future. Life-skills are strengthened including academic proficiency, working under pressure, team building, self-confidence and independence.

We also see evidence of how students view the contribution that universities make to global cultural understanding. The research shows that over 70% of students believe that universities have a role to play in encouraging global integration. I look forward with interest to the further research that UNITE is undertaking regarding the international dimension, to be launched later in the year.

We also know that many requirements are being met by the current university experience. We see that a resounding 96% of students agree that going to university is worthwhile. The survey usefully directs us towards the challenges ahead. Universities need to continue to raise the bar by providing excellent customer service and value for money to students. In so doing they will need to deliver the teaching, research and learning opportunities students want, as well as the campuses, facilities, vocational experience, accommodation and welfare support. Of course, in understanding the importance that customers place on these services, universities recognise the challenge of



communicating their offer. That challenge, in a crowded market place will be to package all elements of the experience together - clearly, simply and attractively so that students, whether home or international, can make informed choices.

This year I am interested by the additional information on students' perceptions of their role in the community. Students have a clear understanding of the benefits they bring to communities and over two thirds believe that they should become more involved in the area where they live. Again, this leads to opportunities to apply this research and that of others to the issues of communication, building relationships and the involvement of communities and businesses in every day university life.

Developing a comprehensive understanding, through the eyes of students, to their changing needs and aspirations is the cornerstone to a valuable, and value for money, higher education experience. I commend this research for carefully and thoroughly tracking the student lifestyle over the last six years. The UNITE Student Experience Report continues to help us to understand what is at the heart of student life.

Bill Rammell MP
Minister of State for Lifelong Learning,
Further and Higher Education

INTRODUCTION

We're delighted to share our 6th Student Experience Report with you. We don't want to keep it to ourselves, we don't want it gathering dust on bookshelves. All of us in the higher education sector are in the business of delivering a great student experience to our customers. We hope this new information will play a part in helping to continuously improve the experience.

UNITE is at the heart of student living. We make a real difference to people's lives. Creating caring, safe and welcoming communities for students. A home from home.

We fully embrace the notion that students are our customers. We believe that students have become true consumers of higher education, demanding and expecting even more from their university experience. Not so long ago this seemed a very alien concept for higher education. It just shows how things have changed and on the anniversary of six years of social research into the lives of students we can see evidence of the radical shift in student thinking.

UNITE's customers reflect the wide diversity of the student population. Studying at every level of university life, students from all nationalities learn all manner of subjects. Each of our customers is an individual who wants to shape their own unique university experience. Research like The Student Experience Report helps us to create new opportunities and living experiences, which meet the needs of our customers.

I would like to express my thanks to everyone who has worked together from across many different organisations to deliver this research. In particular, Ipsos MORI, The Workbank, Universities UK and The Department for Further and Higher Education.

NICHOLAS PORTER,
CHIEF EXECUTIVE OFFICER
UNITE, THE STUDENT
HOSPITALITY COMPANY



METHODOLOGY

Methodology

For this sixth wave of The UNITE 'Student Experience Report', Ipsos MORI conducted face-to-face interviews with 1,025 full-time undergraduate and postgraduate students at twenty universities across the UK (England, Scotland, Wales and Northern Ireland) between 24th October and 25th November 2005.

The sample profile has been largely consistent across all six waves of the study and the fieldwork was conducted at the same time each year.

The institutions were initially selected with probability proportional to the number of full-time students studying any subject. The selection of universities was representative of region and type of university (old and new) across the UK. Twenty universities were included in Waves 2, 5 and 6, twenty one in Waves 3 and 4 and twenty two included in Wave 1, all using the same selection criteria. To ensure the profile of students was representative, quotas were set and data weighted by gender, year of study, subject of study and ethnic minority.

The interview took approximately 30 minutes to complete on average.

Please note that totals may not always equal 100%. In some instances this is where respondents were allowed to choose multiple responses for a particular question. An asterisk (*) represents a value of less than 0.5 per cent but more than zero.

The appendix to this report contains the Ipsos MORI Student Debt Index, the sample profile and a brief outline of social class definitions as used by the Institute of Practitioners in Advertising.

	Fieldwork Dates	Sample Size
WAVE 6	24TH OCTOBER TO 25TH NOVEMBER 2005	1,025
WAVE 5	25TH OCTOBER TO 24TH NOVEMBER 2004	1,007
WAVE 4	30TH OCTOBER TO 27TH NOVEMBER 2003	1,065
WAVE 3	22ND OCTOBER TO 15TH NOVEMBER 2002	1,086
WAVE 2	23RD OCTOBER TO 16TH NOVEMBER 2001	1,068
WAVE 1	23RD OCTOBER TO 17TH NOVEMBER 2000	1,103

STUDENT CONTRIBUTIONS

We'd like to thank all the students who gave up their time to contribute to our survey.

We'd especially like to credit our student photographers:

Saranya Chaikulngamdee,
BA Fine Art, St. Martins College of Art and Design
Elizabeth Rimmington,
BA Drawing, Camberwell College of Arts
David Pessell,
BA Graphics, Camberwell College of Arts

Special thanks also go to the students that have provided an insight into their student experience - these have been captured in the form of quotes.

Kay Turner, 21, studying Communication and Public Relations at Sheffield Hallam University

Chris Chambers, 24, studying for a PHD in Chemistry at Huddersfield University

Liza Bowen, 21, studying for a PHD at the London School of Hygiene and Tropical Medicine

India Francis, studying Events Management at the University of Leeds



Photo by Elizabeth Rimmington and David Pessell

KEY HIGHLIGHTS

Today's students are happy and more optimistic than ever. They overwhelmingly believe going to university is a worthwhile experience and the money they are spending on their education to be a good investment for the future.

The majority of students decide to go to university to gain qualifications and to improve their chances of getting a good or better job. They are generally confident university will deliver on this latter objective – most agree that university has set them in good stead for their working life. They are also optimistic about getting a job when they finish their course. There is also room for improvement. Many students would like to see their university offer sector placements and more course related career advice.

The overall and academic reputations remain the most important factors in the choice of university. Facilities and social factors, while important, play less of a part.

Previous waves of the survey have shown that the course itself is the major factor in the choice of university, and the findings from this wave suggest universities could improve the information they provide. The main cause of students dropping out, or considering dropping out, is that the course is not as expected or what the students wanted to do.

Students' opinions and impressions about their university are becoming increasingly more favourable, the proportion now rating their university as "very favourable" is up by 14 percentage points since Wave 1, however this is still less than half of all students, and falls to a third of those attending new universities. Similarly, while a higher proportion of students now rate the standard of teaching and the amount of contact time they have with their tutors and lecturers as "very good" these ratings are still relatively low at 39% and 25% respectively.

Rather than being in an ivory tower, three-quarters of students believe universities make a vital contribution to the UK economy. The majority believe universities fulfill a number of important roles in society, such as training the workforce of the future, researching and generating innovation and ideas and advancing medicine and technology.

In general, students buy in to the idea of active citizenship and realise the importance of behaving responsibly. However, while believing they bring many benefits to their community, many do admit that the student body can cause problems by being noisy, drunk and behaving anti-socially.

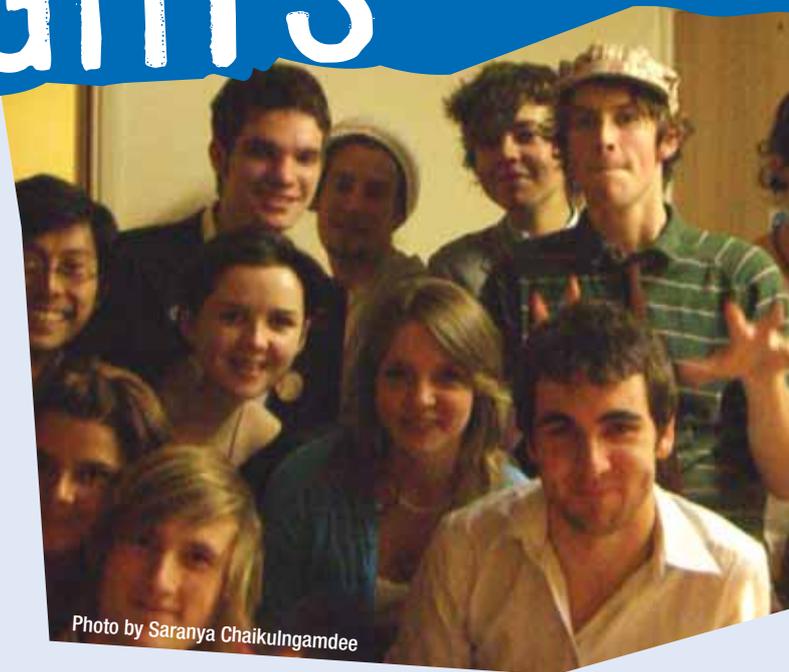


Photo by Saranya Chaikulngamdee

Students have mixed feelings about the effects of globalisation, while the majority agree the globalisation of brands has led to the exploitation of third world countries, they also agree it's good that you can get the same brands wherever you are in the world.

A similar proportion of students have a paid job during term time as in previous waves of the study (41%) and the majority work in low skilled jobs such as retail, bar work and catering. An increasing proportion of students in paid employment say they are working to provide money for basic essentials. Despite this, many enjoy their job and believe that it brings a number of benefits, such as developing time management skills, gaining extra skills and believe it will look good on their CV.

While around four in ten students report they are keeping up with their bills and credit commitments without any difficulties, over half are experiencing some degree of difficulty, one in twenty (6%) are either seriously falling behind with some of their bills and financial commitments or have real financial problems. Most students would turn to their family for help if they get into financial difficulties.

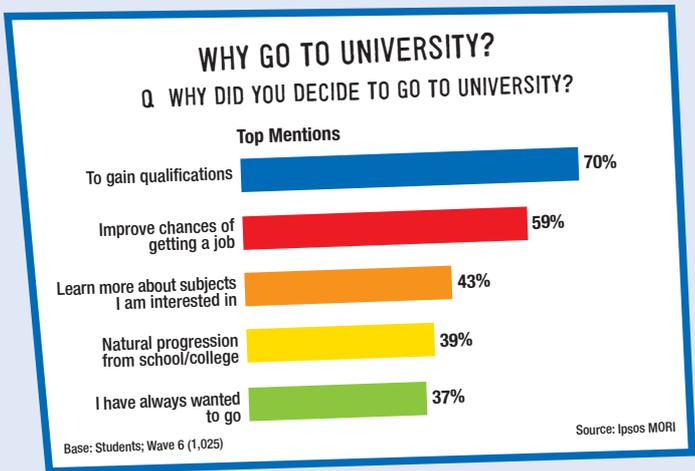
Two-thirds of students are currently in debt. However, the level of student debt would seem to have stabilised after a large increase in the last wave. On average students currently owe £5,267 as a direct result of going to university and expect this to rise to £9,692 by the time they complete their studies. For the majority, this debt takes the form of a student loan, however a third of students have an overdraft and one in eight owe money on a credit card. The proportion of students who worry about their debts is decreasing; however, over a quarter of students are seriously worried the debts they will incur as a result of going to university.

01 MOTIVATION FOR HIGHER EDUCATION



The main motivating factors for going to university continue to be the desire to learn and to gain the qualifications necessary for a successful career in the future. *To gain qualifications* is cited by seven in ten students (70%) as the main reason why they decided to go to university, while almost six in ten hope to *improve my chances of getting a good job/better job* (59%). Slightly lower down the list, though still important, are the factors that make up the wider student experience, a third say they go simply *for the experience* (35%), and a quarter hope to *have a good social life* (25%) or to broaden their outlook by *mixing with different people* (26%).

While nearly four in ten students have *always wanted to go to university* (37%) or believe it to be a *natural progression from school/college* (39%), there is some element of parental or peer pressure. One in six (17%) feel *it was expected of me*, (rising to 24% amongst those from professional or AB social class backgrounds) and almost one in ten (8%) observe that *all my friends were going to university*.



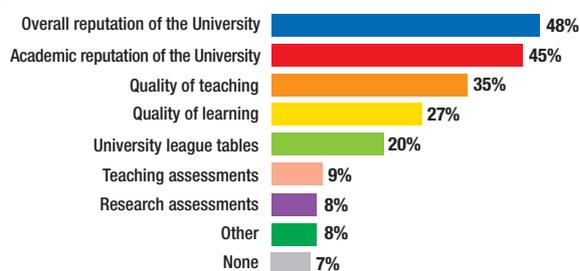
MY PARENTS HAD SAVED UP FOR ME TO GO TO UNIVERSITY AND I SAW IT AS A NATURAL PROGRESSION AFTER COLLEGE. I DIDN'T CONSIDER HAVING A GAP YEAR BEFORE STARTING UNIVERSITY BUT AFTER I FINISH MY FINAL YEAR, I'M HEADING TO ASIA FOR THREE MONTHS.

Reputation is of primary concern when choosing a university, whether it be the *overall reputation* of the university (48%) or its *academic reputation* (45%), both of these increase for those achieving high grades prior to university (56% and 59% respectively for those who achieved more than 300 points – the equivalent to three B's at A level). After reputation, it is the *quality of the teaching* (35%) and the *quality of learning* (27%) that count.

I WENT STRAIGHT TO UNIVERSITY AFTER COLLEGE, MAINLY TO ACHIEVE QUALIFICATIONS FOR BETTER CAREER PROSPECTS AND A BETTER SOCIAL LIFE. I AM NOW STUDYING FOR A PHD IN CHEMISTRY AND LIVE WITH A PRIVATE ACCOMMODATION PROVIDER JUST FIVE MINUTES WALK FROM MY CAMPUS.

THE IMPORTANCE OF REPUTATION

Q WHICH OF THESE ACADEMIC FACTORS WERE IMPORTANT TO YOU IN YOUR SELECTION OF UNIVERSITY?



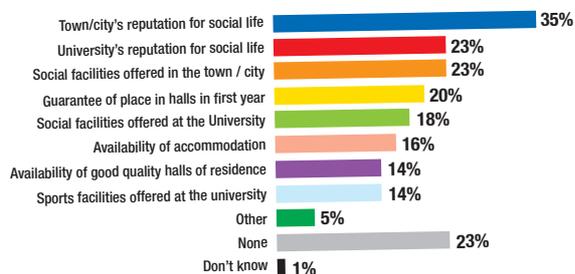
Base: Students; Wave 6 (1,025)

Source: Ipsos MORI

Social facilities are less important, but are still mentioned by a substantial minority. A *town/city's reputation for social life* is the strongest pull (35%), more so for male students than female (39% compared to 32%), and more than the *university's reputation for social life* (23%). *The guarantee of a place in halls of residence in your first year* is important to one fifth of students (20%, rising to 24% of first years).

THE IMPORTANCE OF SOCIAL FACTORS

Q WHICH OF THESE FACILITIES WERE IMPORTANT TO YOU IN YOUR SELECTION OF UNIVERSITY?

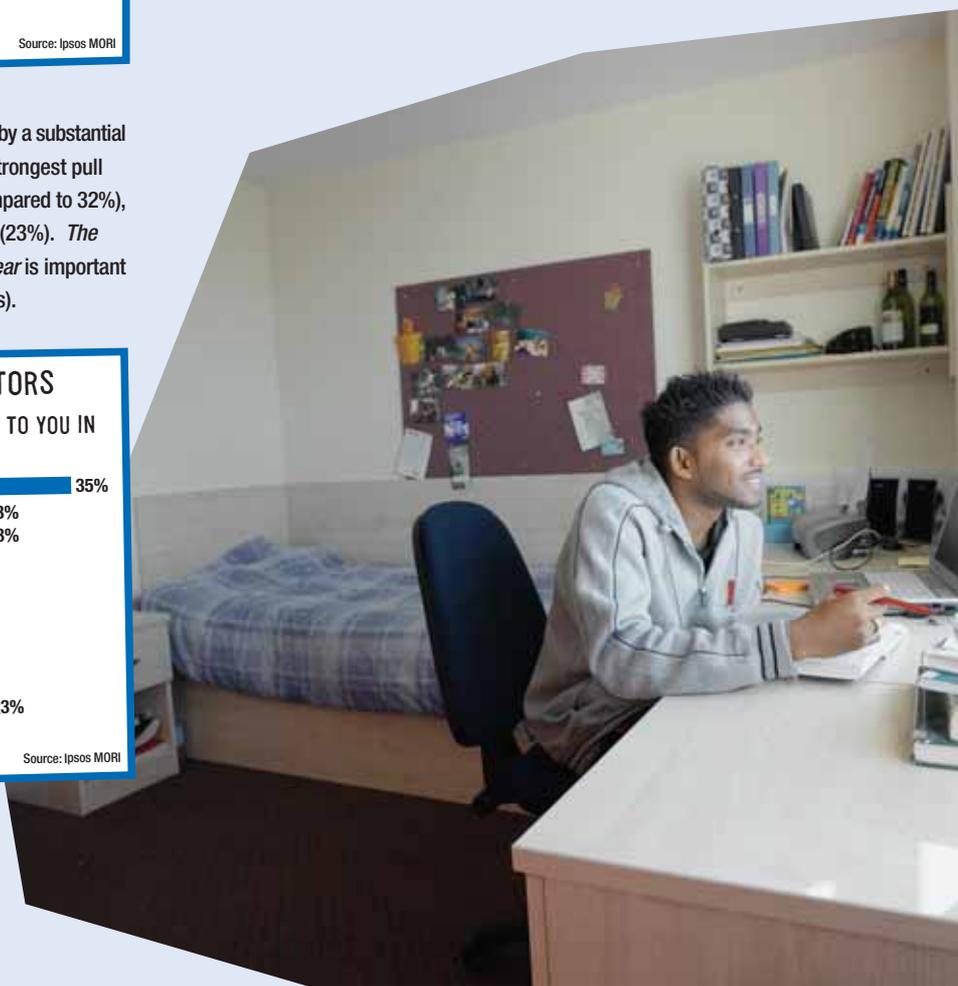


Base: Students; Wave 6 (1,025)

Source: Ipsos MORI

Interestingly, almost a quarter of students (23%) say that none of the social facilities asked about were of importance to them in their selection of university, implying that these students base their choice of university solely on academic factors.

UCAS publications are the most well-known, and correspondingly the most used source of information when choosing a university. Despite their use falling by eight percentage points since Wave 3, UCAS continues to dominate this market - it is used by more than three times as many students as any other publication. Nearly half of students (46%) now access UCAS information online, while other electronic versions of publications prove unpopular and just over four in ten (42%) do not use any at all.



02

WAKING UP



YOU NEED TO EAT, SLEEP AND WORK IN YOUR ACCOMMODATION SO IT IS IMPORTANT IT FEELS LIKE HOME - THE MORE COMFORTABLE YOU ARE THE EASIER IT IS TO MAKE THE JUMP TO INDEPENDENT LIVING.

I THINK STUDENTS THAT LIVE AT HOME MISS OUT ON INDEPENDENT LIVING.

The quality of accommodation can have a strong influence on the overall student experience. Two-thirds of students (67%) agree that *living in great accommodation makes it easier to enjoy being a student*, this rises to 80% amongst those currently living in university halls. Encouragingly, only 10% consider *the supply of quality accommodation* at their university to be “poor” (although this increases to 15% in the South of England and 13% in London), while half (49%) consider it to be “good”. Students at old universities are more likely to consider the supply of quality accommodation to be good (61%) compared with those at new universities (36%).

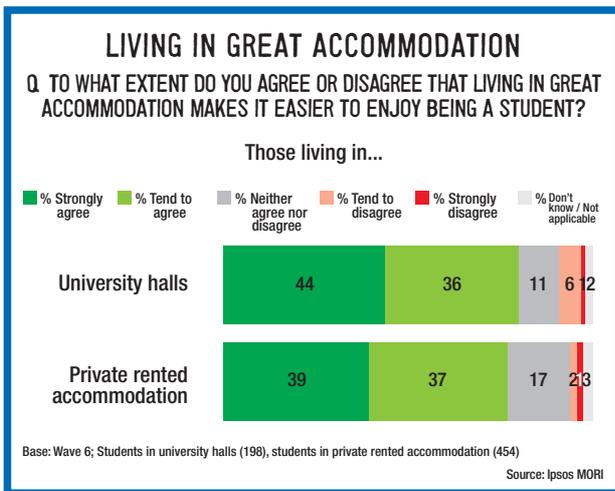
TO UNIVERSITY

While financial reasons emerge as the key factors for choosing to live at home (62% to save money/cut the cost of going to university, and 36% say they can't afford to live away from home), more than four in ten (44%) simply wanted to do so.

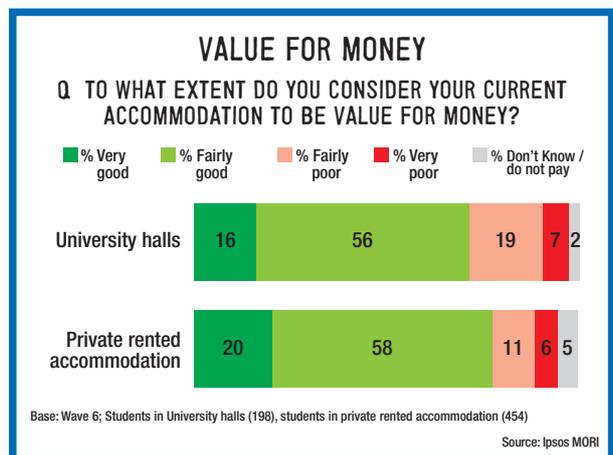
There is some feeling that students who do live at home may miss out on some aspects of the student experience. Just over two-thirds (68%) agree that having the *freedom to live how I want is the best part of the student experience*, particularly younger students (73% of those 21 and under) and those who live in private rented accommodation (76%). Similarly, 60% agree *those living at home do not gain the full benefit of being a student*, particularly those from an AB social class background and those at old universities (both 67%).

Students living in halls of residence spend an average of £79 a week on accommodation, compared with £66 for those living in private rented accommodation. For students renting privately this is much more likely to exclude other expenses such as utility bills.

The proportion of students in rented accommodation whose parents contribute all of the cost of their accommodation has risen slightly since last year (up from 37% to 39%), and students living in halls are more likely to benefit from this type of help (48%), perhaps reflecting that they are primarily first year students. While the majority of students continue to be happy that their accommodation provides *value for money* (76% say it is either "very" or "fairly good" value) there is a slight increase in the proportion who feel it to be "very poor" (7%, up from 4% in wave 5). This increase is more marked amongst those living in university halls, where a quarter (26%) of residents say they receive "very" or "fairly poor" value, a significant increase from Wave 5 (16%).



Just over a fifth (23%) of students are currently living in either halls of residence provided by the university or purpose built accommodation by corporate providers. 45% live in private rented accommodation. The proportion living with parents/guardian/family has remained fairly constant since the first wave, at around one fifth of students (22%), and the remaining 10% have their own home. Student living with their parents are more likely to be of C2DE social class (40%), an ethnic minority (41%) or attending a new university (29%). They are also more likely to have either dropped out or seriously considered dropping out of university previously (30%).



03

LIVING

Photo by Saranya Chaikulngamdee

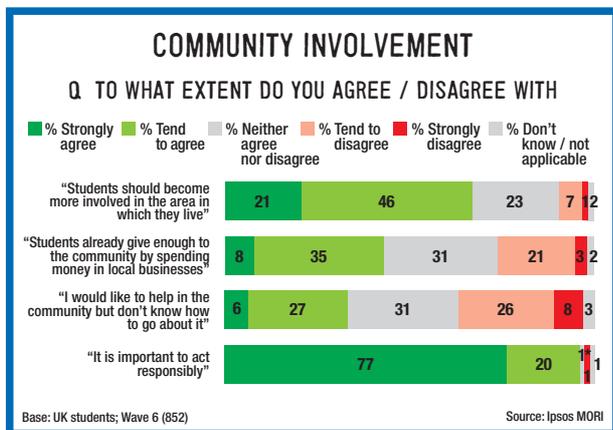


I REALLY ENJOY LIVING IN THE LOCAL COMMUNITY, IT'S GOOD EXPERIENCE TO HAVE TO ORGANISE A HOUSE AND IT'S NICE BEING IN A MORE DIVERSE AREA, ALTHOUGH I FIND STUDENTS DON'T MIX THAT MUCH WITH THE LOCAL COMMUNITY. THE LOCAL AREA IS FRIENDLY AND THE COMMUNITY CENTRE HAS GOOD THINGS ON - THE SHOP OWNERS ARE FRIENDLY IF YOU GET TO KNOW THEM. I WOULD LIKE TO BECOME MORE INVOLVED IN THE LOCAL COMMUNITY, BUT FINDING THE TIME IS DIFFICULT.

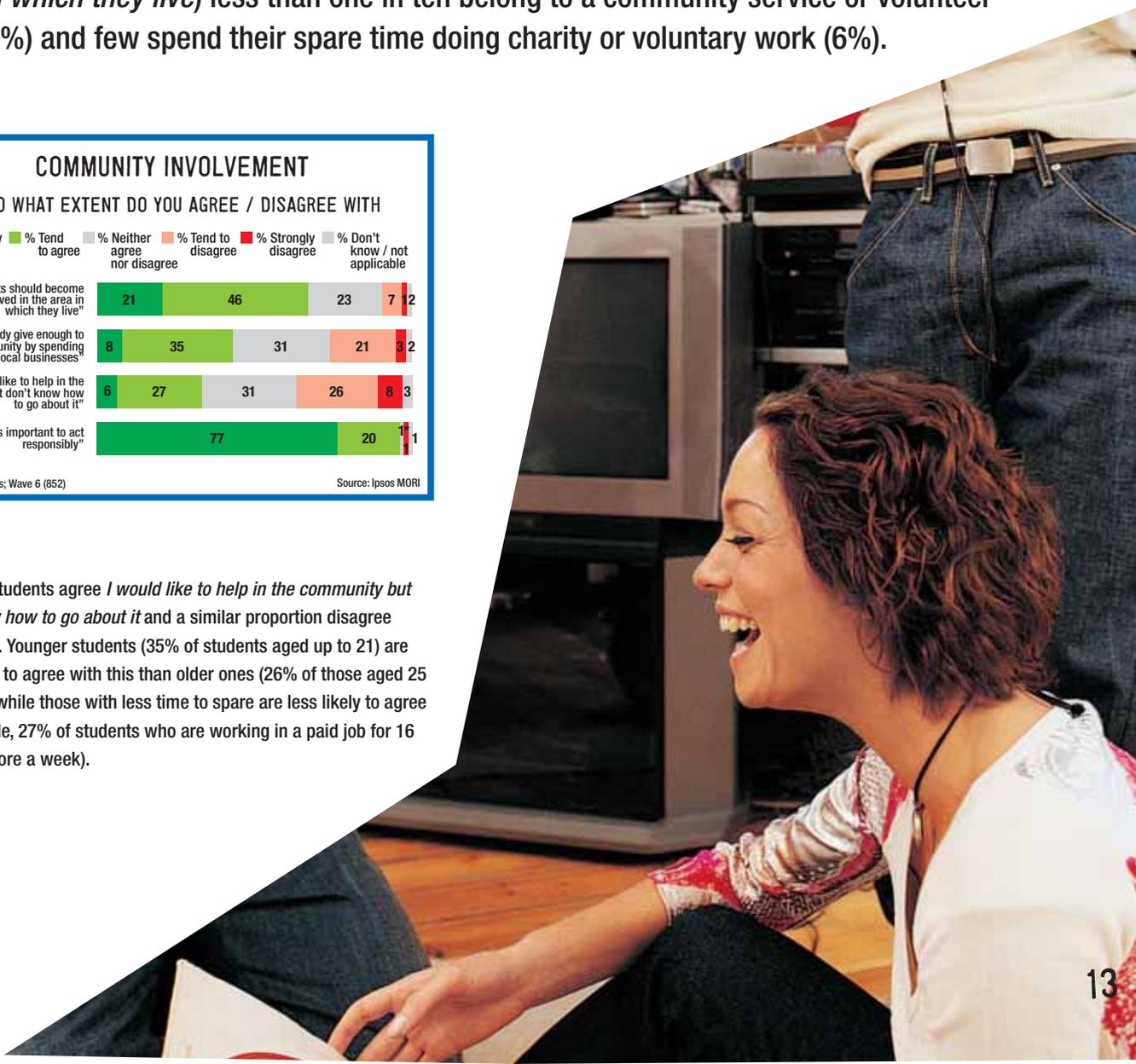
IN A WIDER COMMUNITY

Relatively few UK students live either on campus (15%) or in an area predominantly populated by students (13%). The bulk resides among the general public and almost half believe they live in areas where there are few or no other students (49%).

Students' attitudes towards their locality is mixed, while they believe they should integrate with their community, (two-thirds agree that *students should become more involved in the area in which they live*) less than one in ten belong to a community service or volunteer club (8%) and few spend their spare time doing charity or voluntary work (6%).

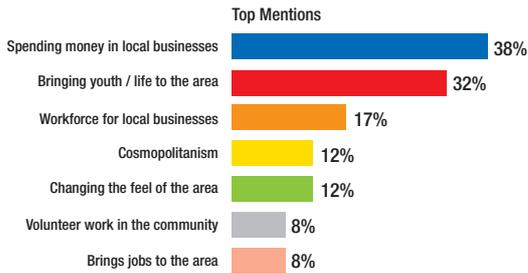


A third of students agree *I would like to help in the community but don't know how to go about it* and a similar proportion disagree (both 33%). Younger students (35% of students aged up to 21) are more likely to agree with this than older ones (26% of those aged 25 and over), while those with less time to spare are less likely to agree (for example, 27% of students who are working in a paid job for 16 hours or more a week).



STUDENTS AND THE COMMUNITY - BENEFITS

Q. IN YOUR VIEW, WHAT ARE THE BENEFITS, IF ANY, STUDENTS BRING TO THE COMMUNITY?



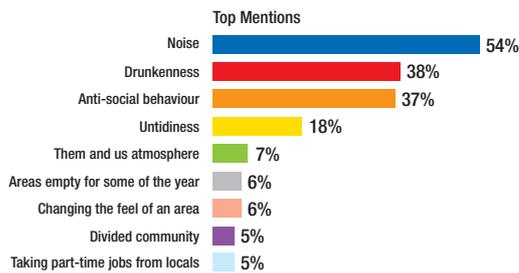
Base: UK students; Wave 6 (852)

Source: Ipsos MORI

UK students believe they bring many benefits to their local community, both financial and social. The top benefit they cite is *spending money in local businesses* (38%) it is therefore not surprising that almost twice as many students agree as disagree that they *already give enough to the community by spending money in local businesses* (43% “agree” compared to 24% who “disagree”). Other economic benefits students believe they bring to the community are *providing a workforce for the local community* (17%) and *bringing jobs to the area* (8%).

STUDENTS AND THE COMMUNITY - PROBLEMS

Q. IN YOUR VIEW, WHAT ARE THE PROBLEMS, IF ANY, STUDENTS BRING TO THE COMMUNITY?



Base: UK students; Wave 6 (852)

Source: Ipsos MORI

Many students believe they make their area a better place and almost a third feel they *bring youth and life to the area in which they live* (32%), changing *the feel of the area* and making it a more *cosmopolitan* place (both 12%). However, they also believe they bring problems, despite almost all UK students agreeing *it is important to act responsibly* (97% “agree” and 77% “strongly agree” with the statement). Over half admit that the *noise* made by students is a problem (54%), and just under four in ten cite *drunkenness* and *anti-social behaviour* as the down-side of having students in the community (38% and 37% respectively).

“ I LIVE IN A HOUSE WITH SOME FRIENDS FROM UNIVERSITY BUT NOT IN A STUDENT AREA, I AM UP AT AROUND 8AM AND IT TAKES AROUND 1/2 HOUR TO WALK TO MY CAMPUS. NEITHER OF MY NEIGHBOURS ARE STUDENTS BUT WE GET ON REALLY WELL; THEY ARE REALLY FRIENDLY. THEY INTRODUCED THEMSELVES TO US WHEN WE MOVED IN AND KEEP AN EYE ON OUR HOUSE WHEN WE ARE OUT. IT WOULD BE GOOD TO BE MORE INVOLVED IN THE COMMUNITY, BUT BEING IN THE THIRD YEAR AND WITH TWO JOBS I DO NOT HAVE TIME TO DO ANYTHING ELSE. ”



Universities – A vital part of the economy

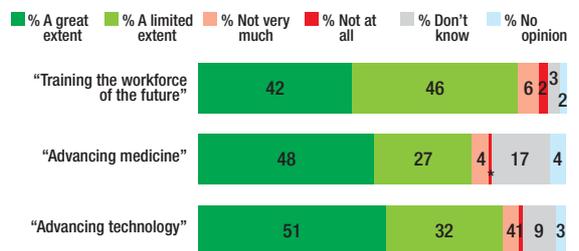
This year we asked students their views about the roles universities fulfill within today's society.

Three-quarters of students (76%) believe universities make a *vital contribution to the UK economy*, and the majority believe them to fulfill important roles in society.

Around half of students think UK universities, collectively, *advance medicine* and *advance technology* to a “great extent” and are *researching and generating new ideas and innovations* (48%, 51% and 52% respectively). Four in ten believe UK universities are instrumental in training the workforce of the future (42% to a “great extent”), while 38% perceive the universities to *encourage global integration* to a “great extent”. This latter role generates the highest proportion of students who believe UK universities are less than successful, one in seven (15%) say UK universities *encourage global integration* either ‘not very much’ or ‘not at all’.

UK UNIVERSITIES - ADVANCING KNOWLEDGE

Q TO WHAT EXTENT DO YOU BELIEVE UK UNIVERSITIES CURRENTLY FULFIL THE FOLLOWING ROLES IN SOCIETY?

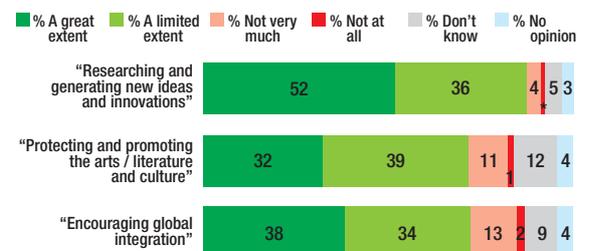


Base: Students; Wave 6 (1,025)

Source: Ipsos MORI

UK UNIVERSITIES - ADVANCING CULTURE

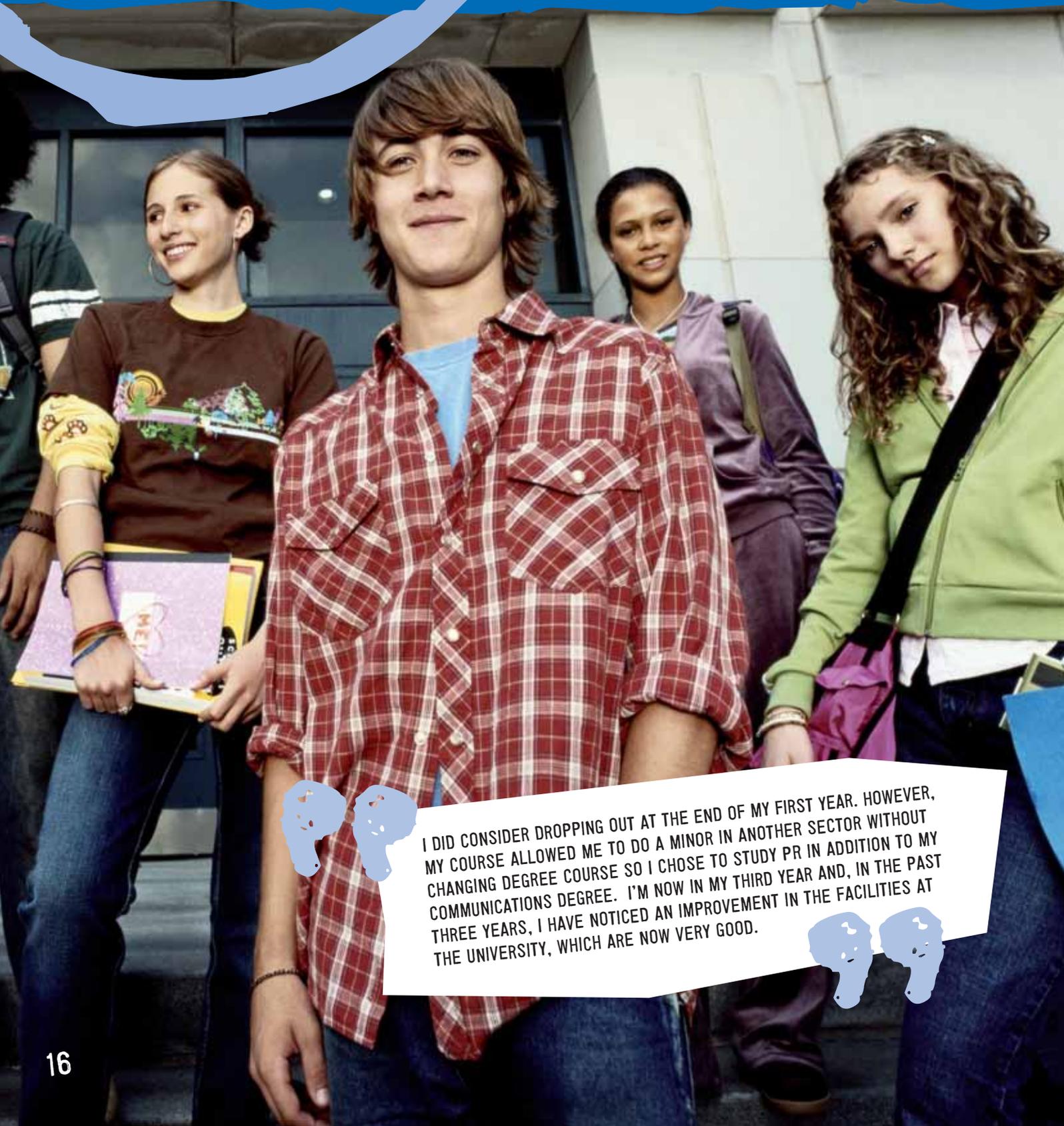
Q TO WHAT EXTENT DO YOU BELIEVE UK UNIVERSITIES CURRENTLY FULFIL THE FOLLOWING ROLES IN SOCIETY?



Base: Students; Wave 6 (1,025)

Source: Ipsos MORI

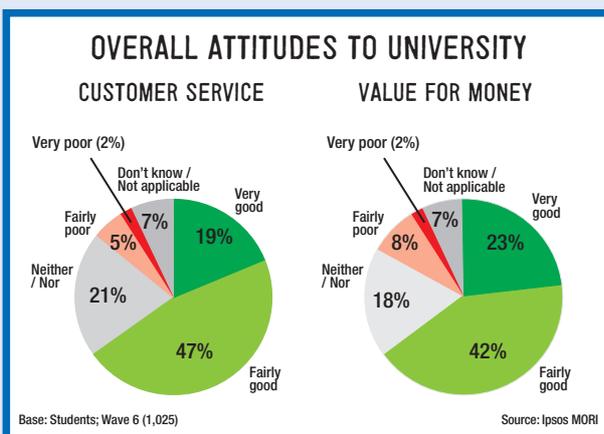
04 LECTURES & SEMINARS.



I DID CONSIDER DROPPING OUT AT THE END OF MY FIRST YEAR. HOWEVER, MY COURSE ALLOWED ME TO DO A MINOR IN ANOTHER SECTOR WITHOUT CHANGING DEGREE COURSE SO I CHOSE TO STUDY PR IN ADDITION TO MY COMMUNICATIONS DEGREE. I'M NOW IN MY THIRD YEAR AND, IN THE PAST THREE YEARS, I HAVE NOTICED AN IMPROVEMENT IN THE FACILITIES AT THE UNIVERSITY, WHICH ARE NOW VERY GOOD.

AND TUTORIALS ALL PAR FOR THE COURSE?

Students are increasingly more likely to be content with the service they receive from their university. During the current wave, two-thirds agree they receive “good” *customer service* from their university and *value for money* from their course however, fewer would rate these as “very good” (19% and 23% respectively).

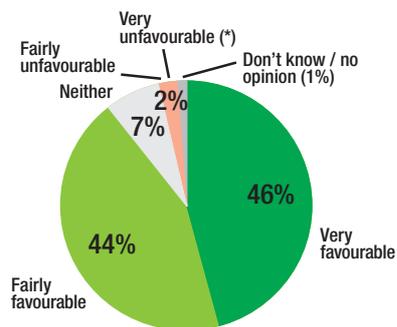


Nine in ten students have a favourable overall impression of their university (90%). Indeed, at 46%, the proportion saying their impression of their university is “very favourable” is higher than at any time since the survey began (up by 14 percentage points from Wave 1 and up by seven percentage points from last year’s survey).

This high overall rating disguises some significant differences by sub-group. For example, the younger the student the more likely they are to rate their university as “very favourable” (a high of 50% for those up to age 21, falling to 41% of 22-24 year olds and to 38% of students aged 25 and over). Another notable difference is that students attending the old universities are more likely to rate their university as “very favourable” (58% compared with 34% at new universities), while those at the new universities are more likely to have a “fairly favourable” impression (52% compared with 35%). UK students are also more likely to have a “very favourable” impression than their overseas counterparts, 48% compared with 39%.

SATISFACTION WITH THE UNIVERSITY PACKAGE

Q. THINKING GENERALLY ABOUT UNIVERSITY, HOW FAVOURABLE OR UNFAVOURABLE ARE YOUR OPINIONS AND IMPRESSIONS OF YOUR UNIVERSITY?



Wave	Very favourable
Wave 1	32%
Wave 2	32%
Wave 3	35%
Wave 4	40%
Wave 5	39%
Wave 6	46%

Base: Students; Wave 1 (1,103), Wave 2 (1,068), Wave 3 (1,086), Wave 4 (1,065), Wave 5 (1,007), Wave 6 (1,025)

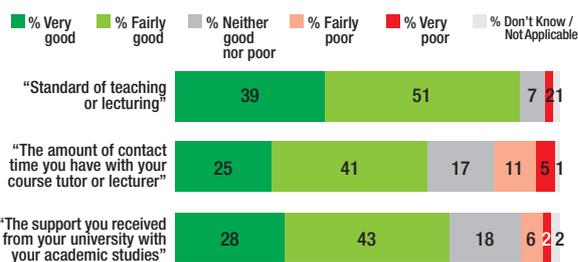
Source: Ipsos MORI

Students are becoming increasingly happy with the *standard of teaching or lecturing* (89% rate the standard as either “very” or “fairly good”), the *amount of contact time you have with your course tutor or lecturer* (65%) and the *support received from your university for your academic studies* (72%) – an improvement across each of these three areas when compared to previous waves. The majority also rate the *availability of course books in the library and the availability of IT hardware/computers and software and accessibility to these resources* as either “very” or “fairly good” (75% and 87% respectively). In all cases, students at old universities are more likely to rate these facilities as “very good” than those at new universities.

IN MY FIRST YEAR, I FOUND OXFORD VERY STRESSFUL BUT NOT ENOUGH TO SERIOUSLY WANT TO CHANGE UNIVERSITIES. A COUPLE OF MY COURSE MATES SWITCHED TO COURSES INVOLVING LESS BIOLOGY AND A COUPLE OF FRIENDS CHANGED UNIVERSITIES BECAUSE THEY DIDN'T FEEL THEY'D FOUND THEIR NICHE.

THE QUALITY OF TEACHING

Q. TO WHAT EXTENT DO YOU CONSIDER EACH OF THE FOLLOWING TO BE GOOD OR POOR AT YOUR UNIVERSITY?

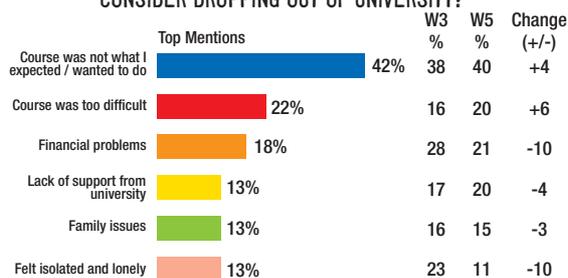


Base: Students; Wave 6 (1,025)

Source: Ipsos MORI

THE REASONS FOR DROPPING OUT

Q. WHICH OF THE FOLLOWING, IF ANY, MADE YOU DROP OUT OR CONSIDER DROPPING OUT OF UNIVERSITY?



Base: Students who have / considered dropping out: Wave 3 (300), Wave 5 (269), Wave 6 (220)

Source: Ipsos MORI

Interestingly, while the majority of students rate each of these three factors as "good", they are all areas into which they would like to see any available additional funding channeled. Students' top three priorities in terms of funding emerge as *more spending on the library/availability of library books* (36%), *more contact time with lecturers* (29%) and *more open access to PCs and technology* (27%).

Students are generally happy with the welfare services and the health and medical facilities available to them. In both cases, 55% rate them as either "very" or "fairly good", while only a very small proportion rate them as poor (4% and 3% respectively).

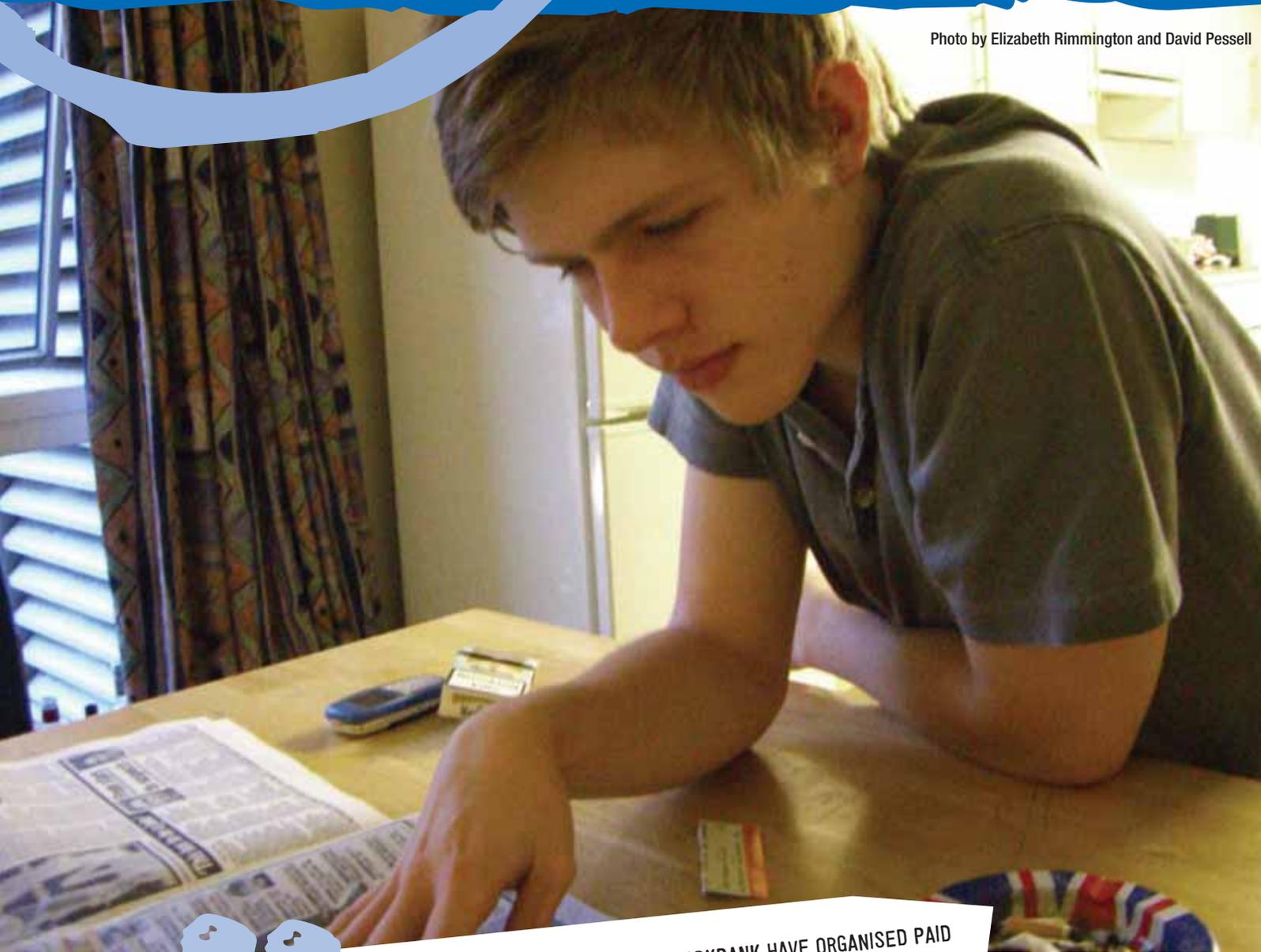
Previous waves of the study have shown the course to be the most important factor when choosing a university and the importance of assisting students to make the right choice cannot be overstated. While relatively few students have either dropped out of another university in the past or have seriously considered dropping out of their current university (6% and 5% respectively), choosing the wrong course is a major cause of this discontent. The students who are more likely to have dropped out, or to have seriously considered doing so, are those working the longest paid hours (18% of those working 16 or more hours a week) and those with the most debt (17% owing over £10,000).

One in ten students say that the worst aspect of university life is that *the academic work is very difficult* and the main reasons for considering or actually dropping out of university are given as *the course was not what I expected* (42%) or *the course was too difficult* (22%), the proportions of students mentioning both of these reasons is increasing while the other reasons given are all falling.



05 STRIKING A WORK/

Photo by Elizabeth Rimmington and David Pessell



WHILST I'VE BEEN AT UNIVERSITY, THE WORKBANK HAVE ORGANISED PAID WORK EXPERIENCE FOR ME AT A LOCAL CORPORATE HOSPITALITY COMPANY, WHICH COMPLEMENTS MY LEARNING IN MY EVENTS MANAGEMENT DEGREE. DURING MY TIME WORKING HERE, I HAVE BEEN ABLE TO EXPERIENCE WORKING WITHIN A DIFFERENT EVENTS ENVIRONMENT TO ONE I PREVIOUSLY EXPERIENCED.

Photo by Elizabeth Rimmington and David Pessel

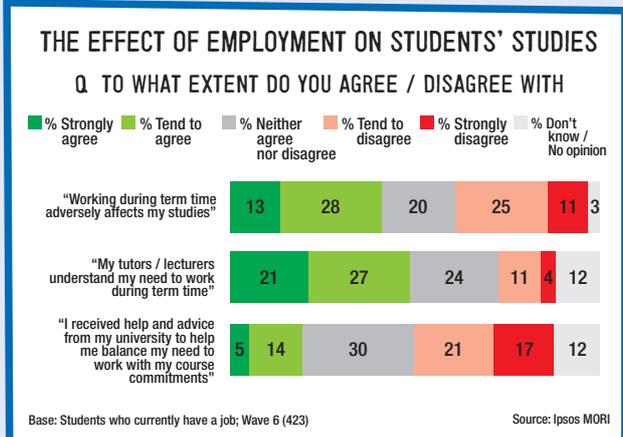
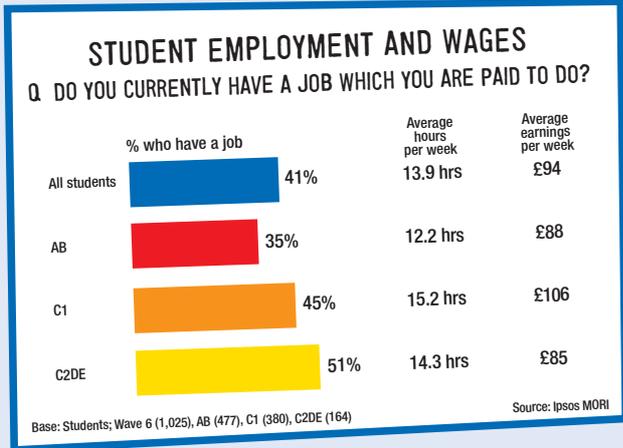
STUDENT LIFE BALANCE

The proportion of students who have a paid job in addition to their academic studies remains constant at around four in ten students (41%). As shown in previous waves of the study a disproportionate percentage of working class students (C2DE social class) are in paid employment, over half (51%) have a job compared to just over a third of students (35%) from AB social class backgrounds. Other students showing a higher propensity to work in paid jobs are students at new universities (48% compared with 35% at old universities), females (44% compared with 38% of male students) and those with debts (46% compared with 30% of those who do not).

Most students work in low skilled jobs such as retail, bar work and catering (37%, 16% and 9% respectively), while one in ten works in an office (11%). However, a small minority are using the skills they may have attained while at university to earn money, for example, eight per cent teach and six per cent nurse or work in healthcare. Only a small percentage say they work for the university or the student's union (5% and 3% respectively) despite a third of all students rating the availability of paid employment for students within the university as "good" (31%).

On average, students who work do so for 13.9 hours a week and earn an average of £94.30 per week before tax. However, this disguises some large differences – for example, whereas a higher proportion of female students work, they tend to do so for fewer hours, a third work for 16 or more hours a week (33%) compared with 44% of male students who work. Working students at new universities work longer hours than their counterparts at old universities, an average of 15.3 hours compared with 12 hours.

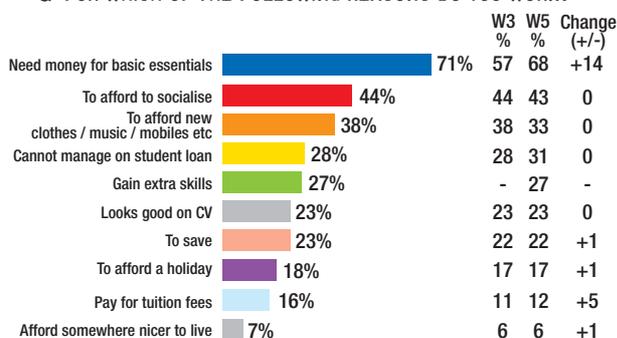
While four in ten working students agree *working during term time adversely affects my studies*, a similar proportion disagree (41% agree, 36% disagree). However, a substantial minority believe the university could do more to help them, 38% disagree with *I received help and advice from my university to help me balance my need to work with my course commitments* (20% agree).





THE REASONS WHY STUDENTS WORK

Q FOR WHICH OF THE FOLLOWING REASONS DO YOU WORK?



Base: Students who currently have a job; Wave 3 (435), Wave 5 (419), Wave 6 (423)

Source: Ipsos MORI

An increasing proportion of students are working in order to provide money for basic essentials (71%), this is up by 14 percentage points since first asked in Wave 3. Students from working class backgrounds are even more likely to give this as a reason (80%) as are those working longer hours (80% of those working 16 hours or more a week).

The need for a significant proportion of students to work would seem to have been recognized by many universities and course tutors. Thirty six percent of students who work rate the help the university careers service provides in finding paid work for students in term-time as “good”, while very few would rate this as ‘poor’ (7%), and three times as many agree *my tutors/lecturers understand my need to work during term time* as disagree (49% compared with 15%).

I BELIEVE MY PAID WORK EXPERIENCE HAS PROVED SUCCESSFUL AS IT HAS ALLOWED ME TO APPRECIATE THINGS UNIVERSITY CANNOT TEACH, SUCH AS THE IMPORTANCE OF ATTENTION TO DETAIL. IT HAS HAD A POSITIVE EFFECT ON MY STUDIES, AS WHEN ATTENDING UNIVERSITY I AM ABLE TO APPLY MANY EXAMPLES OF MY PRACTICAL EXPERIENCE TO THE THEORY, AND THEREFORE MAKING IT EASIER TO UNDERSTAND. I AM FORTUNATE THAT THE COMPANY I WORK FOR HAS ALLOWED ME TO BE A FLEXIBLE WORKER AND THEREFORE IT DOES NOT HAVE A NEGATIVE EFFECT ON MY STUDIES. IT WILL PROVE A VALUABLE EXPERIENCE ENTRY ON MY C.V.

ATTITUDES TO WORK

THE PERCENTAGE OF WORKING STUDENTS WHO AGREE WITH EACH STATEMENT...



My employer appreciates my course commitments & tries to be flexible (82%)



My employer values my contribution (82%)



The work experience I have gained while at university will help me to get a full time job after graduation (51%)



I feel that working has helped me to develop my time management skills (76%)



I enjoy going to work (71%)



Base: Students who currently have a job; Wave 6 (423)
Source: Ipsos MORI

Photo by Saranya Chaikulgamdee



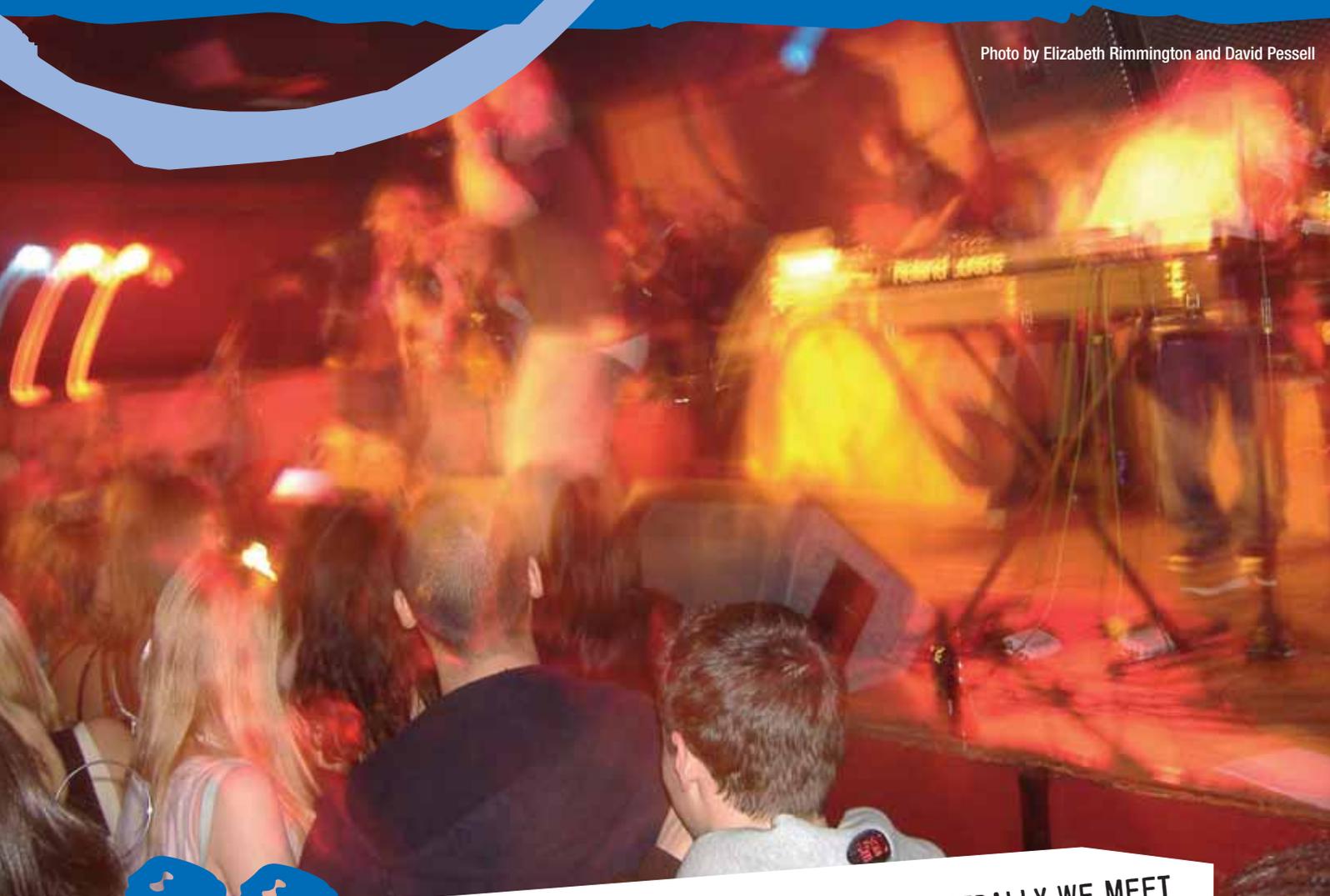
Despite the fact that many students are working out of necessity and a quarter feel that needing to work and study at the same time is one of the worst aspects of university life (23%), there are perceived benefits to paid employment. For many it is seen as an enjoyable experience (71% agree *I enjoy going to work*), employers are generally thought to be flexible and students feel appreciated and valued by them.

Other perceived benefits to working are that it helps students to develop their time management skills (76%) and provide them with work experience that *will help me to get a full time job after graduation* (51%). Indeed, around a quarter say they are working *to gain extra skills* (27%) and because *it looks good on my CV* (23%).

06

THE SOCIAL

Photo by Elizabeth Rimmington and David Pessell



I'VE MET A LOT OF FRIENDS AT UNIVERSITY - GENERALLY WE MEET AT OUR HOUSES OR GO TO PUBS AND BARS. NORMALLY I'D MEET UP WITH FRIENDS THREE OR FOUR TIMES A WEEK. I'M AN ACTIVE PERSON SO ENJOY ANYTHING THAT TAKES ME OUT OF THE NORMAL ENVIRONMENT.

EXPERIENCE

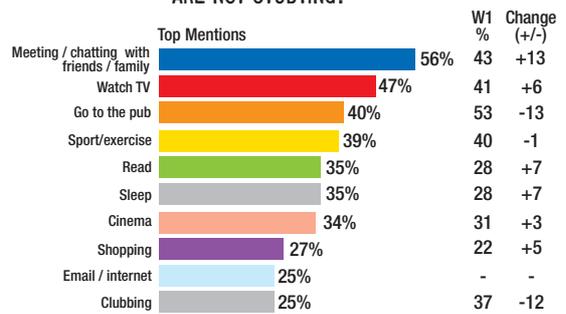
Besides studying and working there are many demands on a student's time - the opportunity to socialise, to meet new friends and to enjoy new experiences are all important elements of the student experience. The majority of students are happy with the opportunities that exist at their university for both *social activities* and *trying out new experiences* (82% rate both of these as "very" or "fairly good"), although one in ten believe any additional funding received by universities should be spent improving social facilities.

The most popular spare time activity of students is now *meeting & chatting with friends and family* (56%), up 13 percentage points from when this question was last asked in Wave 1. The mobile phone would seem to be an important instrument for keeping in touch, and on average students use it to make 22 calls a week and to send 52 text messages, spending around £7 a week in the process.



SPARE TIME ACTIVITIES

Q WHAT DO YOU DO IN YOUR SPARE TIME WHEN YOU ARE NOT STUDYING?



Base: Students: Wave 1 (1,103), Wave 6 (1,025)

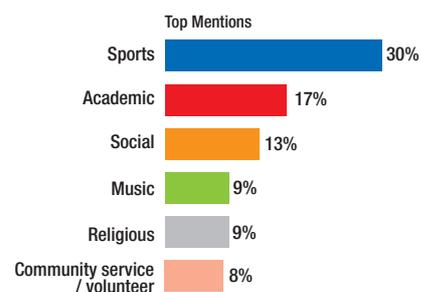
Source: Ipsos MORI

As well as the ever popular activities of going to pubs and clubs and catching up on sleep, *watching TV* is an increasingly popular pastime (47%) and, as would be expected, students watch a wide variety of programmes. At the end of the survey students were asked an open-ended question about what TV programmes they could NOT do without. The programmes mentioned frequently include the soaps, for entertainment and 'chill out time', comedy such as Little Britain, The Simpsons and South Park are popular forms of light relief, news programmes provide 'a quick fix of what's going on in the world' and peak time drama series such as Lost, Spooks and CSI have a following.

Sports programmes are also popular, and four in ten students (39%) say they participate in some form of *sport or exercise*. Three in ten belong to a sports club and one in ten suggest improved sports or fitness facilities would be a good way to spend additional university funding.

CLUBS AND SOCIETIES

Q WHICH, IF ANY, OF THESE CLUBS OR SOCIETIES DO YOU BELONG TO?



Base: Students: Wave 6 (1,025)

Source: Ipsos MORI

The spare time activities of students would seem to reinforce gender stereotypes, females are more likely to meet/chat with friends, go shopping or do the household chores, while males are more likely to participate in sport or exercise, use the internet or play PC or console games.

A quarter of students volunteer that they spend their spare time *shopping* (27%) and just over eight in ten students buy clothes for themselves each month (81%). Those that do shop for clothes spend an average of £40 per month. Female students are more than twice as likely as males to spend their spare time shopping (37% compared with 15%), however, this is not reflected in the amount spent, females only spend an average of £3 more a month (male students spend an average of £38.30 compared with £41.10 for females).

Students attitude towards branded products

Q FOR EACH PAIR OF PAIRED STATEMENTS, PLEASE TELL ME THE EXTENT TO WHICH YOU AGREE WITH THE STATEMENT ON THE RIGHT OR THE STATEMENT ON THE LEFT.

IF YOU COMPLETELY AGREE WITH THE STATEMENT ON THE RIGHT YOU WOULD SELECT A SCORE OF (7) AND IF YOU COMPLETELY AGREE WITH THE STATEMENT ON THE LEFT YOU WOULD SELECT A SCORE OF (1).

Completely agree with the statement on the left	1	2	3	4	5	6	7	Completely agree with the statement on the right
% Across								
I like to keep up with the latest trends	7	16	20	17	14	12	14	Keeping up with the latest trends isn't important to me
Gadgets do not interest me	16	15	14	19	15	11	9	I love to find out about the latest gadgets
It's important to buy good quality products	15	24	23	21	9	6	2	I buy the cheapest products
It's important to have the right brands of clothing	4	9	13	21	13	13	26	I don't care about branded clothing
I buy the latest branded products of interest to me	5	11	19	26	12	11	17	I don't buy the latest branded products

Base: All students (1,025)

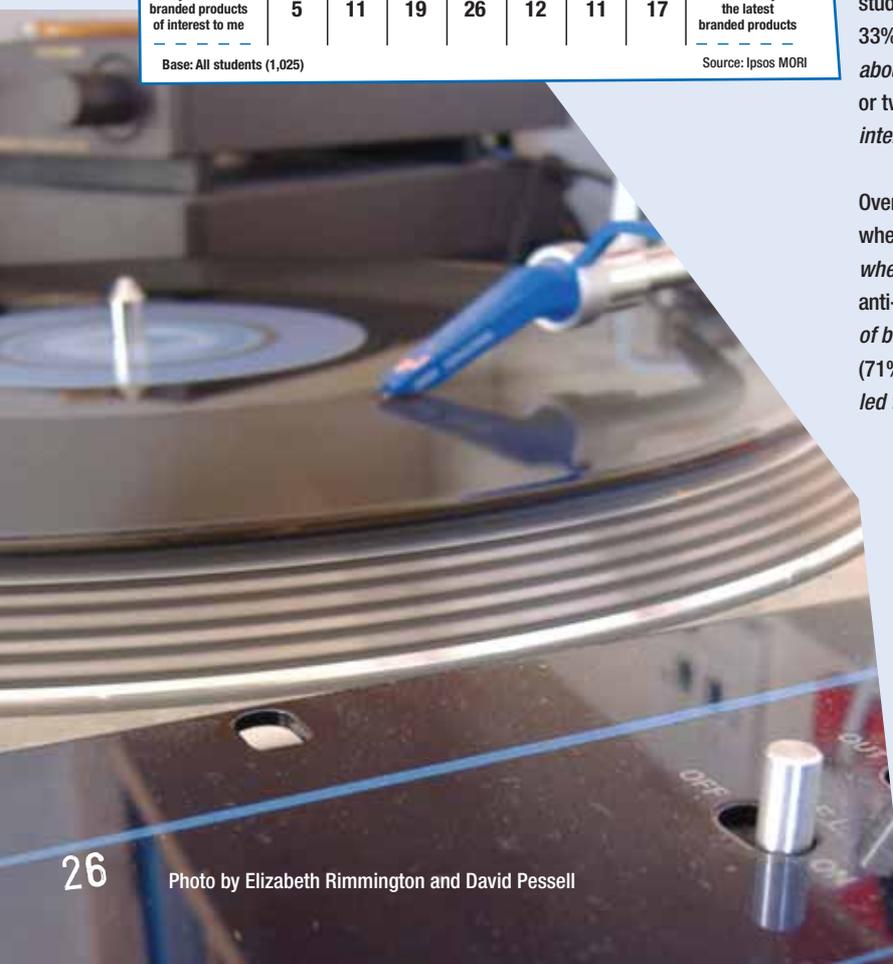
Source: Ipsos MORI



On the whole, students are more likely than not to feel that it's important to buy quality products, though fewer agree it is important to keep up with the latest trends, to buy the latest branded products, to find out about the latest gadgets or to have the right brands of clothing.

However, for a minority, these things are very important, for example those more likely to agree *I like to keep up with the latest trends* (scoring either a one or a two on a scale where one indicates complete agreement with *I like to keep up with the latest trends* and seven means complete agreement with *keeping up with the latest trends isn't important to me*) are more likely to be younger, male students, studying social sciences (age up to 21, male, both 26%, social sciences 33%). Male students tend towards agreeing with *I love to find out about the latest gadgets* (32% male, 12% female scoring either a one or two) whereas women veer towards agreeing with *gadgets do not interest me*.

Overall, students seem to have mixed feelings about branded products, whereas the majority agree *it's good that you can get the same brands wherever you are in the world* (56%) an even greater proportion show anti-globalisation sentiments. Three-quarters (76%) agree *the interests of big company brands conflict with the interests of local businesses* (71%) rising to eight in ten who agree *the globalisation of brands has led to the exploitation of third world countries* (81%).



07 PAYING THEIR WAY

Managing Finances

This will be the first time that many students will have had to manage their own affairs and an increasing number perceive they are doing so without any problems, (43% believe they are *keeping up with all of my bills and credit commitments without any difficulties*) compared to 39% in Wave 2, the first time this question was asked. Over half of students report varying degrees of difficulty with managing their finances (56%) – for a third this means they struggle from time to time (34%), for one in six keeping up with their financial commitments is a constant struggle (16%) and one in twenty are either seriously falling behind or have real financial problems (6%). These figures are consistent with previous waves of the study.

The role families play in supporting students is highlighted by the finding that almost nine out of ten would turn to a family member if they got into financial difficulties (88%). Indeed one-third (32%) have already asked a family member to help them out of a crisis. Only one in ten students say they would turn to their bank or building society for help (11%). Those who are mature students, postgraduates, those with higher levels of debt (£10,000 or over) and working long hours (16 hours or more per week) are the groups least likely to turn to their family for help (76%, 77%, 81% and 80% respectively).

While only 12% of students borrow from their parents, the majority receive some form of financial support that they do not have to repay (85%). Around a third of students that receive help (36%) are given up to £500 a term and at the top end of the scale, a quarter (24%) are in receipt of more than £1,500 per term from their families, a total sum approaching £5,000 per academic year.

An increasing proportion of parents are helping to pay for tuition fees (43%, up from 35% in Wave 1) and this would seem to have had a knock-on effect on other forms of support, with the proportion contributing to rent (36%), food (33%) and books (25%), for example, all down since the first wave of the survey.

The Student Shopping List

As in previous years *having little money and no regular income* is rated as one of the worst aspects of student life (48%) – the most mentioned aspect in this respect.

Accommodation, food, travel and transport, course related expenses, toiletries and other weekly expenses are essentials that take up a large proportion of the student budget. For students living in university halls this accounts for £147 a week and for those living in private rented accommodation, £137 a week (n.b. for many students in private rented accommodation this does not include other essentials such as utility bills). On average students spend £51 a week on non-essential items.

Student Budget – Average weekly cost of going to university

Q IN A TYPICAL WEEK/MONTH/TERM, APPROXIMATELY HOW MUCH DO YOU PERSONALLY SPEND ON?

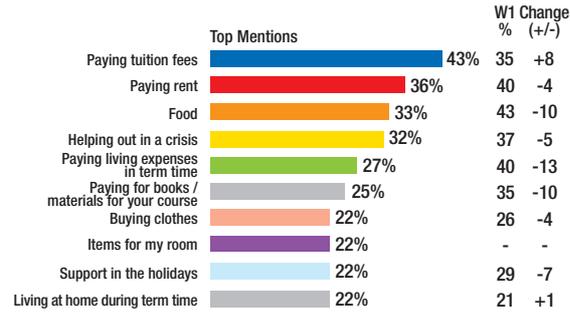
Base: All Students (1,025)		Non Essential Items	
	£ per week		£ per week
Essential Items	£79*/£66**	mobile phone	7
accommodation	£26*/£29**	clothes	8
food	14	music	2
travel & transport	6	film / movies	2
toiletries	10	going out	30
other weekly expenses	12	internet access	2
course related expenses			

source: IpsosMORI

*students in university halls/**students in private rented accommodation

HELP FROM PARENTS

Q WHICH, IF ANY, OF THE FOLLOWING HAVE YOUR PARENTS / GUARDIAN / PARTNER / OTHER FAMILY MEMBERS HELPED YOU WITH?



Base: Students; Wave 1 (1,103), Wave 6 (1,025)

Source: Ipsos MORI

Student Debt

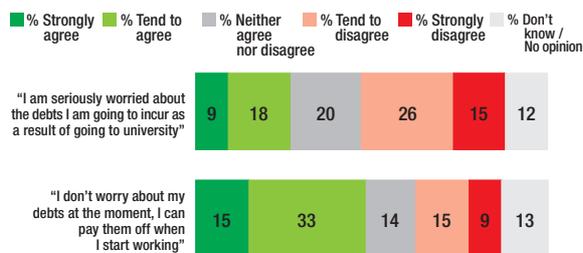
Two-thirds of students at university are currently in debt (67%), rising to three-quarters (76%) of those from the UK.

As in previous years, attitudes towards student debt is split, for every two students who agree *I don't worry about my debts at the moment, I can pay them off when I start working*, one agrees *I am seriously worried about the debts I am going to incur as a result of going to university* (48% and 27% respectively). For four in ten students (39%) being in debt is one of the worst aspects of university life.

Younger students, those from AB backgrounds and those attending old universities are more likely to agree they do not worry about their debts.

CONCERNS ABOUT STUDENT DEBT

Q TO WHAT EXTENT DO YOU AGREE/DISAGREE WITH



Base: Students; Wave 6 (1,025)

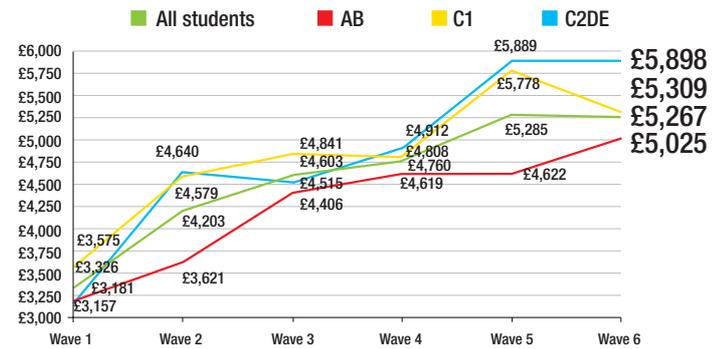
Source: Ipsos MORI

Despite worry about debt, nine in ten students (89%) continue to agree that *the money I am spending on my education is a good investment in my future*. This is particularly true for students from AB backgrounds, international origin, post-graduates and students studying science & engineering (54%, 57%, 58% and 55% respectively "strongly agree").

After large increases in current and anticipated debt in the last wave of the survey, the level of debt appears to have stabilised. Overall, students say they currently owe an average of £5,267 as a direct result of being at university, much the same as Wave 5. UK students owe an average of £5,865, £3,757 more than the £2,108 currently owed by international students. Overall students anticipate owing £9,692 by the time they complete their studies, and UK students expect to owe £10,805.

CURRENT DEBT

Q HOW MUCH MONEY OVERALL, IF ANY, DO YOU CURRENTLY OWE, AND MUST REPAY AS A DIRECT RESULT OF BEING AT UNIVERSITY?

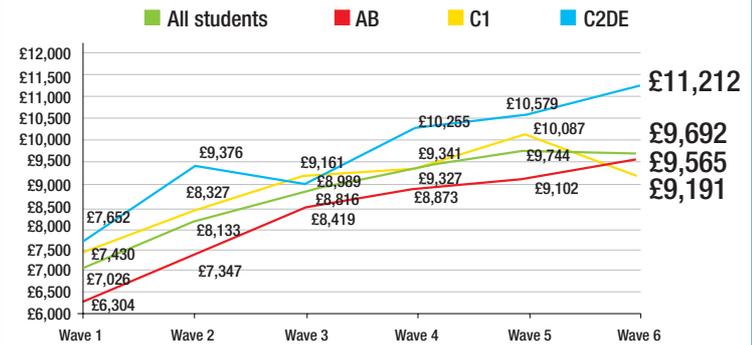


Base: Students; Wave 1 (1,103), Wave 2 (1,086), Wave3 (1,086), Wave 4 (1,065) Wave 5 (1,007), Wave 6 (1,025)

Source: Ipsos MORI

ANTICIPATED DEBT

Q HOW MUCH MONEY OVERALL DO YOU ANTICIPATE OWING ONCE YOU HAVE COMPLETED UNIVERSITY AND HAVE TO REPAY AS A DIRECT RESULT OF BEING AT UNIVERSITY?

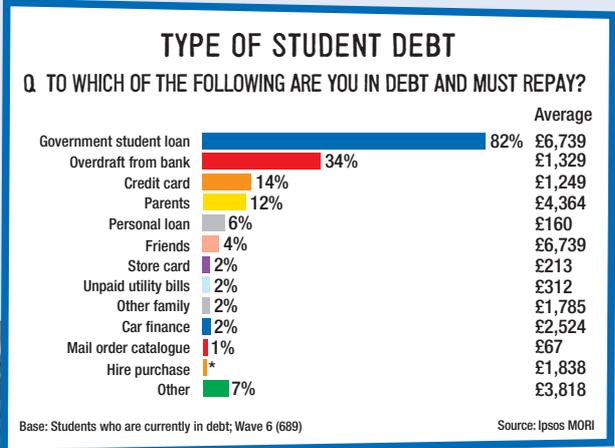


Base: Students; Wave 1 (1,103), Wave 2 (1,068), Wave3 (1,086), Wave 4 (1,065) Wave 5 (1,007), Wave 6 (1,025)

Source: Ipsos MORI

For the majority, this debt takes the form of a student loan (82%) and those who have one owe an average of £6,739. A third of students (34%) have an overdraft from the bank, slightly more reach for a credit card than borrow from their parents (14% and 12% respectively) and only two per cent have succumbed to a high interest store card. The proportion using credit cards has fallen slightly from the previous wave, possibly due to the recent adverse media coverage.

IPSOS MORI STUDENT FINANCIAL INDEX



Ipsos MORI have developed the Ipsos MORI Student Financial Debt Index. Since the first wave of the study (carried out in 2000), we have been closely monitoring the magnitude of current and anticipated debt and on the basis of this, formulated an index to monitor change over time.

From the table that follows it is clear that, whilst it may now have stabilised, current debt has grown considerably and, for all students, has risen by 58% since Wave 1 (from £3,326 up to £5,267). For those on a post-graduate course the level of debt has more than doubled from £3,403 to £7,053.

Again, the amount that students anticipate owing as a direct result of going to university appears to have stabilised, but has also increased dramatically since Wave 1 (up 38% since Wave 1, from £7,026 up to £9,692). Post-graduate students and third and subsequent year undergraduates show the largest increases on predicted future debt (up 57% and 60% respectively).

Ipsos MORI Student Debt Index - Current and Anticipated Debt as a Result of going to University

CURRENT AND ANTICIPATED DEBT

	Current Debt	Anticipated Debt
WAVE 1 (1,103)	100	100
WAVE 2 (1,068)	123	116
WAVE 3 (1,086)	138	125
WAVE 4 (1,065)	143	133
WAVE 5 (1,007)	159	139
WAVE 6 (1,025)	158	138

Source: Ipsos MORI

Tables providing details of the Ipsos MORI Student Financial Index for all main sub-groups are provided in the appendices.

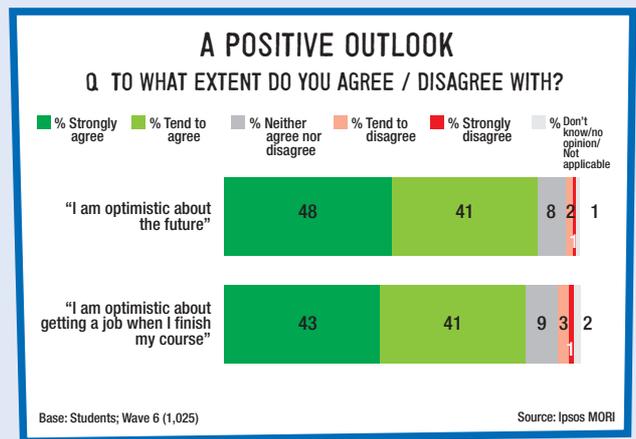


08

LIFE EXPERIENCE



A very small proportion of students would dispute that the life of student is a happy one (only 2% disagree *I am happy with my life*), despite just over half of students (56%) agreeing with *since being at university I am under a lot more stress than before*.



Today's students are generally optimistic about their future (89% agree *I am optimistic about the future*). Overall, they agree that going to university is a *worthwhile experience* and that it *has set me in good stead for my working life* (96% and 81% respectively) - a sentiment shared by all sub-groups, there is, however, room for improvement. Four in ten students would like to see their university offer more *work experience in general* (41%) while a fifth would like to see *industry or sector placements* (22%). A third of students wish they were given *more course related career advice*, or *speakers from appropriate industry sectors* (34% and 32% respectively).



UNIVERSITY HAS GIVEN ME LOADS OF EXPERIENCE IN MY FIELD -THE UNIVERSITY IS VERY WELL EQUIPPED WITH EXCELLENT TECHNICAL SUPPORT, WITH GOOD JOURNALS IN THE LIBRARY AND A GOOD COMPUTER SERVICE; THE STAFF ARE ALSO GREAT.

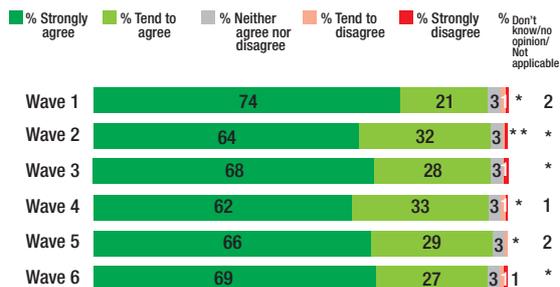


Photo by Elizabeth Rimmington and David Pessell



A WORTHWHILE EXPERIENCE

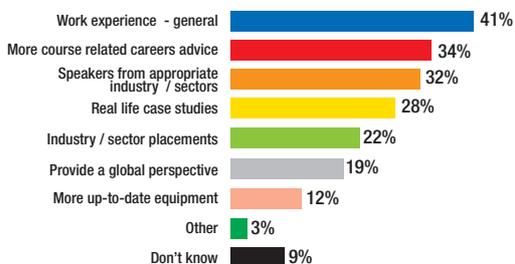
Q GOING TO UNIVERSITY IS A WORTHWHILE EXPERIENCE



Base: Students; Wave 1 (1,103), Wave 2 (1,068), Wave 3 (1,086), Wave 4 (1,065) Wave 5 (1,007), Wave 6 (1,025)
Source: Ipsos MORI

CAREER PREPARATION

Q IN WHAT OTHER WAYS, IF ANY, COULD UNIVERSITY PREPARE YOU BETTER FOR YOUR FUTURE CAREER?



Base: Students; Wave 6 (1,025)

Source: Ipsos MORI

As we have noted in previous waves of the study, there is a discrepancy between the skills and attributes students believe university will equip them to do (as highlighted by first year students) and the skills and attributes gained (as highlighted by students in their third or subsequent year).

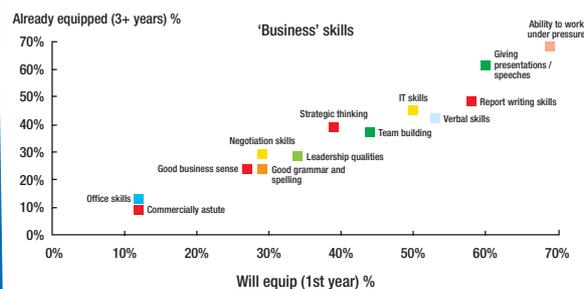
The widest gap in the skills and attributes first year students believe university will equip them with and those attained by third and subsequent year undergraduates are *verbal skills* (11 percentage points fewer have attained these) *report writing* (10 percentage points fewer), *budgeting/managing money* and *self-confidence* (both nine percentage points lower).

Few undergraduates in their third or subsequent year believe they have achieved the skills demanded by today's employers. A quarter believe they have the *good grammar* and *spelling* required or *good business sense* (both 24%), only one in ten deem themselves to be either *commercially astute* (9%) or to possess *office skills* (13%). However, many more feel they can offer the *ability to work under pressure* (68%), *report writing* (48%) and *IT skills* (45%) and half believe they have the *ability to work constructively with others* (50%).

DEVELOPMENT OF BUSINESS SKILLS

Q FIRST YEARS...WHICH, IF ANY, DO YOU FEEL UNIVERSITY WILL EQUIP YOU WITH?

Q THIRD+ YEARS...WHICH, IF ANY, HAS UNIVERSITY ALREADY EQUIPPED YOU WITH?



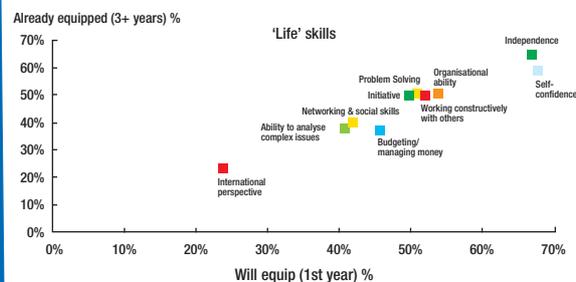
Base: Wave 6, 1st year students (316), 3+ year students (288)

Source: Ipsos MORI

DEVELOPMENT OF LIFE SKILLS

Q FIRST YEARS...WHICH, IF ANY, DO YOU FEEL UNIVERSITY WILL EQUIP YOU WITH?

Q THIRD+ YEARS...WHICH, IF ANY, HAS UNIVERSITY ALREADY EQUIPPED YOU WITH?



Base: Wave 6, 1st year students (316), 3+ year students (288)

Source: Ipsos MORI

Many believe they have the necessary competences that will be useful when applying for jobs, such as *self-confidence* (59%), *initiative* (50%) and *organizational ability* (51%) and therefore agree *I am optimistic about getting a job when I finish my course* (81% of undergraduates in their third and subsequent year).

APPENDIX

Ipsos MORI Student Debt Index - Current Debt as a Result of going to University

Q HOW MUCH MONEY OVERALL, IF ANY, DO YOU CURRENTLY OWE AND HAVE TO REPAY AS A DIRECT RESULT OF BEING AT UNIVERSITY?

	Wave 1 (1,103)	Wave 2 (1,068)	Wave 3 (1,086)	Wave 4 (1,065)	Wave 5 (1,007)	Wave 6 (1,025)
All students Index	£3,326 100	£4,203 123	£4,603 138	£4,760 143	£5,285 159	£5,267 158
Year 1 Index	£1,447 100	£1,591 110	£1,940 134	£1,626 112	£2,153 149	£2,183 151
Year 2 Index	£4,047 100	£3,902 96	£4,211 104	£4,484 111	£4,791 118	£5,314 131
Year 3+ Index	£4,611 100	£6,902 150	£7,421 161	£8,031 174	£7,803 169	£7,259 157
Post Graduate Index	£3,403 100	£4,832 142	£5,193 153	£4,894 144	£7,230 212	£7,053 207
AB Index	£3,181 100	£3,621 114	£4,406 139	£4,619 145	£4,622 145	£5,025 158
C1 Index	£3,575 100	£4,579 128	£4,841 135	£4,808 134	£5,778 162	£5,309 149
C2DE Index	£3,157 100	£4,640 147	£4,515 143	£4,912 156	£5,889 187	£5,898 187
Science & Engineering Index	£3,242 100	£3,947 122	£4,969 153	£4,770 147	£5,242 162	£5,505 170
Social science Index	£3,378 100	£4,217 139	£4,175 124	£4,150 123	£4,663 138	£5,091 151
Arts Index	£3,342 100	£4,652 139	£3,963 119	£5,321 159	£5,498 165	£5,499 165

Ipsos MORI Student Debt Index - Anticipated Debt as a Result of going to University

Q HOW MUCH MONEY OVERALL, IF ANY, DO YOU ANTICIPATE OWING ONCE YOU HAVE COMPLETED UNIVERSITY, AND HAVE TO PAY AS A DIRECT RESULT OF BEING AT UNIVERSITY?

	Wave 1 (1,103)	Wave 2 (1,068)	Wave 3 (1,086)	Wave 4 (1,065)	Wave 5 (1,007)	Wave 6 (1,025)
All students Index	£7,026 100	£8,133 116	£8,816 125	£9,341 133	£9,744 139	£9,692 138
Year 1 Index	£7,524 100	£7,465 99	£8,210 109	£8,591 114	£9,650 128	£9,044 120
Year 2 Index	£8,256 100	£8,680 104	£8,952 107	£10,405 125	£9,781 117	£11,065 132
Year 3+ Index	£6,164 100	£8,755 142	£9,970 162	£8,031 167	£10,013 162	£9,882 160
Post Graduate Index	£5,152 100	£6,849 133	£6,926 134	£6,729 131	£9,144 177	£8,071 157
AB Index	£6,304 100	£7,347 117	£8,419 134	£8,873 141	£9,102 144	£9,565 152
C1 Index	£7,430 100	£8,327 112	£9,161 123	£9,327 126	£10,087 136	£9,191 124
C2DE Index	£7,652 100	£9,372 122	£8,989 117	£10,255 134	£10,579 138	£11,212 147
Science & Engineering Index	£7,076 100	£7,821 111	£9,470 134	£9,329 132	£10,337 146	£10,717 151
Social science Index	£6,312 100	£7,575 120	£7,591 120	£7,714 122	£7,420 118	£8,332 132
Arts Index	£7,158 100	£8,825 123	£8,309 116	£10,415 146	£10,889 152	£10,024 140

SAMPLE PROFILE

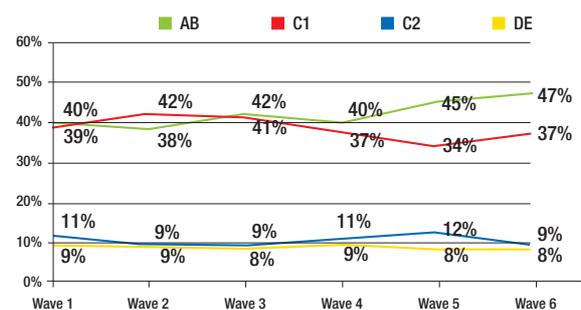
The survey was carried out among a representative sample of full-time students at UK universities. Part-time students were excluded. Whilst non-UK nationals who were completing an entire course in the UK were included in the study, those who were in the UK on an exchange programme were excluded.

To ensure the profile of students is representative, quotas are set and data weighted by gender, year of study, subject of study and ethnic minority.

Socio-economic profile

The university population in 2005 continues to be dominated by those from a white collar background. The proportion of students from ABC1 backgrounds has risen significantly from Wave 5, to 84%, while the proportion from the traditional working class background (C2DE) has fallen to 17%.

SOCIAL CLASS PROFILE OF UNIVERSITY STUDENTS



Base: Students; Wave 1 (1,103), Wave 2 (1,068), Wave3 (1,086), Wave 4 (1,065) Wave 5 (1,007), Wave 6 (1,025)

Source: Ipsos MORI

GENDER	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted (1,103)	Weighted (1,103)	Unweighted (1,068)	Weighted (1,068)	Unweighted (1,086)	Weighted (1,086)	Unweighted (1,065)	Weighted (1,065)	Unweighted (1,007)	Weighted (1,007)	Unweighted (1,025)	Weighted (1,025)
Base: Students	%	%	%	%	%	%	%	%	%	%	%	%
Male	46	47	46	46	44	46	44	45	46	44	46	44
Female	54	53	54	54	56	54	56	55	54	56	54	56

AGE	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted (1,103)	Weighted (1,103)	Unweighted (1,068)	Weighted (1,068)	Unweighted (1,086)	Weighted (1,086)	Unweighted (1,065)	Weighted (1,065)	Unweighted (1,007)	Weighted (1,007)	Unweighted (1,025)	Weighted (1,025)
Base: Students	%	%	%	%	%	%	%	%	%	%	%	%
17 or younger	1	1	1	1	1	1	*	*	1	1	1	1
18	12	13	12	12	11	11	12	11	11	11	13	12
19	18	19	22	21	20	20	18	18	18	19	18	17
20	17	18	18	19	19	19	17	17	19	19	19	19
21	15	16	12	13	14	14	15	15	14	14	16	17
22	9	10	9	9	11	10	9	9	10	10	8	8
23 or older	27	25	24	25	24	24	29	30	26	26	26	27

SOCIAL CLASS	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted (1,103)	Weighted (1,103)	Unweighted (1,068)	Weighted (1,068)	Unweighted (1,086)	Weighted (1,086)	Unweighted (1,065)	Weighted (1,065)	Unweighted (1,007)	Weighted (1,007)	Unweighted (1,025)	Weighted (1,025)
Base: Students	%	%	%	%	%	%	%	%	%	%	%	%
A	6	7	9	9	11	10	10	10	9	9	8	8
B	31	33	29	29	32	32	31	31	36	36	39	39
C1	41	39	42	42	41	41	37	37	34	34	37	37
C2	11	11	9	9	9	9	11	11	12	12	8	9
D	7	6	6	6	5	6	7	7	6	6	6	6
E	3	3	3	3	2	2	3	2	2	2	2	2
Refused	1	*	1	2	-	-	2	2	1	1	*	*

ETHNIC MINORITY	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted (1,103)	Weighted (1,103)	Unweighted (1,068)	Weighted (1,068)	Unweighted (1,086)	Weighted (1,086)	Unweighted (1,065)	Weighted (1,065)	Unweighted (1,007)	Weighted (1,007)	Unweighted (1,025)	Weighted (1,025)
Base: Students	%	%	%	%	%	%	%	%	%	%	%	%
White	83	87	80	84	84	84	83	83	82	82	79	82
Indian	3	2	5	4	3	3	4	4	3	3	5	4
Chinese	2	2	2	1	3	3	2	2	4	3	2	2
Black - African	2	2	3	3	2	2	3	2	3	2	4	3
Black - Caribbean	1	1	1	1	1	1	1	1	1	1	1	1
Black - Other	1	1	1	1	*	*	*	*	1	1	1	*
Pakistani	2	1	2	2	2	2	1	1	3	2	2	2
Bangladeshi	1	*	1	1	1	1	*	*	*	*	*	*
Other Asian	3	2	2	2	2	2	3	3	4	4	2	2
Other	2	1	3	2	1	2	2	2	1	1	2	1
Refused/Not stated	1	*	-	-	-	-	*	*	*	*	-	-
Total ethnic	17	13	20	16	16	16	17	17	20	18	21	18

SOCIAL GRADES	SOCIAL CLASS	OCCUPATION OF CHIEF INCOME EARNER
A	Upper Middle Class	Higher managerial, administrative or professional
B	Middle Class	Intermediate managerial, administrative or professional
C1	Lower Middle Class	Supervisor or clerical and managerial or administrative
C2	Skilled Working Class	Skilled manual workers
D	Working Class	Semi and unskilled manual workers
E	Those at the lowest levels of subsistence	State pensioners, etc, with no other earnings

Q WHAT QUALIFICATIONS ARE YOU CURRENTLY STUDYING FOR?

	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted	Weighted										
Base: Students	(1,103)	(1,103)	(1,068)	(1,068)	(1,086)	(1,086)	(1,065)	(1,065)	(1,007)	(1,007)	(1,025)	(1,025)
UNDERGRADUATE	%	%	%	%	%	%	%	%	%	%	%	%
HND/HNC/Other sub-degree qualification	5	4	3	3	5	6	4	4	3	3	1	1
Honours degree	72	71	74	73	66	66	67	66	66	66	61	60
Ordinary degree	10	11	12	12	16	16	15	15	15	15	21	20
Diploma	-	-	-	-	-	-	-	-	-	-	1	2
Foundation degree	-	-	-	-	-	-	-	-	-	-	1	1
POST GRADUATE												
PGCE	-	-	-	-	-	-	-	-	-	-	1	1
Post Graduate	2	2	2	2	2	2	3	3	3	3	1	2
Diploma - Taught												
Post Graduate	1	*	1	1	*	*	*	*	1	1	*	1
Diploma - Research												
Masters degree	7	7	7	7	7	6	8	8	8	8	9	9
PHD/Doctorate	3	3	2	2	3	3	3	3	3	3	3	4
Other	1	1	-	-	-	-	-	-	*	*	*	*

Q IN WHICH ACADEMIC YEAR OF YOUR COURSE ARE YOU CURRENTLY STUDYING?

	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted	Weighted										
Base: Undergraduates	(950)	(941)	(953)	(940)	(953)	(967)	(916)	(903)	(857)	(852)	(874)	(861)
	%	%	%	%	%	%	%	%	%	%	%	%
First year	35	35	37	34	35	34	34	33	33	33	36	33
Second year	32	33	33	33	32	34	33	33	32	33	31	33
Third year	24	23	24	26	24	24	25	25	27	26	25	26
Fourth year	7	8	7	7	8	8	7	7	7	7	7	7
Fifth year and above	1	*	*	*	1	1	1	1	1	1	1	1

Q WHAT COURSE/DEGREE ARE YOU CURRENTLY STUDYING?

	WAVE 1		WAVE 2		WAVE 3		WAVE 4		WAVE 5		WAVE 6	
	Unweighted	Weighted										
Base: Students	(1,103)	(1,103)	(1,068)	(1,068)	(1,086)	(1,086)	(1,065)	(1,065)	(1,007)	(1,007)	(1,025)	(1,025)
	%	%	%	%	%	%	%	%	%	%	%	%
Languages/ Humanities subjects	11	13	10	9	9	9	11	9	10	9	8	9
Medicine & dentistry/ Subjects allied to medicine/ Veterinary sciences	11	12	10	12	12	13	13	13	14	13	12	13
Biological sciences/ Physical sciences subjects	12	12	12	12	13	11	13	11	12	11	12	11
Business & administration/Libra- rarianship & information science subjects	13	12	17	14	15	14	14	14	15	14	15	14
Combined (Study more than one main subject)	10	10	9	10	7	9	8	9	8	9	10	8
Engineering & technology subjects	9	9	7	8	8	8	8	8	7	8	8	8
Social, economic & politics	9	9	8	8	8	8	8	8	9	8	10	8
Mathematical sciences/ Statistics/ Computer sciences	8	8	8	7	9	8	8	8	8	8	7	8
Creative Arts & design subjects	6	6	6	7	8	8	6	8	7	7	6	8
Education	4	5	6	6	5	6	5	6	5	6	5	6
Law	4	4	4	4	4	4	5	4	3	4	4	4
Architecture building & planning	2	2	3	2	2	2	2	2	2	2	3	2
Agriculture & Related subjects	*	1	1	1	1	1	1	1	*	1	*	1



Our previous years' involvement with this comprehensive survey of students' work/life balance has shown many differences between the experiences of WorkBank students and those of the wider student body.

The WorkBank is a private company, based on or adjacent to university campuses. We find students employment which will help them fund their university experience, and we help them into their post graduation careers. Our starting point is that all work that students are offered is safe, well paid and with a responsible employer. Wherever possible we try to find work which is relevant to students' courses, and we help students build their CVs for post-graduation employment opportunities. For example, 72% of our students work in roles which use the skills which they may have attained at university, including 11% who work within their university and 8% who work with the disabled. Whilst 62% of the students interviewed by MORI for this survey work in retail, bar work or catering, these areas account for just 20% of WorkBank roles, and they tend to be at sporting or cultural events, which are very popular with students.

The outcome is that students employed by The WorkBank earn an average of 20% more per week in 15% fewer hours than the average student. When WorkBank students were asked to what extent they agreed with the statement "working during term time adversely affects my studies", 63% disagreed. This is probably because of our policy

of ensuring that work does not interfere with lectures, seminars, deadlines or social/sporting activities. And, of course, WorkBank employees tend to work fewer hours each week.

The proportion of students in paid employment has remained consistent over the six years that MORI have been conducting this study. For the sake of students and their future it is important that the employment takes place in a structured and properly managed environment. This way their safety and wellbeing can be assured, and the negative impact on their studies minimised.

A campus based WorkBank branch enables universities to appeal to a wide range of social and ethnic backgrounds thanks to the high likelihood that students will be able to find well paid and fulfilling employment which will have minimal impact on their studies. The service is free to universities and students, and has the additional benefit of being able to provide comprehensive information regarding student lifestyles.

For more information about The WorkBank visit:

www.theworkbank.co.uk

Telephone: 01242 265165



Registered Charity No: 1089005

UNIAID, THE STUDENTS' CHARITY EMERGED AS AN INITIATIVE OUT OF THE FIRST STUDENT EXPERIENCE REPORT IN 2000.

SINCE THEN, UNITE HAS GIVEN £560,000 WORTH OF RESOURCES TO UNIAID.

UNIAID's achievements include:

- Implementation of an Accommodation Bursary Scheme, which currently supports students at 22 institutions across 13 cities in the UK.
- 'All About U' was launched in Autumn 2005, a free, online, interactive student finance-learning tool.
- HEFCE will fund a collaborative project between UNIAID and two Aimhigher partnerships to produce and disseminate teaching materials to accompany UNIAID online programmes in 2006.
- In Spring 2006, UNIAID will launch two new online programmes; 'Student Surviville' and the 'UNIAID Budget Tool'.

UNIAID is indebted to the generous support from UNITE, HSBC Bank, Universities UK, The WorkBank, Slough Estates and the many individuals who've made gifts.

For more information on UNIAID, log on to www.uniaid.org.uk or call the Team on 0870 600 0858.

The heart of
student living



Ipsos MORI

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