



University of
Central Lancashire
UCLan

Understanding student
experiences of working
while studying

Student Working Lives



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Key Findings



70%

of students have made changes to their ways of working to meet cost of living



18 hrs

No. of hours students are working per week



66%

of students work in Health and Social Care, Retail, and Hospitality



30% of students stated they experienced stress, anxiety or depression caused by work or made worse by work



31%
of students listed financial concerns as their reason for considering course withdrawal



20 hrs

Students working 20 hours or more a week, were more likely to have considered 'dropping out' or 'withdrawing' from their course

“I think the worst part of it...it took me quite a lot of time to find a job. At almost, I think, six, seven months. And especially for international students, it becomes .. difficult...The cost of living expenses, it’s like double. ” Samira (PG)

Introduction

Media discourse has highlighted student part-time work as a mainstream issue. Although students working during their studies may be nothing new, various studies have underlined how student part-time work is increasing. The failure of maintenance loans to keep up with inflation, alongside the cost-of-living crisis, has left some students with little choice but to undertake paid work to make ends meet, with students working 13.5 hours per week on average¹. Studies have found that part-time work can impact student health, wellbeing and belongingness at university², and part-time work can exacerbate existing inequalities as some of the beneficial aspects of student part-time work such as gaining relevant work experience and enhancing future career prospects are often retained for more privileged students³.

Research has documented to how students are engaging in more paid work to mitigate the cost-of-living crisis⁴, pointing to the negative impact on student attainment and participation at university⁵. In response to these conditions, many in the higher education sector have called on the government to increase maintenance loans in line with inflation⁶, and many universities are taking steps to adapt their provision by reducing the number of days students are required to be on campus to enable students to work part-time⁷. Yet, whilst universities take steps to mitigate the impact of the cost-of-living crisis on students and lobby the government to encourage more support, more needs to be done to support students who need to engage in part-time work. Furthermore, although media commentary often highlights the impact of part-time work on students, for the most part, students are treated as a homogeneous group. Therefore, there is a need to recognise the impact of part-time work across a variety of student groups to highlight the multifaceted challenges that students face and highlight the importance of holistic support to enhance their academic and work experiences.

Over recent years the notion of ‘good work’ has been an area of policy discussion. Following the production of the Taylor Report in 2017⁸, in Westminster, then progressively adapted in city regions such as Manchester and Liverpool, ‘good work’ has been adapted as a vehicle to enhance job quality and also drive productivity. The concept of good work goes beyond job satisfaction and emphasises work’s central place in improving quality of life. It considers areas such as pay, contracts, work-life balance, nature of work, relationships at work, employee voice and health and wellbeing, unpicking employment relationships to understand work’s impact on our lives⁹.

Recent media discourse has raised the issue of the quality of jobs for university students highlighting long hours in low-paid occupations¹⁰, suggesting now, more than ever,

universities need to extend their calls for increased maintenance grants and practical steps to support students undertaking part-time work and utilise the university place as a powerful voice in the locality to influence better job quality for students¹¹.

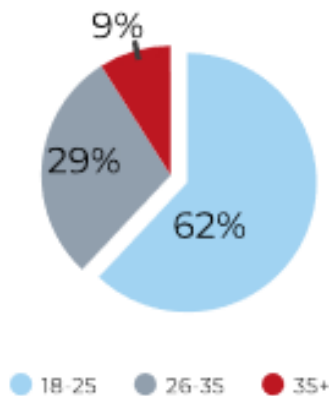
In the context of research examining the impact of part-time work on student's lives and the necessity to extend towards discussions on job quality, the Student Working Lives project examines the motivations, choices and experiences of students undertaking part-time work to provide an evidence-based assessment of student work experiences. The findings report the responses of 271 students undertaking their studies at a post-92 university, known for its diverse student body and student support, through a survey and in-depth interviews. The study included students from a variety of backgrounds and the impact of age, domicile, gender and caring responsibilities when understanding the impact of part-time work. We examined the impact of students working lives by analysing work experiences against the Chartered Institute of Personnel and Development (CIPD)'s 'Good Work' framework¹² including access to work, pay, nature of work, relationships, health and health and wellbeing. Our findings revealed challenging experiences at work, that influence student experience and also reveal tensions around the quality of student's part-time work. The study aims to contribute to discussions considering how policymakers and Universities can better support students and enhance their university experience.

"You start a job and you get used to the money you get, I feel like if I didn't get that,.. then that's like a full week food shop for me."
Jane (UG)

Participants

The Student Working Lives Survey was distributed to students studying business disciplines in a modern post-1992 university. We recognise that students undertaking part-time work are not a homogeneous group, therefore it is important to understand the characteristics of participants and consider how these characteristics impact experiences of work. Most students (62%) were aged between 18 and 25, with most remaining participants aged between 26 and 35 (29%). Participants were evenly split between those identifying as male (48%) or female (47%), with 5% identifying as non-binary.

Age of Respondent



Have caring responsibilities

One in five students who took part in the study told us they had caring responsibilities (21%). Most participants described themselves as Asian or Asian British (63%), with the remaining participants describing themselves as white (20%); mixed, multiple or another ethnic group (10%), and Black British, Caribbean, or African (7%).



47% female



48% male



5 % non-binary

Over half of our participants (53%) were undertaking postgraduate taught master's programmes, with 40% of participants studying for an undergraduate degree, and the remaining 7% were enrolled on doctorates, research masters and foundation years. Most students were in their final year of study (62%), due to large numbers of respondents undertaking one-year master's degrees. A similar percentage were international students (63%), with the remaining participants identifying as home students. The diversity in our sample enabled us to consider the impact of part-time work across students' characteristics, prompting us to question how the impact of part-time work differs when considering domicile, gender, ethnic group, caring responsibilities?



Undergraduate Degree

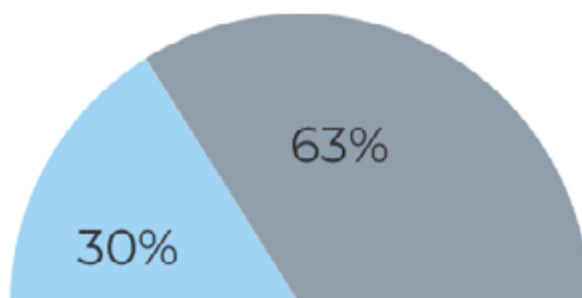


Postgraduate Taught Masters



Final year of study

Domicile

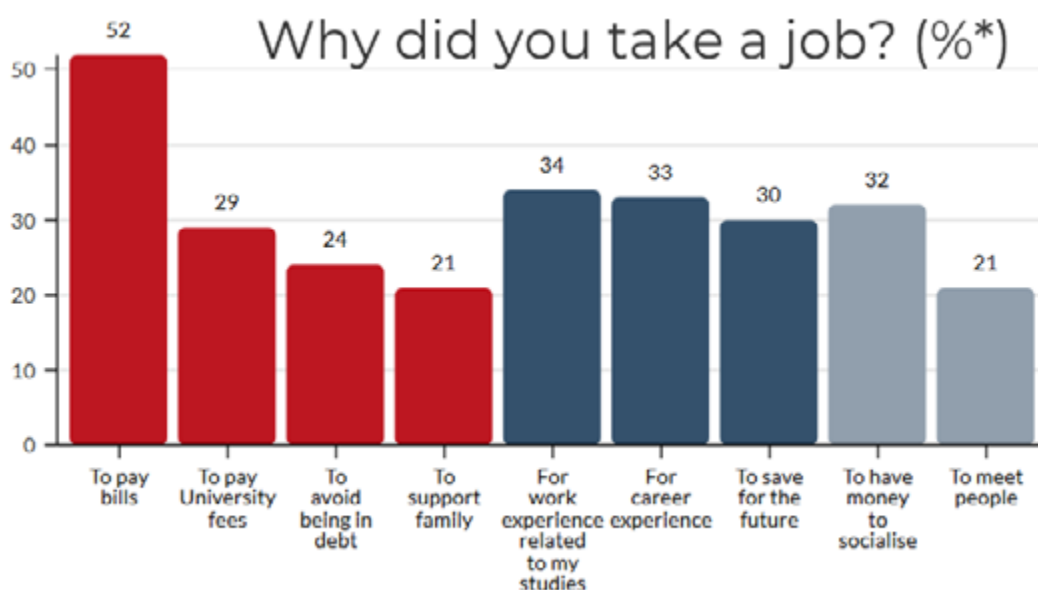


● Home ● International

“I got a call for two or three interviews. And like, every time they wanted someone who can work full time, but I can’t do that. So it’s really hard to find a finance job at all.” Naaz (UG)

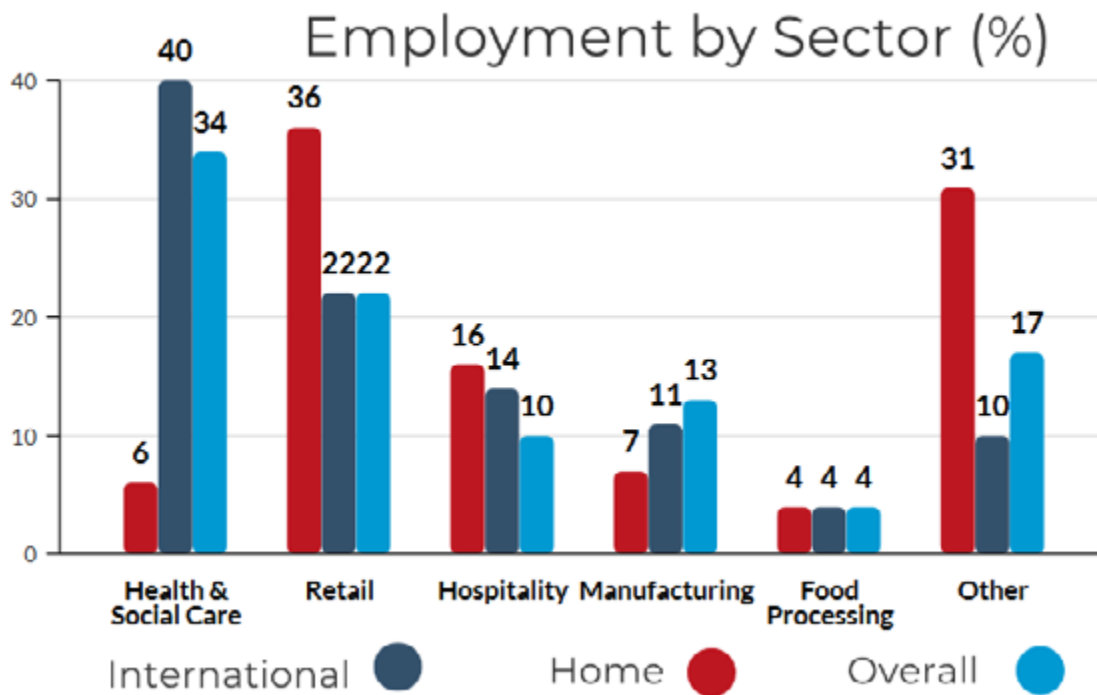
Why, Where and How Do Students Access Work?

We know more students than ever before are undertaking part-time work, however, less is known regarding the motivation for students to work, therefore we asked our participants to select their motivations for undertaking part-time work. Within the context of a cost-of-living crisis, the responses were understandably dominated by financial reasons. The most frequent response was to pay bills (52%), with paying university fees (29%), and avoiding debt (24%) featuring prominently, alongside supporting family (21%). This suggests the need to understand a growing trend of work dependency among students as our findings highlight that work is a necessity and not a choice for our participants. Participants also highlighted their desire to plan for their future when undertaking part-time work through responses including for work experience related to their studies (34%), for career experience (33%), and to save for the future (29.5%). Students highlighted the desire to gain experience to forward future career ambitions. Finally, responses regarding money to socialise (32%) and to meet people (21%) suggest that students are undertaking work to enhance their social lives.

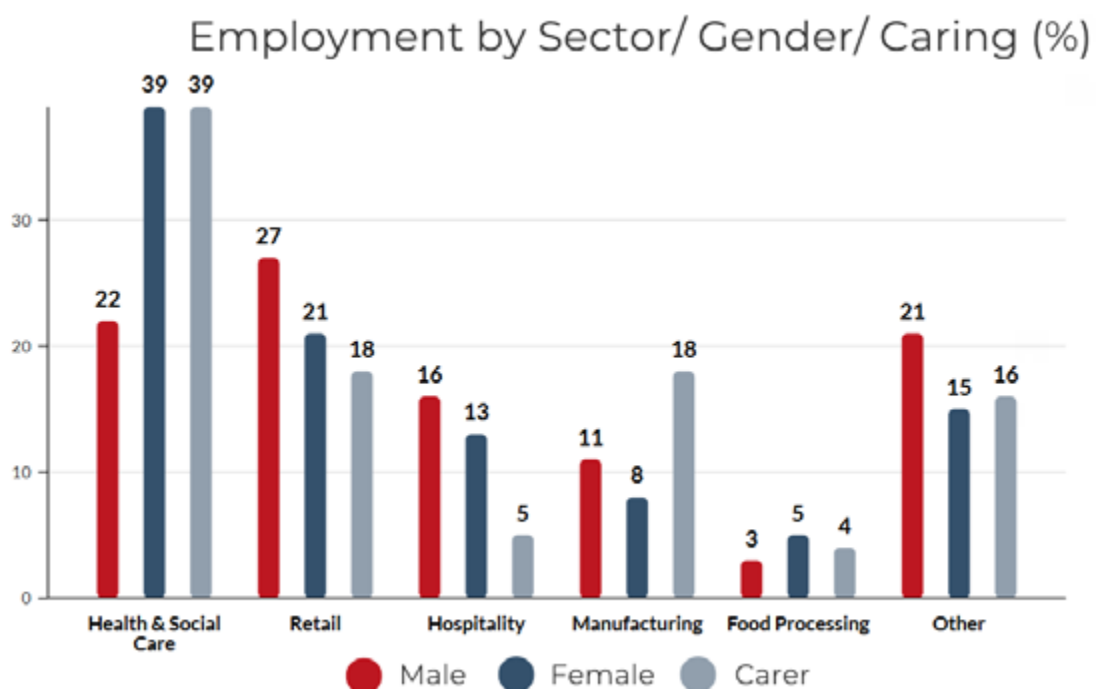


*Participants could select more than one response

Turning to where students work, the sectors where most participants work are characterised as 'low-paying sectors' ¹³, but with high social value. Most students were employed in health and social care, followed by retail, manufacturing, hospitality, and food processing. We found variances in where students work when considering domicile and gender, with health and social care being the biggest employer of international students and females at 40% and 39% respectively, whereas retail is the biggest employer of home students (36%) and males (27%).



Students with caring responsibilities were more likely to be employed in health and social care (39%) and less likely to work in retail (18%), therefore extending their caring at home to the workplace.

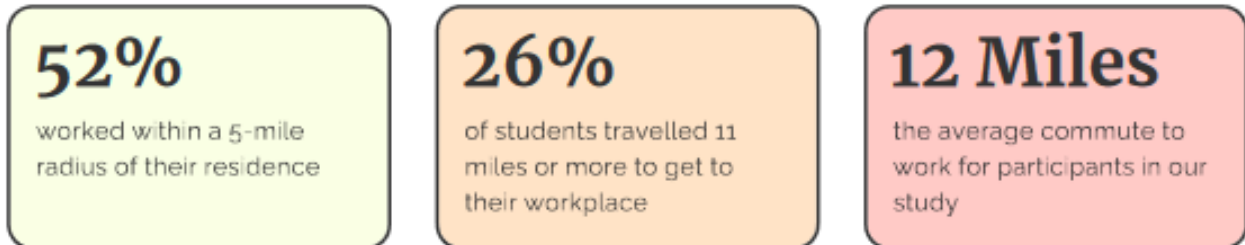


We also asked students how they found their jobs to understand more about student behaviour when accessing work. Our findings suggest that most students go it alone when looking for work. The most common way students accessed work was through friends and family (36%), followed by employer websites (30%), and UK recruitment agencies (12%), with only a small minority of students using career or job fairs or careers services when finding work (9%). There was a striking difference when comparing these figures by domicile as international students were much more likely to access their jobs via friends and family (42%)¹, exacerbating international students' exposure to low-paid work. It may also be problematic if the jobs being recommended by students are not the best quality or do not adequately match career aspirations. The lack of interaction from students with the university careers services, suggests that university structures that moderate the quality of jobs, support students in finding career-enhancing roles and advise on employment rights are underutilised to find work or students lack awareness of the services universities offer.



¹ See Appendix Table 1 for a more detailed breakdown.

When considering the practical aspects of students getting to work, we found significant variances in distances travelled to get to work from home. Whilst most students (52%) worked within a 5-mile radius of their residence, 26% of students travelled 11 miles or more to get to their workplace. This made the average commute to work 12 miles for participants in our study.



However, our data also revealed that students with caring responsibilities travelled longer distances to work than those without, the average travel to work for those with caring responsibilities was 16 miles, compared to 11 miles for those without caring responsibilities¹. Furthermore, we also saw differences in the average distance travelled by those using public transport, which is 12 miles, compared to 11 miles for those who do not use public transport.

These factors suggest that workplace inequalities experienced by those with caring responsibilities are extended to the distance travelled to work and that those using public transport experience greater time and expense when accessing work.

¹ See Appendix [Table 2](#).

“The terms of my contract was just ad hoc, I’ve been doing consistently 10 hrs a week, but there was still that possibility that they might not need me in the future or something might happen. And in that case, that kind of employment is really gone. So that’s ...the main sort of stress.” Priya (UG)

Pay and Contracts

The first dimension of job quality we examined considered how participants felt about their pay. Strikingly, a large proportion of participants, (55%), did not feel they were fairly paid. When breaking this figure down by gender, more men (48%) than women (44%) felt fairly paid. Furthermore, more international students (47%) indicated greater satisfaction with their pay in comparison to home students (44%)¹. When asking

only 45% felt fairly paid



participants their reaction to the cost-of-living crisis, only 30% had made no change, with the rest making responses such as looking for higher-paid work through promotion (37%), working more hours (22%), or working more than one job (12%)². Our research suggests this is a complex and paradoxical element of student’s work experience. On one hand, 54% of students felt quite secure or very secure in their job, however, students also felt underemployed due to the nature of contracts, working hours and underutilisation of skills.



25%
of students have zero
hours contracts or
insecure work



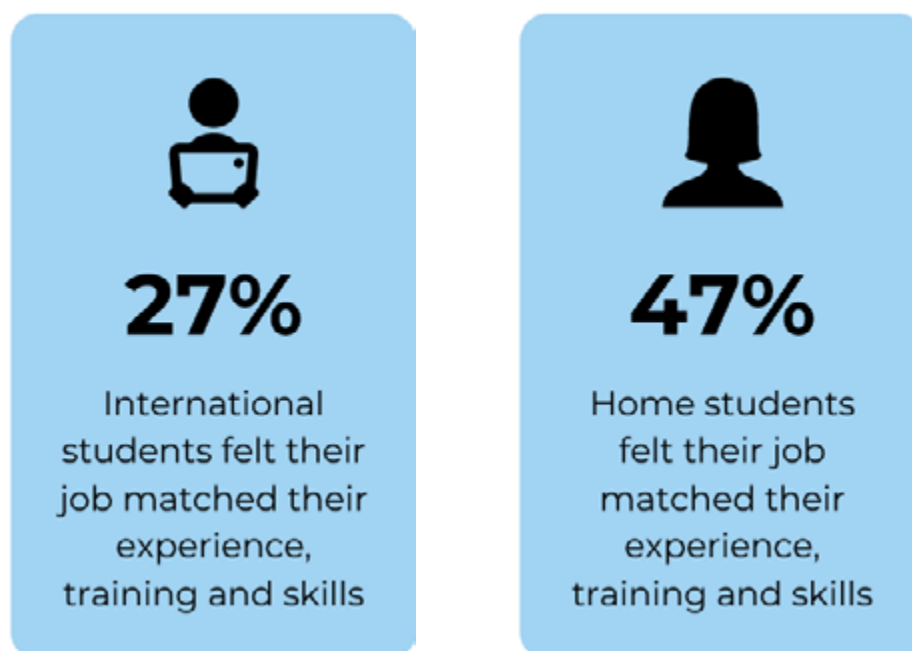
70%
of students have made
changes to their ways of
working to meet cost of
living

¹ See Appendix [Table 3](#).

² Participants could choose more than one response. See Appendix [Table 4](#)

The work pattern of the participants highlighted that whilst 13% worked full-time, most participants in the study worked part-time. However, insecurity was a real factor for many participants as over 25% described their contractual status as zero hours or casual. As with all workers, contractual status impacts workplace benefits, rights and protection.

Unsurprisingly, there is a cross-over in the sections in this report. So, for instance, elements of the use of skills also impact on whether a person is underemployed. Our survey found that most students felt that their current job did not match their skills, training, or experience. This was more pronounced in the experiences of international students where we found a 20% variance with 47% of home students feeling that their jobs matched their skills, training, or experience in comparison to 27% of international of international students.



These factors suggest that some of our participants experienced two types of underemployment, visible underemployment where students had to consider working more than one job to make ends meet and invisible underemployment where most students' jobs do not match their skill set or experience.

“I think work helps with time management. So the fact that I can juggle uni and work at the same time, it helps me prepare for the future.” Amy (UG)

The Nature of Work

This section includes aspects related to job quality. Therefore, we consider the dimensions which relate to perceptions of quality that students perceive in their jobs. A key measure of job satisfaction and fulfilment in work is the meaning people derive from their work. It is of note that only 31% of our participants described their work as meaningful. Similarly, only 35% felt their work was productive. The biggest variation in productivity was between home (46%) and international students (32%), revealing home students see their work as more productive. This may be connected to the industries and sectors worked, but also to the quality of their experience of management within their job.



31%

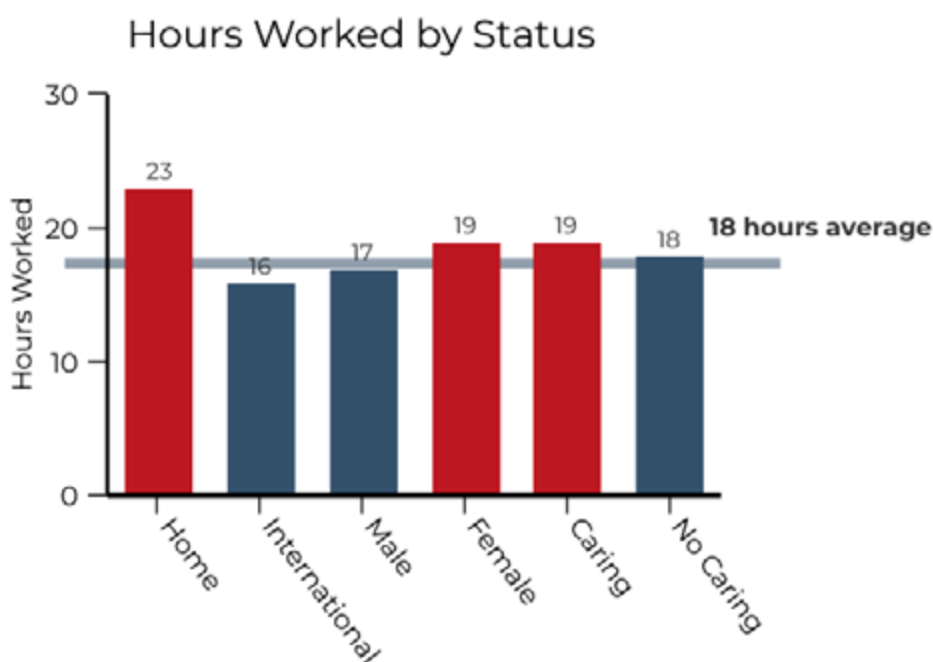
felt their work
was meaningful



35%

felt their work was
productive

Another component of the nature of work is the hours worked. HEPI's Student Academic Experience Survey reported that students in paid employment worked on average 13.5 hours per week. This compares to 18 hours per week in our survey, with 29% working more than 20 hours a week. Home students reported working an average of 23 hours per week and international students reported working an average of 16 hours per week, which can partially be explained by international student visa restrictions. By interrogating the data in more detail, we found additional nuances as to the amount of time students worked. We found female students, on average, worked 2 hours more than male students and that students with caring responsibilities worked on average an hour a week more than students without caring responsibilities.



Moving to participants' experience of management, only 26% of participants told us that their current job requirements and responsibilities could be achieved within contracted working hours, suggesting that for the majority of our participants, their workloads are unachievable. Also, when examining the quality of jobs, control is a strong indicator. Our survey found that 39% of students said they want more control over their work, suggesting the work they carry out lacks the relative freedom and autonomy many workers enjoy.



felt their current job requirements and responsibilities could be achieved within contracted working hours



received work related training



wanted to have more control over their work

Whilst more positively a considerable number of students (64%) had received work-related training to assist them in doing their job, there was little evidence that their experience of work was supporting their development and future career prospects with only 25% receiving staff development opportunities in the past 12 months. An even smaller number, 19%, reported that they received career or promotion guidance.



What is most concerning is the impact of their work on future career prospects. As discussed above, an important motivation for participants to work was to support future career ambitions, however, our survey found that only 19% of students surveyed felt that their job would enhance their future career prospects. In short, despite our participants' hopes that part-time work would be the first step on the career ladder, there was no progression towards the next step for the majority of students.

“I find it difficult that I’m the only person who’s working through an agency and everyone else is permanent staff. They have a group between them. So I’m just alone there.” Naaz (UG)

Relationships, and Health and Wellbeing

This section is concerned with the quality of work-based relationships, examining relationships with managers and colleagues. We also consider health and wellbeing, in the context of significant challenges to student mental health. These factors align as the workplace as a supporting ‘community’ is an important aspect of maintaining health and wellbeing, but it also impacts on belongingness at university.

At work, the quality of management can also be understood by examining the role the manager plays in supporting the workforce whereas social relationships at work can also ensure students do not feel isolated during their university experience. Our findings suggest that many students are working in unsupportive environments, as just 26% of participants felt supported by their colleagues at work, with male (22%), and non-binary students (14%) experiencing lower levels of perceived support from colleagues.



Support from managers is more nuanced; whereas 68% of participants agreed or strongly agreed that their manager was good at giving them direction in their work, only 26% felt supported by their manager¹. Thus, whilst managers offer instructional direction, they are less forthcoming when it comes to offering support for their student employees. A lack of support from colleagues and managers suggests that students experience work-based relationships characterised by isolation, a lack of workplace cohesion, and psychological safety.

¹ See Appendix Table 5.

Whilst health and wellbeing is widely discussed in the context of university students and often linked to the cost-of-living crisis, there is a limited body of work examining the impact of part-time work on student's health and wellbeing.

Forty-five percent of our respondents stated they have had work-related ill health in the last year, with 19% experiencing stress, anxiety or depression caused by work, and 11% made worse by work; 13% have had more than two consecutive days of sick leave; 9% a physical injury or illness caused by work; and 4% a physical injury or illness made worse by work. Relatedly, 26% have received health and wellbeing support from their employer in the last year.



30% stated they experienced stress, anxiety or depression caused by work or made worse by work



Received health and wellbeing support from their employer in the last year

Examining the health and wellbeing responses in more detail, at 19%, male respondents were slightly more likely to report having stress, anxiety or depression caused by work than their female counterparts (17%), but considerably less likely to report that it was made worse by work (8%) than female respondents (15%).

Non-binary participants were much more likely to have stress, anxiety or depression caused by work (50%) or made worse by work (21%). Home students were less likely to respond that their stress, anxiety, or depression was caused by work (15%) than international students (21%), but more likely to claim that it was made worse by work (16%) when compared to international students (9%).

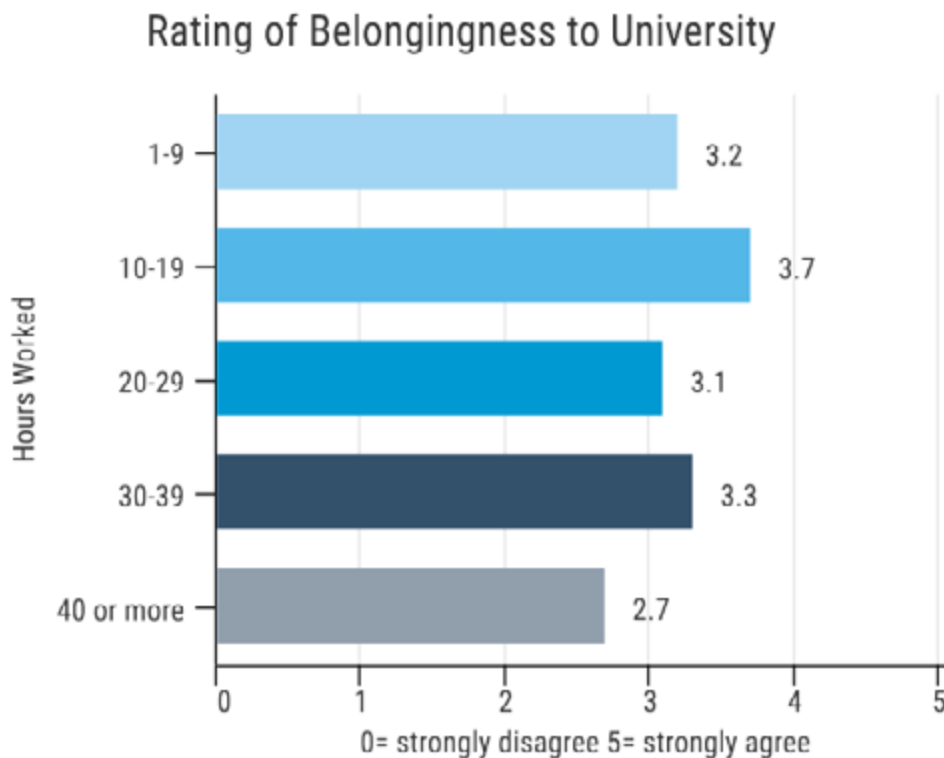
Carers (18%) were less likely than non-carers (20%) to report stress, anxiety or depression caused by work, and less likely to report that their stress, anxiety or depression had been made worse by work (9% for carers and 12% for non-carers).

“If I’m being honest, I just shut my eyes dive into it and hope for the best. It’s, definitely a juggle and a struggle. I can’t wait for it (studying) to be finished.” Tim (PG)

Impact on Studies

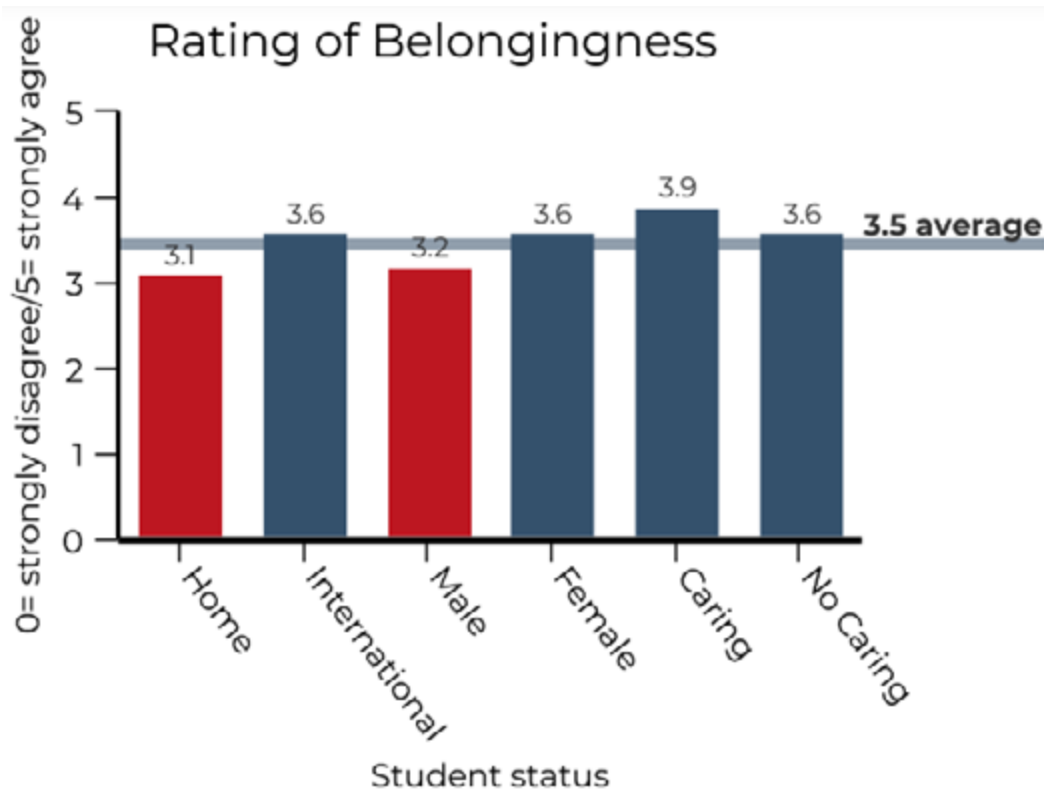
The HEPI Student Experience Survey argues that more students are undertaking paid work, and that they are working so much that it could adversely impact their studies. We sought to investigate the impact of work through belongingness, which is closely linked to student success¹⁴, and the proportion of students considering withdrawal from their course.

We found a relationship between belongingness at university and the hours worked in part-time jobs. We asked participants to rate their belongingness at university on a 5-point Likert scale from strongly disagree to strongly agree, with an average score of 3.5, mid-way between the neutral and agree options. We found that non-binary, female, international students and students with caring responsibilities reported a stronger sense of belonging at university than home students and male students, suggesting that the university experience was inclusive to those with these protected characteristics.



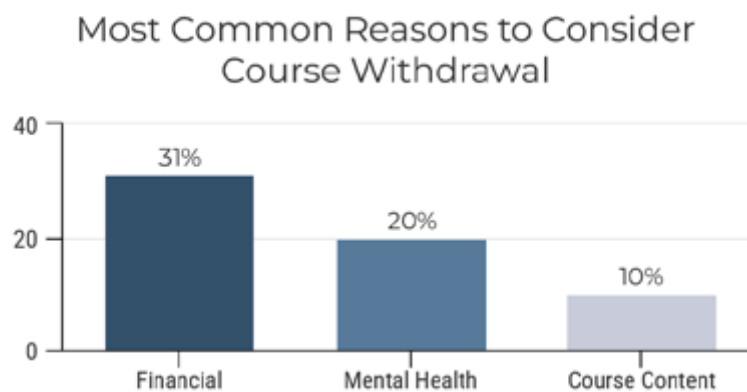
Students working 10-19 hours per week were most likely to agree that they have a sense of belonging at the university, recording an average score of 3.7, compared to 2.7 for those working 40 or more hours a week.

Taken together, these findings highlight a clear relationship between paid work and belongingness. Interestingly we found very little relationship between the amount of attendance at university and hours in part-time jobs and student preference for flexible ways of learning such as online classes.



We did see a relationship between the amount of independent study and the hours students work, with students working 10-19 hours per week in paid employment undertaking 20 hours of independent study per week whereas students undertaking 30-39 hours of work dropped to 14 hours of independent study per week¹.

Although acknowledging that paid work can be beneficial, HEPI highlights that students who work in paid employment are more likely to consider leaving (i.e. withdrawing from) their course and less likely to say that they would choose the same course and university again. Our survey found only a small proportion of participants (20%) had considered withdrawing from university.

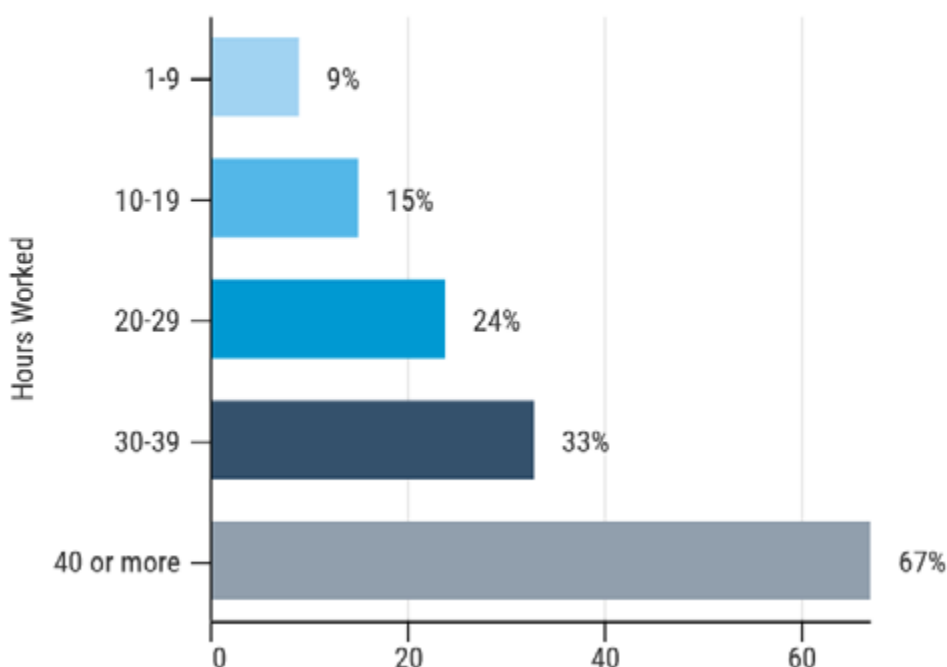


¹ See Appendix [Table 6](#) for a more detailed breakdown.

Despite a small number of students stating that they had considered withdrawing, our data gathered a more detailed insight into the reasons why they had considered dropping out of university. Unsurprisingly, given that work is a necessity and not a choice for many students, we found financial difficulties was the most frequently stated reason why they had considered leaving (31%), with mental/emotional health (20%), and course content not being what they expected (10%) also being in the three most common reasons.

We also found a clear relationship between the average number of hours in paid employment and students who had considered withdrawal. More specifically, 9% of those working 1-9 hours a week reported that they had considered withdrawing from university, and the likelihood of them having considered withdrawal increases with the number of hours worked, peaking at 67% for those who work 40 hours a week or more.

Considering Course Withdrawal by hours worked



We also found that work hours had an impact on whether students would choose the same university and course if they were able to revisit their decision. Whilst over half of our participants (55%) said they would make no change, this varied when we considered hours worked. For example, 75% of participants who work 40 hours or more per week told us they would not choose the same course or university. In contrast, only 39% of participants who work 10 to 19 hours per week would make a change to their university or course². Our survey found slightly better outcomes for students working under 20 hours per week than reported in HEPI's Student Academic Experience Survey¹⁵. However the University's ability to engage and support students was impacted by those working more than 20 hours per week.

² See Appendix [Table 7](#) for a more detailed breakdown.

Conclusions

These findings suggest policy and practical recommendations are required to enable students to access good quality jobs that enhance future career prospects and support their university experience.

The Student Working Lives Project aimed to understand the working conditions of students undertaking part-time work and consider the impact on their studies. We analysed the motivations, choices and experiences of students undertaking paid employment alongside their studies to provide an evidence-based assessment of student part-time work.

What prompts students to engage in part-time work was a pivotal question addressed by the study. In the context of a cost-of-living crisis, our findings underscore that paid employment has transitioned from a choice to a necessity with many students working to pay bills, fees or avoid debt and 70% of participants have made changes to their ways of working to make ends meet. The necessity of these jobs for students is emphasised by the average 12-mile commute, and those with caring responsibilities tend to travel further to find accessible work.

Whilst many students hoped that their part-time work would advance their career ambitions, we found that their employment frequently failed to live up to that expectation. Just under a third of students in our study believed their work matched their skills, with international students being considerably less likely to do so than home students. Even fewer students perceived their part-time work as supporting their future careers. This suggests that students fail to obtain value from their work and that universities may need to support students to assess their work to understand how it may provide the skills and qualities to advance future career prospects and avoid intensifying existing inequalities. The evidence gathered in this report suggests the quality of student part-time work also requires improvements to support students' career aspirations, which in turn will support universities in improving graduate outcomes.

When examining the quality of student work, we found a diet of long hours, low pay, and limited autonomy with only a small number of students engaged, in what they felt was, meaningful and productive work. We found an average of 18 hours weekly in paid employment of our respondents significantly surpasses the 13.5 average reported in HEPI's Student Academic Experience Survey. We also found that students experience limited social relationships at work with little support from colleagues or managers. Moreover, our study identifies troubling impacts on students' wellbeing, as one-third of students reported experiencing stress, anxiety, and depression, caused or exacerbated by their part-time employment.

Despite universities' efforts to moderate the quality of work that students access, we found that most students accessed work without the support of career services, instead choosing to secure employment through personal networks, primarily friends and family, or directly through employer websites. Given the lack of good quality work that equips students to meet their career aspirations, accessing good work is of central importance. However, current ways in which students find jobs appear to amplify their poor working experiences. This suggests there is more that can be done to support students in identifying 'good' employment opportunities.

Our findings also reinforce existing workplace inequalities, with an uneven impact on the quality of work particularly with females and international students. Our findings suggest that international students work in different sectors and industries than home students with the health and social care sector more dominant with international students and hospitality and retail more dominant with home students. We found that international students were less likely to feel their work matched their training and skills, are offered less opportunity for career development and experience more isolating work, receiving less support from their managers and colleagues. Furthermore, students with caring responsibilities were more likely to work longer hours, and travel further to work resulting in working and traveling more in addition to their reproductive labour. This is not to say that home or male students, do not experience poor quality work, our findings demonstrate that students, independent of personal characteristics, engage in low quality work and highlight the need for improved conditions for this underrepresented labour force.

Finally, our findings show how students' experiences of university are also impacted by their paid employment, with their sense of belonging at the university varying by the number of weekly hours spent in their jobs. Those working 40 hours or more each week reported the lowest sense of belonging, in clear contrast to their counterparts working 10-19 hours per week. While financial situation was the most frequently cited reason for having considered withdrawal, the likelihood of having contemplated leaving university rose with the number of hours worked, illustrating the catch-22 situation that many students find themselves in, having to reconcile the necessity of work with their university studies.

Recommendations

Based on the multifaceted challenges students face, drawing on existing work focusing on enhancing students' university experience while working part-time and in good employment, we conclude with policy and practical recommendations that aim to enhance students' access to good quality jobs that enhance future career prospects and support their university experience.

For Policymakers

- To enhance the retention of graduates and fill current skills gaps, local and regional government should strategically plan to better utilise students' capabilities; in the short term, through part-time work, with mapped opportunities for students to progress into following graduation in the long term, improving a region's graduate retention.
- To improve student choice about whether and how much to work, we support calls for the government to examine ways in which maintenance loans can be reviewed promptly, and increased in line with inflation, alongside targeted funding for those most in need of financial support.
- Government should embrace good work policy reforms including legislating for good work principles to be embedded within organisations as a condition for future government support, such as accessing funding and tendering processes¹⁶.

For Universities

- In the context of the cost of living crisis and the centrality of part-time work, we call for discussion at the sector level through (for example) mission groups, to redefine what 'full-time' study looks like. This would include the expectations we have of students, and what expectations students should have of universities in and outside of the classroom. At the local level, discussions should be focused on the characteristics of their specific student needs to better support students to schedule part-time work around their studies.
- Universities should improve engagement with local employers of current students and encourage better work conditions. To this end, universities should promote part-time work opportunities from the outset, that complement their study in terms of timing but also the students' attributes.
- Interventions to support students working part-time should be considered, including early signposting and guidance through student services, particularly for international students, and clearer timetabling to manage employment and caring responsibilities around their study.
- Universities should consider the impact of part-time work within their Access and Participation work, reacting to cost and capacity risks raised through the national Equality of Opportunity Risk Register, to understand the impact it has on disadvantaged groups achieving positive outcomes.

For Course teams

- Course-level content should encourage students to think about labour market choices and their employment options to enhance future aspirations.
- Rolling assessment deadlines, clear timetabling, and assessment geared towards showcasing skills learnt in employment, alongside a structured in-programme employability curriculum, should be utilised to enable students to manage their university studies alongside part-time work and gain accessible work experience which aligns with student aspirations.
- Talking to students about their part-time jobs would help to increase awareness about transferable skills and job quality.

Appendices

Methodology

The findings presented in this report are drawn from mixed methods research, consisting of an online survey and semi-structured interviews. The survey questions were devised based on several previous questionnaires, primarily the Work in Lancashire Survey¹⁷ and the HEPI Student Experience Survey, and was conducted in August and September 2023. A convenience sampling strategy was utilised; links to the survey were cascaded through achievement coaches and course leaders to their teaching teams to maximise participation. Students were compensated for their time with a £5 shopping voucher being given to all who completed the survey. Following an initial 341 responses, only complete questionnaires were retained, yielding a total of 271 responses for analysis.

The survey was supplemented by 11 semi-structured student interviews (to date), exploring aspects of work/university life, with the aim of allowing participants to elaborate from their own perspective, and to explore the issues in more depth. The interviews were conducted online, with survey participants who expressed a willingness to be interviewed and lasted around 30 minutes. Following the interviews, transcriptions were produced, which were subsequently thematically analysed. Ethical approval was received from the university, and the research was conducted according to ethical principles including voluntary participation, ongoing informed consent, confidentiality, and anonymity.

Data Tables

Table 1. How participants found their jobs by domicile (%)

	International	Home	Overall
Friends/Family	42.1	22.2	36.2
Employer websites	27.5	37.0	29.5
UK Recruitment agency	11.7	8.6	11.8
Career/job fair	8.2	7.4	8.5
Career centre	3.5	3.7	7.7
International Recruitment agency	2.9	1.2	4.1
Other	4.1	19.8	2.2
Total	100.0	100.0	100.0

Table 2. Average distance travelled to work by caring responsibility and public transport (miles)

	Caring responsibility		Public transport		Overall
	Yes	No	Yes	No	
Distance travelled	16.0	10.6	12.2	11.2	11.7

Table 3. Students who feel fairly paid, by caring responsibility, gender, and domicile (%)

		Yes	No
Caring Responsibilities	No	45.1	54.9
	Yes	44.6	55.4
Gender	Female	44.4	55.6
	Male	48.4	51.6
Domicile	International	47.4	52.6
	Home	44.4	55.6
Overall		45.0	55.0

Table 4. Responses to cost-of-living increases * Participants could choose more than one response

Response	%
Looking for a job or applying for a promotion that pays more money	36.5
None of these	30.3
Working more hours than usual in my main job	22.1
Working more than one job	11.8
Going to my place of work more often to reduce home energy costs	10.0
Going to my place of work less often to reduce travel, childcare and/or other costs	8.9

Table 5. Support from colleagues and manager, by domicile and gender (%)

	Supported by colleagues		Supported by manager	
	Yes	No	Yes	No
Home	30.9	69.1	28.4	71.6
International	25.7	74.3	27.5	72.5
Male	22.1	77.9	23.8	76.2
Female	31.5	68.5	31.5	68.5
Non-binary	14.3	85.7	21.4	78.6
Overall	25.8	74.2	26.2	73.8

Table 6. Independent study hours per week, by hours in paid employment (hours)

Work Hours	Independent Study Hours
1-9	17.2
10-19	20.3
20-29	18.3
30-39	14.2
40 or more	15.0

Table 7. Revisit choice of course and university, by hours in paid employment (%)

	1-9	10-19	20-29	30-39	40 or more
No change, happy with course and university	43.8	60.9	45.2	58.3	25.0
Any change selected	56.3	39.1	54.8	41.7	75.0
Total	100.0	100.0	100.0	100.0	100.0

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