

# SURVEY SUPERHEROES

# IT Services Report

March 2026 

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## Referencing

If you wish to reference this report, please use 'Exeter Students' Guild' as the author/organisation.

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## Introduction

Survey Superheroes gathers monthly feedback from 1000 student volunteers regarding their opinions on a variety of pre-planned and developing issues in exchange for financial compensation.

The Student's Guild Insight Team uses this feedback to influence decisions by the University, inform our projects and empower students to create change for their community.

One of our key topics for March was IT services. We wanted to find out:

1. Key demographics
2. How do students currently interact with the IT services provided?
3. How are students accessing IT support?

This report will analyse the feedback given in relation to the above questions and provide recommendations for both the Student's Guild and the University of Exeter to action in order to improve IT services.

All text in quotations marks are comments provided by students showing their individual thoughts and opinions; they have been included as they largely reflect the quotes within the same topic.

## Summary

This report examines student experiences of study spaces, IT services, and IT support. Overall, students strongly prefer quiet, low-distraction environments, with libraries being the most popular. However, some students prefer social spaces with slight background noise for their studying. The findings reveal that in terms of study spaces on campus, demand exceeds availability, with preferences varying from flexible to social spaces. Additionally, awareness and usability of bookable spaces are inconsistent, especially among First year students.

While many students report reliable IT service experiences, significant Wi-Fi issues persist in central academic areas, such as the Forum, likely due to congestion. Network restrictions and limited access to some applications also impact usability, though these may be necessary for security purposes. Printing is still widely used by the student population and remains important for both academic and extracurricular purposes, however, some experience troubles navigating it.

Students primarily rely on Google and peers for IT support, with formal services remaining underused, despite users reporting relatively high satisfaction. Altogether, the findings show that improvements are needed in study space availability, Wi-Fi reliability, awareness and accessibility of IT support, as well as the implementation of instruction manuals for campus services/resources, to better meet student needs.

## Analysis

### 1. Key demographics

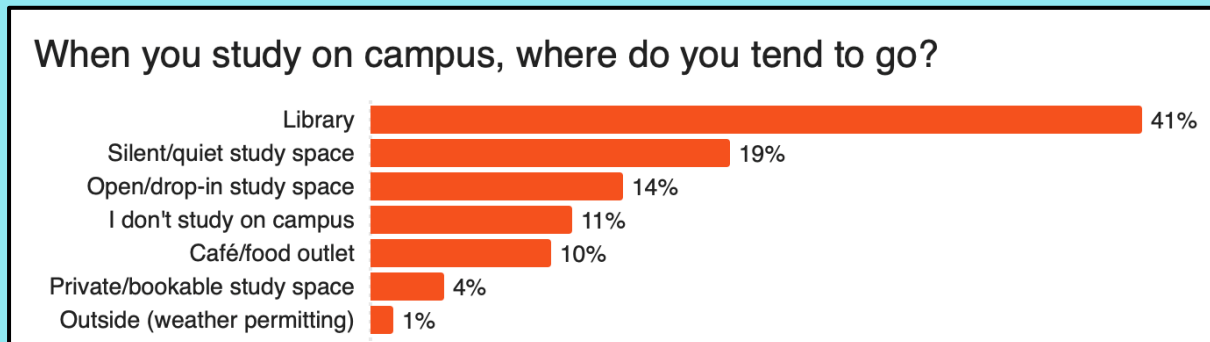


Figure 1 – Question 1: When you study on campus, where do you tend to go?

When asked where they prefer to study, 41% of students identified the library as their primary choice, making it the most popular option (Fig. 1). This was followed by silent or quiet study spaces at 19%, reinforcing a preference for quiet, low-distraction academic environments (Fig. 1). Together, these findings suggest that students value spaces that support concentration and focused work.

14% of students reported a preference for open or drop-in study spaces, which may reflect a need for flexibility, either due to limited seat availability or a tendency for more spontaneous studying habits (Fig. 1).

Notably, 11% of students do not study on campus (Fig. 1). This may be due to factors such as online learning, being on placement, or a preference for studying in alternative environments. Supporting this statement, 10% reported a preference for studying in cafes or food outlets, which may offer a more flexible and relaxed environment, along with some background noise that some find beneficial (Fig. 1).

Interestingly, only 4% of students preferred private or bookable study spaces (Fig. 1). While these spaces offer benefits such as guaranteed availability, privacy, and suitability for group work, their low uptake may point to a lack of awareness or potential booking system barriers, highlighting an opportunity for better promotion.

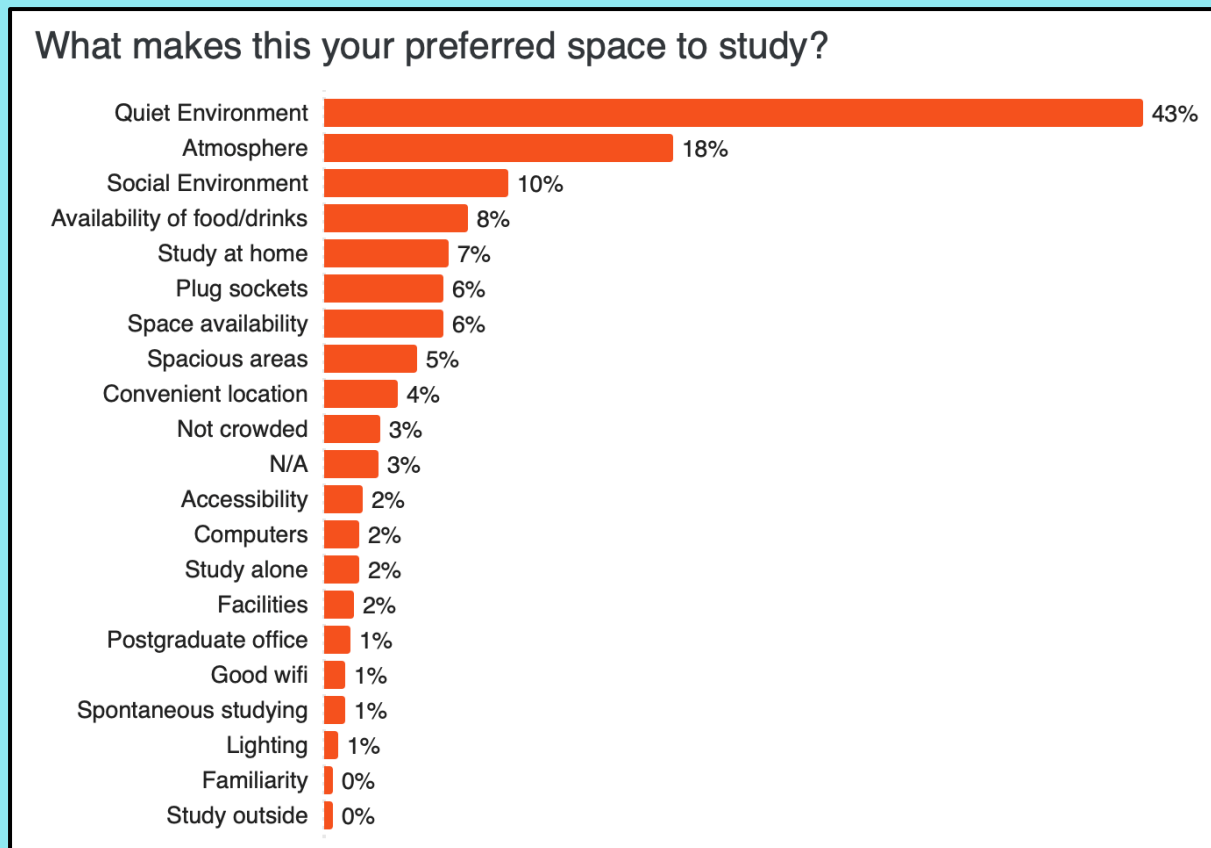


Figure 2 – Question 2: What makes this your preferred space to study?

Students were also asked why they preferred particular study spaces, and their responses largely reinforced earlier findings (Fig. 2). A significant portion (43%) identified a quiet environment as essential for effective studying, further emphasising the strong overall demand for low-distraction spaces (Fig. 2). However, this preference was not completely universal, with 10% of students reporting that they work better with some level of background noise or within more social environments (Fig. 2). This highlights the diversity of study preferences and suggests that completely silent spaces may not suit all learners.

18% of students cited the overall atmosphere of a study space as a key factor (Fig. 2). Many noted that being surrounded by other students who are actively working creates a sense of motivation and accountability, indicating that productivity is not only influenced by noise levels but also by social cues.

Practical considerations also emerged as important elements, with the availability of food and drink options being mentioned by 8% of students (Fig. 2). Specifically, proximity to coffee was a particularly strong factor for students.

Additionally, access to plug sockets (6%) was also identified as a crucial element for longer study sessions, reflecting the reliance on personal devices (Fig. 2).

Space availability was also highlighted by 6% of students, with preferences for more spacious, well-ventilated environments that feel less cramped or claustrophobic (Fig. 2).

7% of students expressed a preference for studying at home, citing privacy, convenience, and access to necessary resources as key advantages (Fig. 2).

Altogether, the findings suggest that while quietness remains the more popular priority, effective study environments are shaped by a combination of different factors including social, practical, and sensory elements.

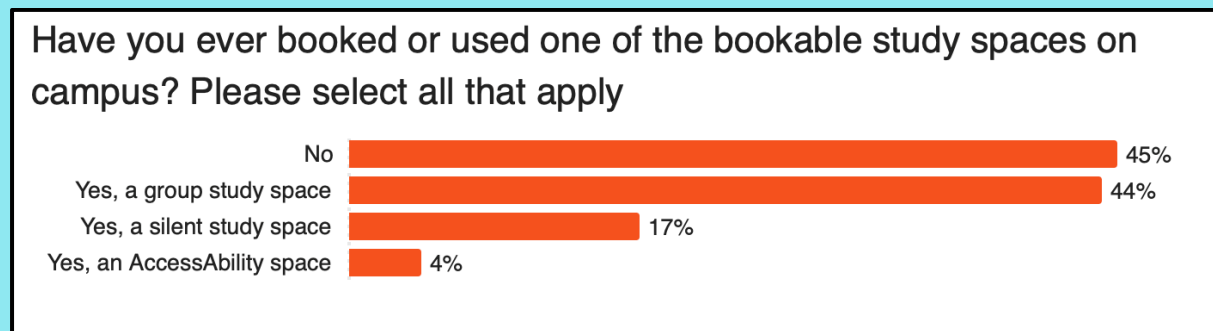


Figure 3 – Question 3: Have you ever booked or used one of the bookable study spaces on campus?

The proportion of students who have booked a study space on campus is relatively evenly split between those who have and those who have booked a group study space, suggesting a moderate awareness and usage of this option (Fig. 3). In contrast, silent study spaces were booked significantly less frequently with only 17% of students reporting that they have used them (Fig. 3). This is interesting given the previously established preference for quiet academic environments, indicating a potential misunderstanding between student needs and booking behaviours. Accessibility spaces are the least utilized, with just 4% of students reporting having booked them (Fig. 3). While this may reflect a smaller population requiring these facilities, it could also point to issues surrounding awareness, perceived eligibility, or ease of access.

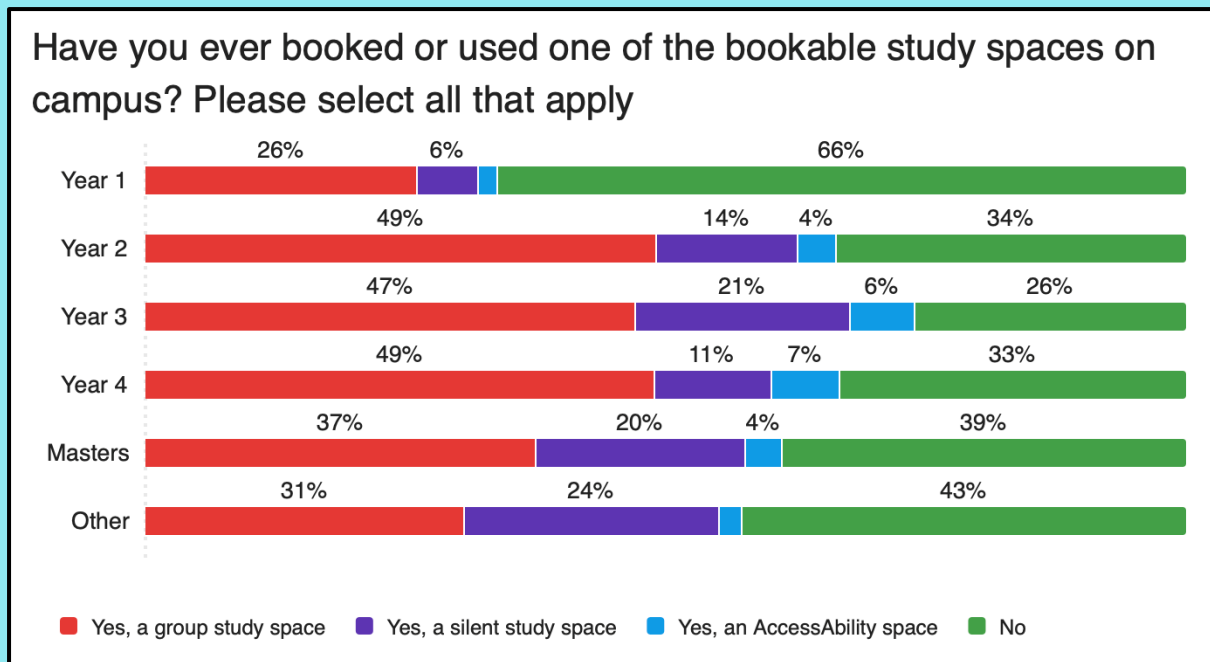


Figure 4 – Question 3: Have you ever booked or used one of the bookable study spaces on campus? (Breakout: Year of Study)

Further analysis of bookable study space usage reveals some variation across the year of study (Fig. 4). Year 2 (49%) and Year 4 students (49%) reported the highest levels of booking group study spaces, which may reflect a greater emphasis on collaborative work at these stages, such as group projects or presentations (Fig. 3). It could also indicate that these students are more familiar with campus facilities, making them more likely to utilise available resources.

On the other hand, Year 3 and Other students reported the highest usage of silent study spaces (21% and 24% respectively) (Fig. 4). This may be linked to increased academic pressure, with a stronger focus on independent work, dissertation-related tasks, or interviews for employment.

Notably, Year 1 students showed a significantly higher proportion of non-usage, with 66% reporting that they had not booked any study spaces (Fig. 4). This is approximately 30% higher than other year groups and suggests a potential gap in awareness, confidence, or engagement with the university facilities among first year students. It may also reflect a reliance on more informal or familiar study environments, such as accommodation or cafes rather than navigating booking systems in these early stages.

Overall, these differences suggest that study space usage is influenced not only by preference but also slightly by student's stage of study, academic demands, and familiarity with resources.

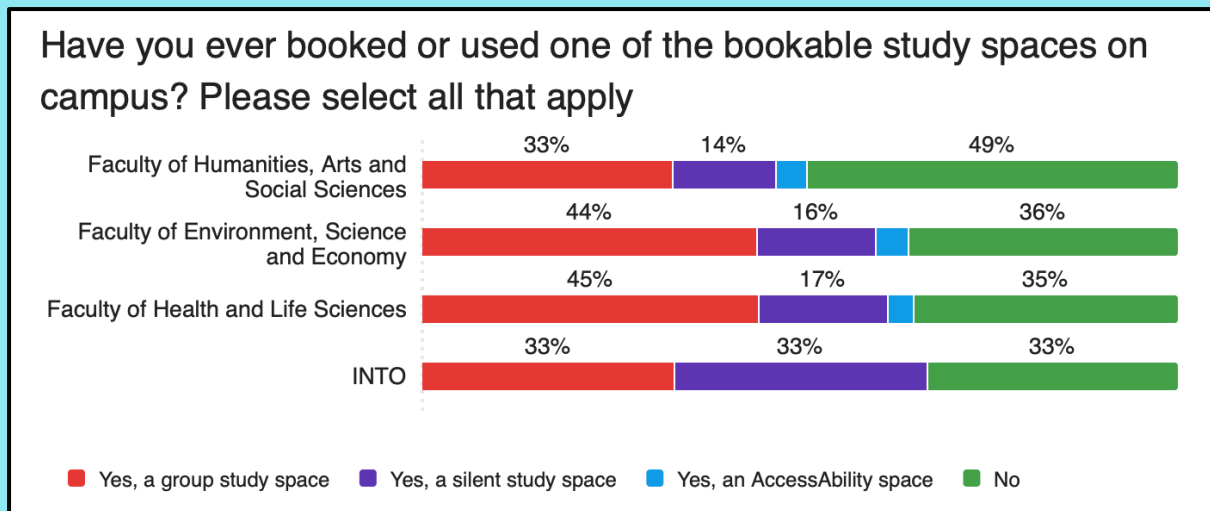


Figure 5 – Question 3: Have you ever booked or used one of the bookable study spaces on campus? (Breakout: Faculty)

Across faculties, the findings show poorly consistent patterns in study space usage with some notable differences (Fig. 5). Students from ESE and HLS faculties report a relatively high engagement with group study spaces, with approximately 45% indicating that they have made bookings (Fig. 5). These students also demonstrate a higher use of silent study spaces than students from the HASS faculty (Fig. 5).

In contrast, HASS students appear less engaged overall, with only 33% reporting booking group study spaces and just 14% reporting booking silent study spaces (Fig. 5). This lower level of participation is further supported by the finding that 49% of these students have not booked any study space on campus, which is significantly higher than among other faculties (Fig. 5). This may be due to differences in awareness of booking systems or course requirements.

Interestingly, INTO students display a mixed pattern of their use of group study spaces, which aligns more closely with HASS students at around 33% (Fig. 5). However, these students are the most likely to book silent study spaces, with 33% reporting usage, nearly double the rates observed among other faculties (Fig. 5). These differences may be driven by underlying factors beyond simple preference, for example, variation in course structure or assessment styles.

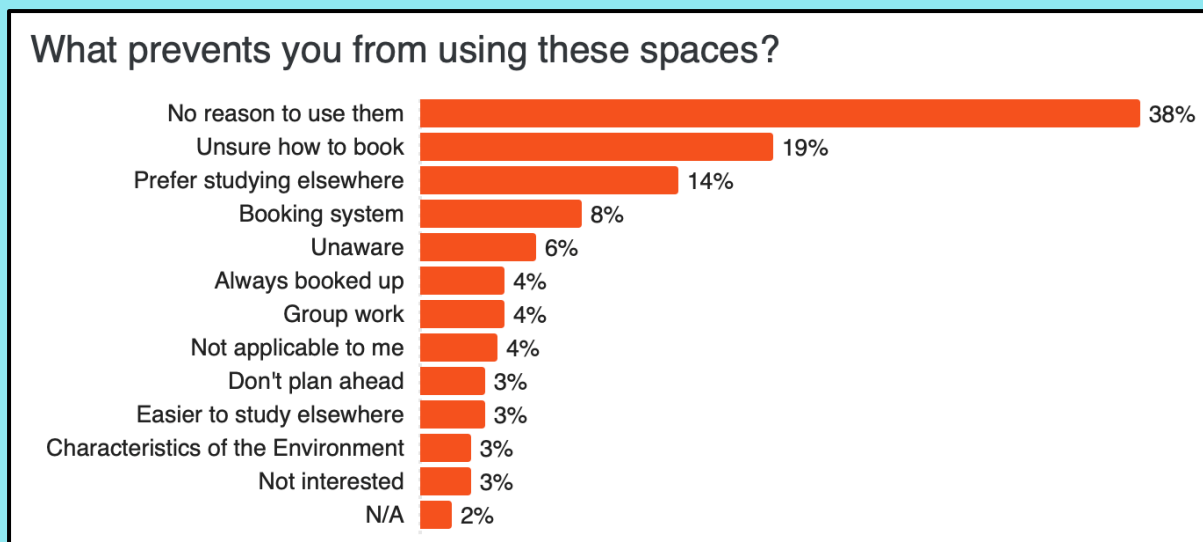


Figure 6 – Question 3a: What prevents you from using these spaces?

When exploring the barriers that prevent students from using these bookable study spaces, the most common response was a perceived lack of need, cited by 38% of students (Fig. 6).

"No specific reason, I haven't felt the need to use them so far" ~ Masters, Faculty of Health and Life Sciences

"Haven't needed to as it's easiest to study in my room" ~ Year 1, Faculty of Humanities, Arts and Social Sciences

"i prefer to study in my room, where i have everything i need, and i can make food whenever I want" ~ Year 1, Faculty of Health and Life Sciences

"Honestly I don't really have a need - I feel like if my course had more group work I'd feel the need to book a study space to accommodate multiple people and allow for discussion. Also, I'm not sure how the process of booking spaces works and as a neurodivergent student not knowing this process stresses me out." ~ Masters, Faculty of Humanities, Arts and Social Sciences

The second most common response was uncertainty how to book these spaces (19%), which points to potential usability issues with the booking system or insufficient guidance (Fig. 6).

"Couldn't find out how to book from the MyExeter app" ~ Year 3, Faculty of Environment, Science and Economy

"I don't know how to book spaces and often people are already using those spaces without having booked it" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"Unsure how to book them. Fear of people using them who haven't booked and having to ask them to leave as well as not knowing where they are/ how to access them. Plus studying on campus is usually spontaneous." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"didn't know they existed, don't know how to book them, don't know where they are" ~ Year 1, Faculty of Humanities, Arts and Social Sciences

"I often leave it too late and assume they will be booked up. Unsure how to use the system" ~ Other, Faculty of Health and Life Sciences

Other responses included a preference for studying elsewhere (14%), reflecting a range of underlying factors (Fig. 6). Some of them included unplanned or flexible study habits, a desire for more social or comfortable environments, or a reluctance to engage with formal booking processes.

"I've never studied much on campus. Prefer to study in my accommodation" ~ Masters, Faculty of Environment, Science and Economy

"prefer to study in a more relaxed environment. If I wanted silence I would go home" ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"I only study on campus 2 or 3 days a week, and on those days I'm in early enough that I never need to worry about finding a place to study. I might consider booking a space if I wanted to devote a whole day to something very specific, but I prefer to do intense work like that at home. I don't need to use the university computers, so I've never had a reason to book a space." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"I have tried but it's almost always prebooked or full during the times I need it. As a person who usually prefers a bit of noise in the background when studying, I don't necessarily want to study in these areas as I would be alone if I book the space." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

Notably 6% of students reported being unaware that bookable study spaces were available at all (Fig. 6). Although this is a smaller proportion of students, it is still a significant result as it highlights a clear gap in communication. Improving marketing, visibility, and initial engagement via emails or social media on study space availability could potentially increase meaningful engagement.

"I didn't know you could book them or how to book them" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"the effort of booking and not sure where to book them, but maybe i will try as that sounds good, i didn't know you could book private study spaces" ~ Masters, Faculty of Humanities, Arts and Social Sciences

"I didn't know I could" ~ Year 2, Faculty of Humanities, Arts and Social Sciences

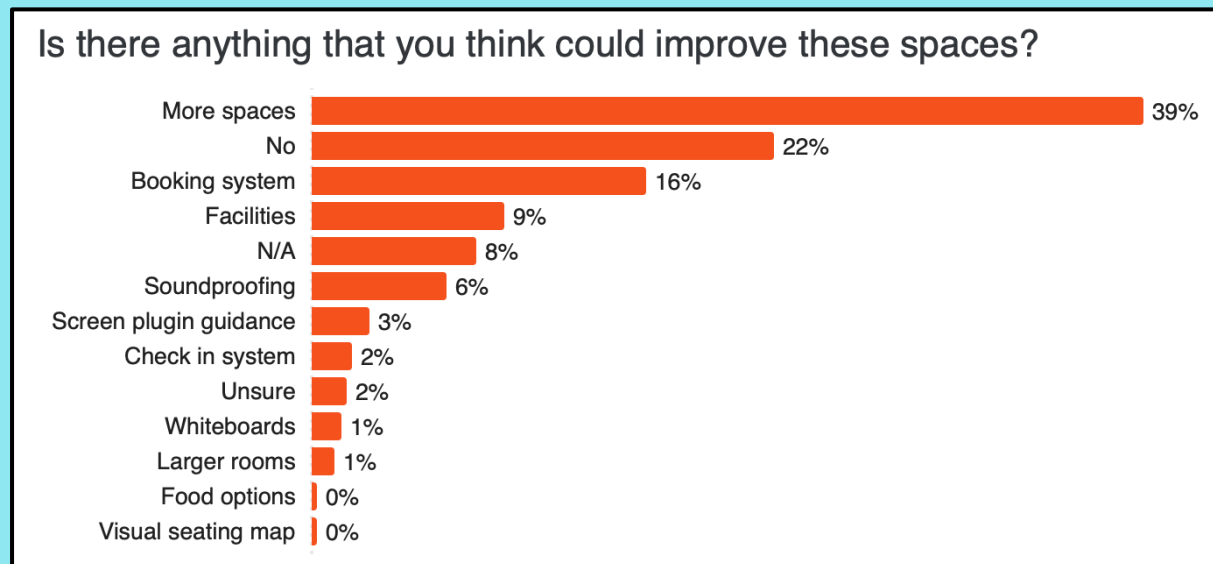


Figure 7 – Question 3b: Is there anything that you think could improve these spaces?

After identifying the barriers to using bookable study spaces we asked students what improvements they would suggest (Fig. 7). The most common response cited by 39% of students was a need for more available spaces (Fig. 7). This aligns closely with the findings on booking difficulties and suggests that limited availability rather than a lack of demand may be a key factor restricting engagement.

"Just more bookable group study spaces as there's really not many, maybe being able to dim the lights slightly especially if studying later in the evening"  
~ Year 1, Faculty of Health and Life Sciences

"More of them and availability to book more than one week in advance" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"Just have more of them as they fill out really fast - especially the study pods in the forum library" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"It would just be nice if there were more of them. I wanted to book spaces to sit my exams due to poor wifi in my accomodation but there weren't any available" ~ Masters, Faculty of Health and Life Sciences

"I think these spaces are great however, I believe that the appeal of the rooms come from the privacy they offer. I believe it would be even better if students could book private study rooms for one (or maybe even two) people. A sort of office that can be booked for students. I believe this would be a good replacement from all the group study spaces as I have found in the general study spaces, people will talk in large groups anyway which makes it hard for those on our own to concentrate properly and get work done." ~ Year 1, Faculty of Health and Life Sciences

22% of students reported that they could not think of any improvements (Fig. 7). While this may indicate a general satisfaction with the current services, it could also reflect limited engagement or awareness of these spaces highlighted in previous figures (Fig. 6). This could mean that some students may feel unable to evaluate them meaningfully.

"I don't think so- all the times I have used the bookable spaces they have been easy and successful!" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"I have only used them once to go over a group project but it was a generally good experience i suppose" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

A further 16% specifically identified the booking system as a key area for improvement, reinforcing earlier concerns that access issues may be procedural rather than related to the quality of the spaces themselves (Fig. 7).

"Sometimes it isn't clear how to book the rooms" ~ Year 2, Faculty of Health and Life Sciences

"The booking service. Once we booked a room and another group had also booked it at the same time" ~ Year 2, Faculty of Environment, Science and Economy

"An updated room booking system that isn't separated into three separate channels: room bookings, libcal, and rooms you have to Email to book. Having everything in the same place would be a lot easier." ~ Year 2, Faculty of Environment, Science and Economy

"More of them. Potentially a different booking system as it can be confusing to book online, like a section in the Exeter app that doesn't take you externally" ~ Year 2, Faculty of Humanities, Arts and Social Sciences

Finally, 9% of students pointed to improvements in the facilities, including whiteboards, plug sockets, and ventilation (Fig. 7). Although this represents a smaller proportion of students, the feedback is still important as it relates directly to the quality of the study spaces and may influence both satisfaction and repeated usage.

"soundproofed rooms, more plug sockets" ~ Year 1, Faculty of Health and Life Sciences

"It would be great if they were better well ventilated and not stuffy all the time." ~ Year 4, Faculty of Humanities, Arts and Social Sciences

"Possibly a sign at the front letting people know that you have to book those spaces - a few times I've booked a room but other people have been inside it anyway. Also perhaps having whiteboard pens/rubbers available in the room. Also having a guide of how to connect a laptop to the screen." ~ Year 1, Faculty of Health and Life Sciences

"I think they are great but the group and presentation rooms may benefit from whiteboards" ~ Year 1, Faculty of Health and Life Sciences

Is there anything you find frustrating about the way technology is used at the university or on your course?

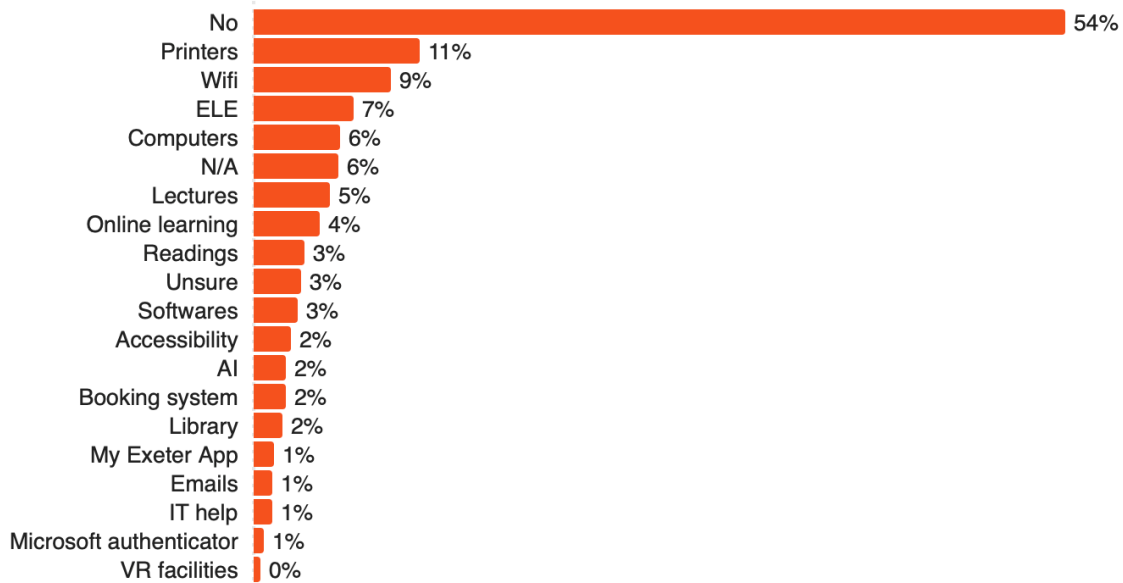


Figure 8 – Question 7: Is there anything you find frustrating about the way technology is used at the university or on your course?

When students were asked whether they found anything frustrating about the technology used at the university or on their course, the majority (54%) reported no issues (Fig. 8). While this suggests a generally positive perception of technology use on campus, it may also reflect low expectations or limited engagement with certain systems (Fig. 8).

"Not really, most of it is quite standard. Have had professors experiencing tech issues, but not in any way that can't be worked around. Connecting for presentations has always been quite seamless for me." ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"No, I think we have the best facilities I could ask for, especially as an engineering student I use a lot of the technology available and I think it's all great!" ~ Year 1, Faculty of Environment, Science and Economy

"No, anything needing technology can be done in many of the computer rooms and everything has been easily accessible." ~ Year 1, Faculty of Environment, Science and Economy

"Not really as I don't have to rely on it very much" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

Among the reported concerns, printing services were the most common issue identified by 11% of students (Fig. 8). This indicates that despite the increasing use of technology, physical resources remain important for students (Fig. 8).

"I wish there was more clear signposting on how to do things e.g. instructions for the printers!" ~ Year 3, Faculty of Environment, Science and Economy

"Trying to find a printer of the correct colour is incredibly frustrating sometimes (especially on St Luke's) - and then once you've found one, half the time it comes out the wrong colour, even when you've set it up properly!" ~ Year 2, Faculty of Health and Life Sciences

"There is a lack of explaining about, for example, how to use the printers even when printing for a module is required - last year I struggled to print something for the first time immensely." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"I find it frustrating that as a PGR student I can't print things for free. It would be nice if I was able to print out papers that I need to read or protocols but I'm unable to due to lack of funds" ~ Masters, Faculty of Health and Life Sciences

Wi-Fi connection was highlighted by 9% of students, with responses suggesting inconsistency across campus (Fig. 8).

"Technology is used throughout, including online meetings via teams. However, there are barely any facilities on campus that allow us to do this seamlessly. The options as of now is the study pod which is not soundproof enough and group study space, which is very much limited and the wifi is terrible in the specific rooms in Giraffe House St Lukes." ~ Year 4, Faculty of Health and Life Sciences

"A lot of people complain about the WiFi and it being difficult to connect to at times" ~ Year 1, Faculty of Environment, Science and Economy

"Feels like a 50/50 chance that every time I use an outlet it's broken. The internet is terrible it'll just kick you off for no reason and then requires the computer to restart to get back online. Not to mention how slow it is! Panopto recordings have terrible sound quality and the captions are usually completely wrong." ~ Masters, Faculty of Environment, Science and Economy

A further 7% of students identified issues with the ELE platform, particularly related to uploading lecture materials, accessing recordings, and navigating the platform itself (Fig. 8). These issues appear to overlap with other responses including problems with lectures (5%), online learning (4%), and access to readings (3%), suggesting that challenges with digital platforms may have a wider impact on the overall learning experience (Fig. 8).

"Some lecturers do not put slides up on ELE either before or after a lecture. There are so many different departments it can be difficult to find out who to contact for certain issues. I think the uni needs a "who to contact when" page (I'm not referring to academic queries as obviously I'd contact teaching staff for those)" ~ Masters, Faculty of Humanities, Arts and Social Sciences

"Ele is hard to navigate and often course pages feel disorganised, so i'm never sure what needs to be done or where to find things" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"The lectures on ELE to rewatch take ages to load" ~ Year 1, Faculty of Environment, Science and Economy

"Sometimes the library links on module reading lists are faulty which can be quite frustrating and make it difficult to find resources" ~ Year 4, Faculty of Humanities, Arts and Social Sciences

"I wish that lecture slides/necessary readings were uploaded earlier and then it would be easier to do work in advance as if I get ill at University it is very easy to fall behind fast when lecture slides are only uploaded the night before" ~ Year 2, Faculty of Environment, Science and Economy

Additionally, 6% of students raised concerns about access to computers, with some noting that their personal devices are not always sufficient to handle certain academic demands (Fig. 8). This highlights potential inequalities in accessing reliable technology that could disadvantage certain groups of student students.

"For some of the programmes used within my course you can be affected by how good your computer is as it can be harder to run programmes on older machines." ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"My course is very inaccessible for those who do not have access to computers with high-processing power because it is GIS and coding based, and we have to do hours of work in the labs which can be inaccessible if lectures are occurring." ~ Year 3, Faculty of Environment, Science and Economy

"more prewarning of the software that will be used prior to the start of the course, and what laptops will run it so you can plan ahead and be sure you buy the correct computer" ~ Masters, Faculty of Health and Life Sciences

## 2. How do students currently interact with the IT services provided?

Are there any specific buildings, lecture theatres, study rooms, etc, on campus where you struggle with the Wi-Fi?

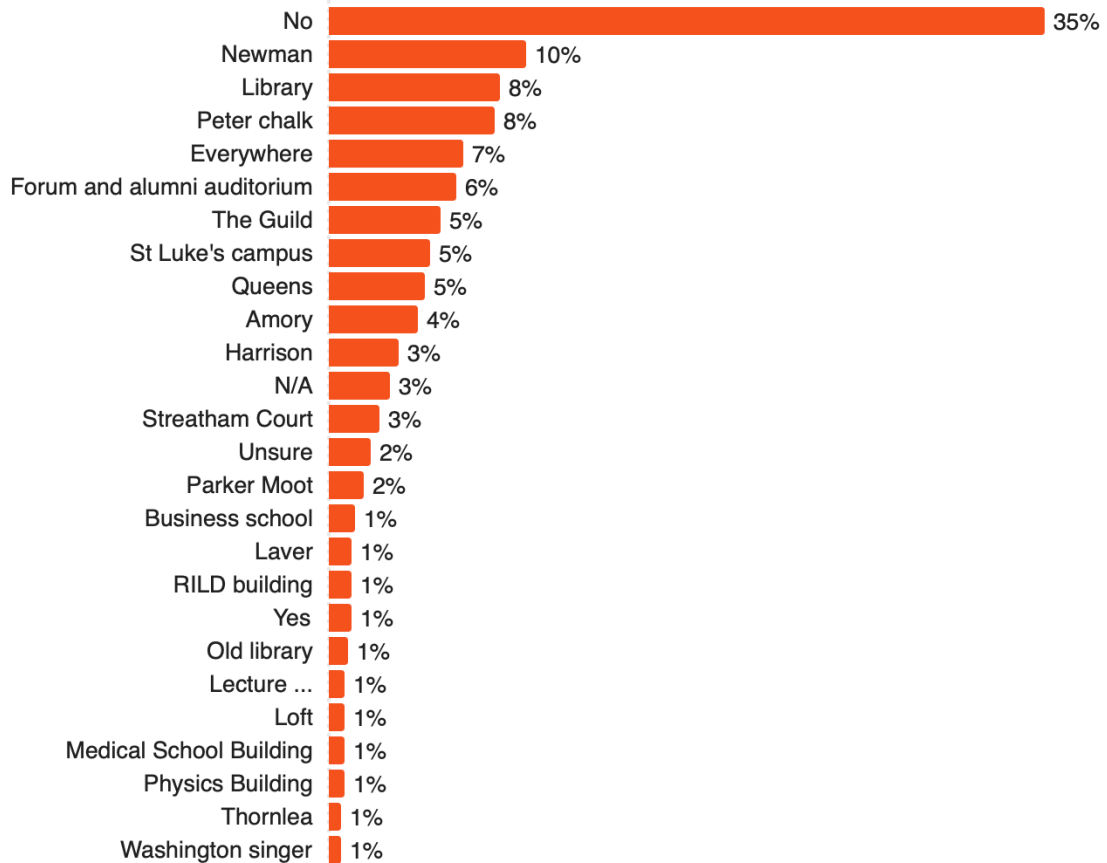


Figure 9 – Question 4: Are there any specific buildings, lecture theatres, study rooms, etc, on campus where you struggle with the Wi-Fi?

To gain a better understanding of how students interact with IT services on campus, we asked them whether there are specific locations where they experience difficulties with the Wi-Fi (Fig. 9).

Around 35% of students reported no issues, suggesting that for a significant proportion, connectivity is generally reliable (Fig. 9). However, the remaining responses highlight clear problem areas across campus (Fig. 9).

The most frequently reported location was the Newman building, identified by 10% of students (Fig. 9). Additionally, 8% of students highlighted the libraries on both the Streatham and St Luke's campus as areas where Wi-Fi is unreliable (Fig. 9). This is particularly concerning as libraries are central study spaces where strong and consistent internet connection is essential for academic work.

A further 8% of students reported issues in the Peter Chalk building, while 6% identified the Forum as a problematic area (Fig. 9). An additional 5% also reported

difficulties in the Guild, highlighting those central areas on campus experience frequent connectivity issues.

5% of students noted Wi-Fi problems across St Luke's campus, including areas such as the medical school building and Cross keys (Fig. 9).

Notably, 7% of students stated that the Wi-Fi is inconsistent everywhere, suggesting that for some the issue is not location-specific (Fig. 9).

These findings are significant, as many of the identified problem areas, particularly the libraries and central campus buildings are frequently visited academic spaces located close to one another. This suggests that connectivity problems may stem from network congestion during peak usage times rather than isolated technical faults.

"I haven't experienced any Wi-Fi issues on campus." ~ Other, Faculty of Environment, Science and Economy

"Bottom floor of forum library, peter chalk/newman" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"Old library, Physics building" ~ Year 2, Faculty of Environment, Science and Economy

"Basically everywhere. The hallways are worse. Harrison building is awful too. Sometimes the wifi works but calling from a phone NEVER dials." ~ Year 3, Faculty of Environment, Science and Economy

"Forum, queens and st luke library especially" ~ Year 2, Faculty of Health and Life Sciences

"I think on most of campus it can be difficult to get good Wi-Fi during peak hours, specially Forum." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

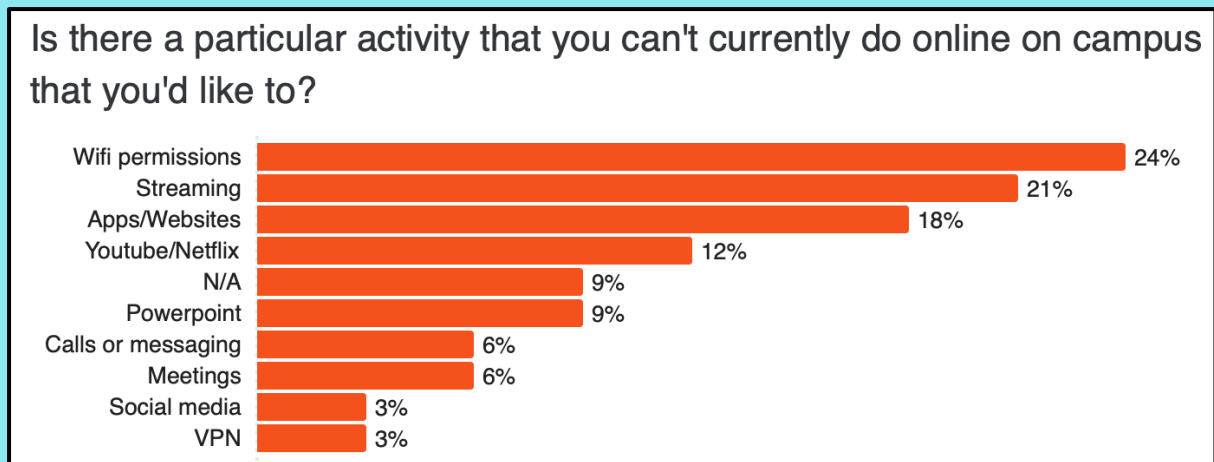


Figure 10 – Question 5: Is there a particular activity that you can't currently do online on campus that you'd like to?

Students were also asked whether there are any activities that they are currently unable to do online on campus but would like to (Fig. 10). The responses highlighting a range of unmet needs linked to network restrictions and functionality.

The most common response, cited by 24% of students, was that certain activities require Wi-Fi permissions that are currently not granted (Fig. 10). While such restrictions are often necessary, they also raise questions about whether the balance between safety and accessibility is appropriately calibrated to student needs.

"Can't open webpages e.g. Menti on my phone on university wifi (says insecure network)" ~ Masters, Faculty of Health and Life Sciences

"The wifi is intermittent, which can sometimes interrupt virtual meetings" ~ Other, Faculty of Environment, Science and Economy

"Mostly it's when I have to download the PowerPoint presentations or some sort of a big file, it's difficult downloading them with the WiFi, so I prefer doing it from my accomodation and coming to the campus" ~ Masters, Faculty of

21% of students identified streaming as an activity that they would like to access (Fig. 10). Similarly, 12% specifically mentioned platforms such as YouTube and Netflix (Fig. 10). While streaming may be viewed as non-academic, it can still play a role in student life, particularly in terms of well-being. Additionally, students who spend all day on campus due to living further away from Exeter might benefit from accessing these platforms during their break times.

18% of students reported being unable to access certain websites or applications, including banking apps (Fig. 10). This is a more significant concern as it relates to

essential everyday tasks rather than optional activities. It may also indicate overly restrictive network settings or compatibility issues.

"Streaming (film studies student)" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"Streaming my lecture recordings" ~ Year 1, Faculty of Environment, Science and Economy

"Watch lectures virtually live rather than having to wait for the recording if I am unable to physically attend a lecture. Watch Netflix without it buffering constantly." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"Youtube for tutorials is slow on campus wifi" ~ Other, Faculty of Environment, Science and Economy

"Online banking" ~ Year 3, Faculty of Environment, Science and Economy

"There was a time I applied to a job in an external company but I couldn't access a link they sent in regards to my application while I was on campus. I was able to when I got home. I feel that should change because it could have been urgent" ~ Masters, Faculty of Humanities, Arts and Social Sciences

A smaller proportion of students also highlighted issues with communication tools, with 6% identifying problems with calling or messaging, which points to limitations in the networks ability to support basic connectivity needs (Fig. 10).

"Whatsapp calls and videocalls" ~ Masters, Faculty of Humanities, Arts and Social Sciences

"Messaging" ~ Year 1, Faculty of Humanities, Arts and Social Sciences

"in the library i can't use social media on my phone" ~ Year 1, Faculty of Humanities, Arts and Social Sciences

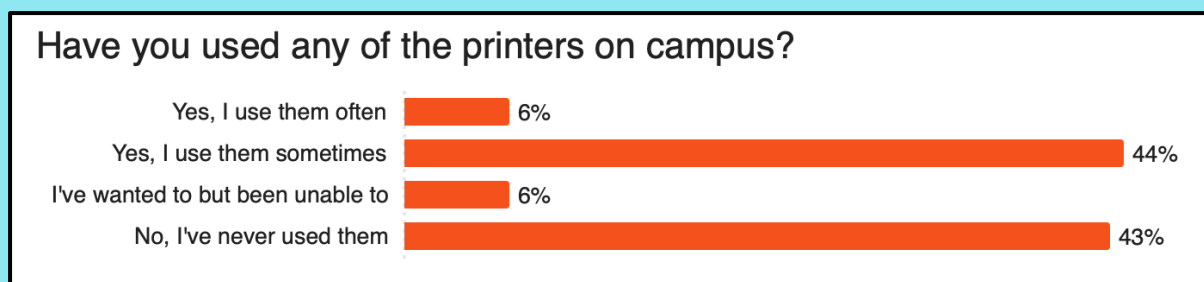


Figure 11 – Question 6: Have you used any of the printers on campus?

There was relatively even split between students who have sometimes used campus sprinters (44%) and those who have never used them (43%) (Fig. 11). In contrast, only a small proportion of students reported frequent use (6%), while a further 6% indicated that they have wanted to use the printers but have been unable to do so (Fig. 11). Overall, these findings suggest that printing is not a core or routine activity for many students, likely reflecting the shift towards more technology-based learning, however the high proportion of students who have never used the printing services raises questions about accessibility, awareness, or perceived relevance of the service.

The group of students who wanted to use printers but were unable to do so is particularly important as it may point towards practical barriers, including unclear instructions, lack of familiarity with the system, or technical difficulties (Fig. 11). While this represents a small percentage of students, it also highlights a gap between demand and usability, suggesting that issues may arise from how easy they are to access and use. Ultimately, these findings indicate that while printing is no longer essential for the majority, there remains a need to ensure that the services are accessible for those who require them. This may include improving guidance, visibility, and ease of use.

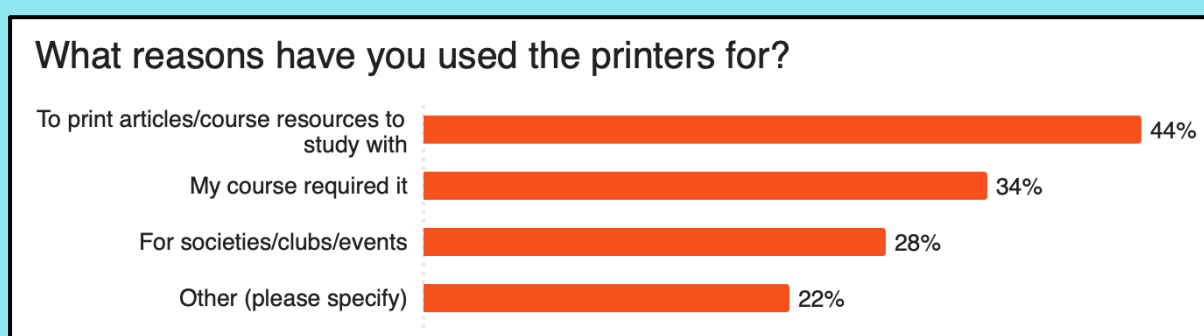


Figure 12 – Question 6a: What reasons have you used the printers for?

When students were asked about their reasons for using the campus printers, the most common response was printing articles or course materials to study with (44%) (Fig. 12). This suggests that despite the large shift towards digital learning many students still value physical copies for reading and revision, potentially due to benefits including easier annotation or improved focus (Fig. 12).

A further 34% of students reported that printing was required for their course (Fig. 12). This reinforces earlier findings and indicates that, in some cases, printing is not simply a preference but a course necessity (Fig. 12). It also raises important questions about the accessibility of the printing services, as issues with them can directly impact students for which physical printed copies are a requirement.

Additionally, 28% of students stated that they use printers for society or club-related purposes, indicating that printing serves not only for academic purposes but also supports wider student engagement and extracurricular activities (Fig. 12).

A further 22% selected “Other” reasons, which may reflect a range of less common uses (Fig. 12).

Altogether, these findings suggest that while printing may not be frequently used by all students, it remains an important service for a significant minority, with its role extending beyond academic requirements.

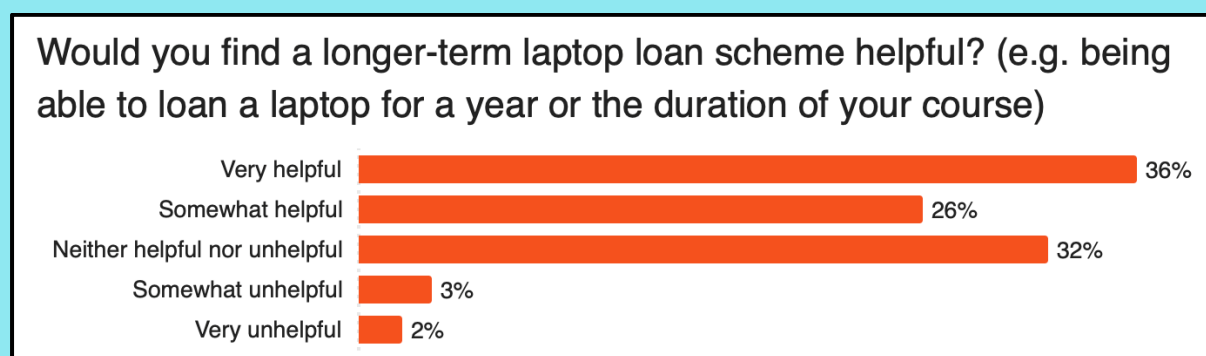


Figure 13 – Question 11: Would you find a longer-term laptop loan scheme helpful?

To assess whether a computer loan scheme would be beneficial, we asked students how helpful they would find this type of service. Overall, responses were varied but generally skewed towards a positive perception, with the majority (62%) of students indicating that they find the scheme somewhat to very helpful (Fig. 13). 36% specifically stated that they would find it very helpful, suggesting that there is a clear demand for additional support in accessing resources (Fig. 13).

This positive response may reflect a range of underlying needs, including financial constraints, limited access to personal equipment or materials, or a need for flexibility in terms of technology. A loan scheme could therefore play an important role in improving accessibility and reducing inequalities between students with differing levels of personal resources.

Notably, 32% of students reported a neutral view, stating that they would find the scheme neither helpful nor unhelpful, which may indicate uncertainty about what the scheme would involve or a perception that it is not directly relevant to their

needs (Fig. 13). It could also suggest that some students already have sufficient access to resources and therefore do not anticipate benefiting from this type of service.

Only a small minority (5%) indicated that they would find the scheme somewhat to very unhelpful, which may be due to concerns about potential misuse and fairness of the scheme (Fig. 13). However, the overall findings highlight that a loan scheme would be positively received by the majority of students, especially those with reduced access to digital resources.

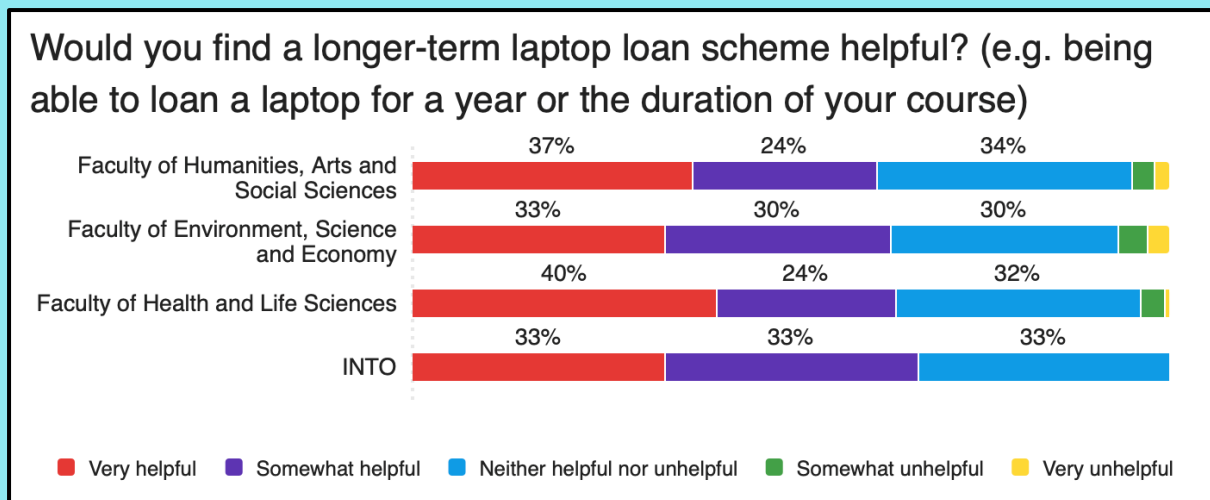


Figure 14 – Question 11: Would you find a longer-term laptop loan scheme helpful? (Breakout: Faculty)

To determine which faculties would benefit most from the scheme we analysed responses by faculty (Fig. 14). Overall, the findings were relatively consistent across faculties, with an even distribution of students rating the scheme as very helpful, somewhat helpful, or neither, with each category comprising of about 30% of students (Fig. 14). The HLS faculty reported the highest proportion of students who would find the scheme very helpful (40%), which was closely followed by the HASS faculty (37%) (Fig. 14).

The HLS faculty also had the most students reporting that they would find the scheme beneficial overall (64%). In contrast, the HASS faculty had the lowest combined positive response at 61%, followed closely by the ESE faculty at 63% (Fig. 14).

While these differences between faculties appear modest, the higher positive responses among HLS students may reflect a stronger perceived need of the scheme. Conversely, the relatively lower ratings among the HASS and ESE faculties suggest that the scheme may not meet their specific requirements as effectively or that the students in these faculties may already have access to alternative support mechanisms.

Overall, these results highlight the importance of tailoring the scheme to faculty-specific contexts to maximise its impact.

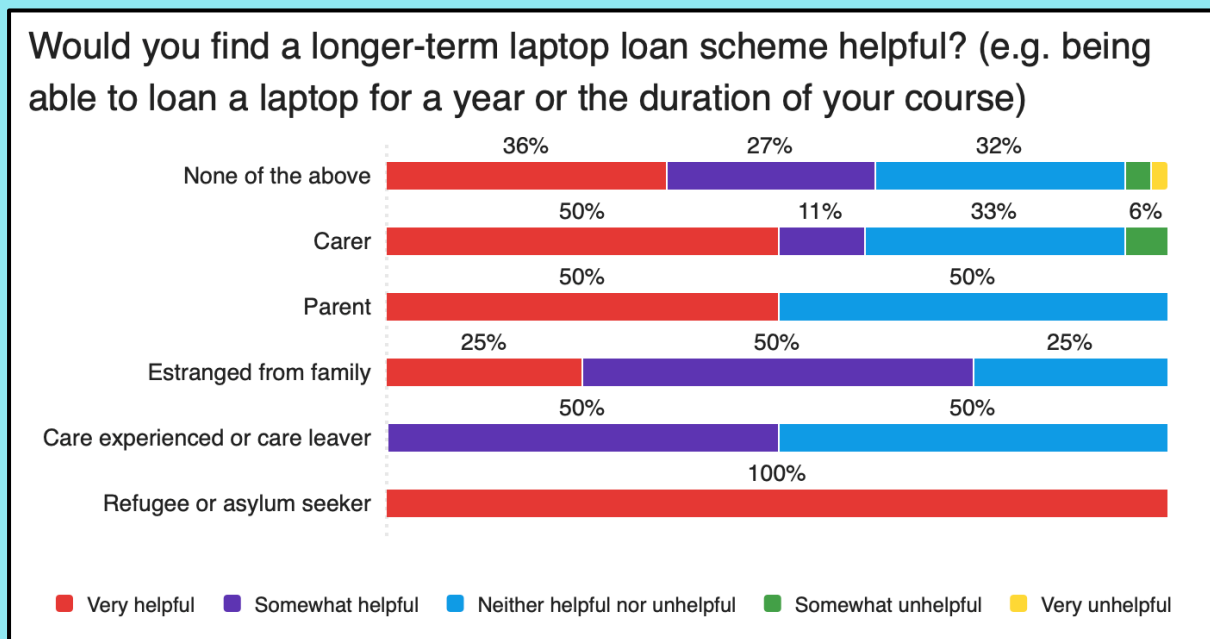


Figure 15 – Question 11: Would you find a longer-term laptop loan scheme helpful? (Breakout: Widening participation)

To assess which students in terms widening participation would benefit the most from the scheme, we examined responses from specific groups (Fig. 15). Students who are carers or parents reported the highest proportion finding this scheme very helpful (50%) (Fig. 15). Refugees and asylum seekers also reported that they would find the scheme very helpful (100%), however this likely reflects a small number of respondents in this category (Fig. 15).

Notably, students who are estranged from their families have the highest proportion (75%) rating the scheme as somewhat to very helpful, other than refugee and sign seekers (Fig. 15). Interestingly, despite the overall positive responses, carers and those who are experienced also reported the largest percentage of neutrality, at 50% each (Fig. 15).

Critically, this finding suggests that while the scheme is perceived as highly beneficial for certain widening participation groups, the impact is uneven. The mixed responses from carers and care experienced students indicate that the scheme may not fully address the specific challenges these groups face. Overall, these findings highlight the need for targeted support mechanisms within the scheme to ensure it effectively meets the diverse needs of widening participation students.

### 3. How are students accessing IT support?

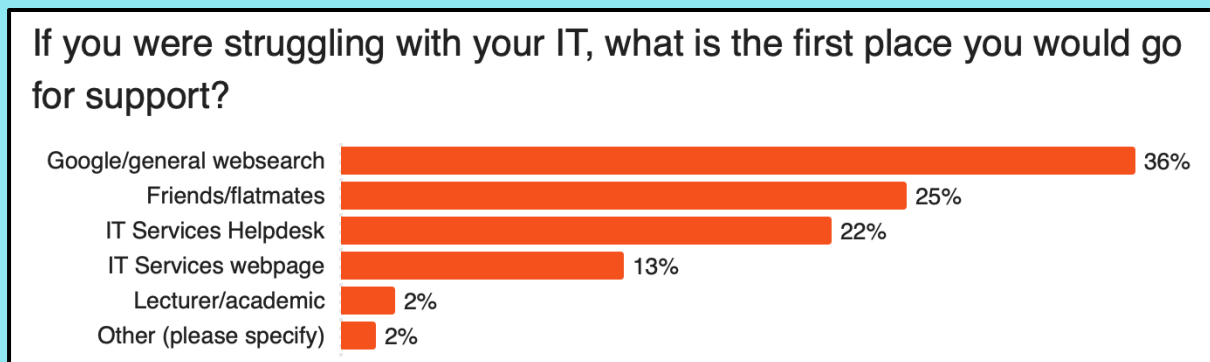


Figure 16 – Question 8: If you were struggling with your IT, what is the first place you would go for support?

36% of students reported that if they were struggling with IT, their first point of support would be Google or a general web engine, making it the most popular response (Fig. 16). This reliance on online resources suggests that students may prioritise immediate, convenient solutions over formal institutional support, potentially reflecting either the perceived accessibility of online information or a lack of confidence in internal IT services. Friends or flatmates were the second most common source of help, cited by 25% of students (Fig. 16).

This highlights the key role peer networks play in situations requiring problem solving or the potential reliance on informal advice. In contrast, formal IT support channels were less frequently consulted by students, with the IT services helpdesk cited by 22% of students and the IT services webpage (13%).

These findings suggest that while institutional support exists, it may not be sufficiently visible, approachable, or responsive to meet students' needs as their first choice. The preference for Google and peers over official channels could indicate gaps in awareness, trust, or accessibility of formal support. Overall, this highlights an opportunity for IT services to improve communication, streamline guidance, and integrate user-friendly support platforms.

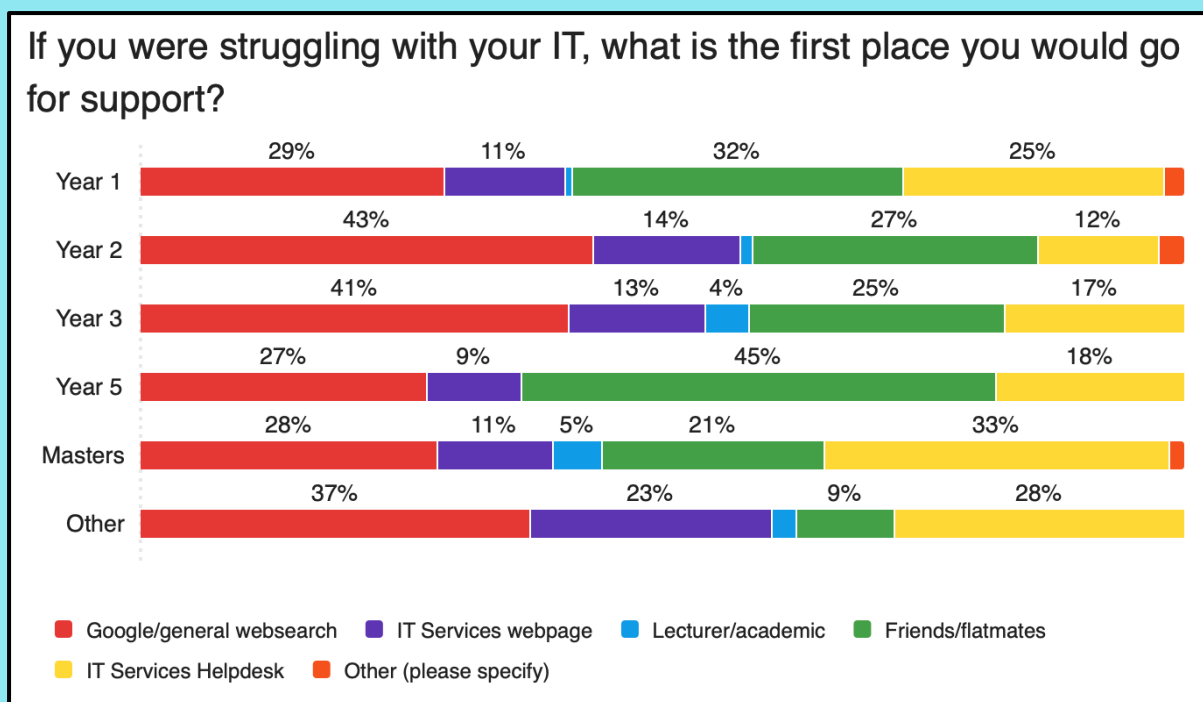


Figure 17 – Question 8: If you were struggling with your IT, what is the first place you would go for support? (Breakout: Year of Study)

When examining students' year of study in relation to IT support usage, a varied pattern of responses emerges (Fig. 17). Year two and Year three students relied the most on Google or general web searches, with around 40% reporting this as their first source of help (Fig. 17). In contrast, Year five and Masters students were the least likely to use Google (27% and 28%), suggesting that more advanced students may feel more confident navigating IT issues independently, have a greater peer support network, or greater familiarity with formal support channels (Fig. 17).

Year one and Year five students reported the highest levels of turning to friends or flatmates for help with 32% of Year one students and 45% of Year five students using peer networks (Fig. 17).

Overall, the IT services webpage was minimally used across all years, indicating that these services may not meet students' needs effectively (Fig. 17). In contrast, the IT services helpdesk was generally more frequently used, particularly by Masters (33%) and Year one students (25%), which may reflect either the complexity of issues encountered by these groups or a willingness to engage with formal support at these stages of study (Fig. 17).

Altogether, these patterns suggest that students preferred IT support methods evolve with experience and academic level.

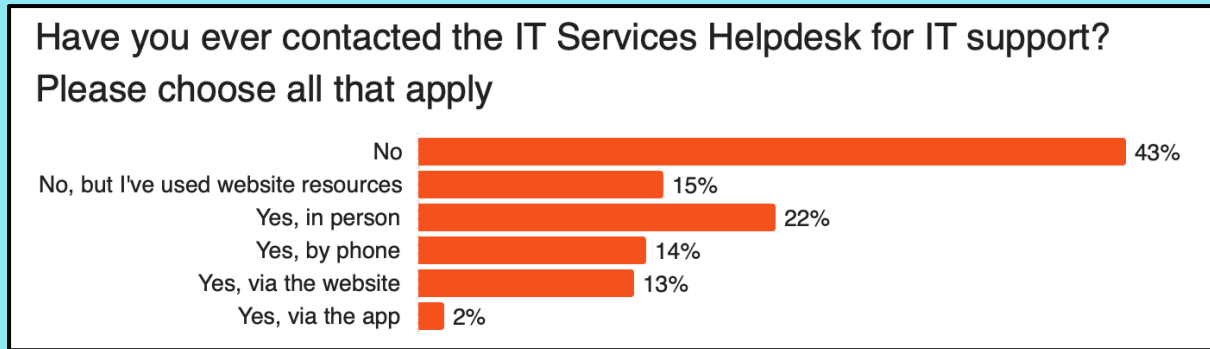


Figure 18 – Question 9: Have you ever contacted the IT services helpdesk for IT support?

Overall, the largest proportion of students (43%) reported that they had never contacted the IT service helpdesk for support (Fig. 18). This suggests a significant proportion of students rely on alternative sources of assistance or reflects a possible lack of engagement due to unawareness or a lack of confidence. Among those who had used the IT helpdesk, in-person support was the most common method (22%), indicating that students may prefer direct, face-to-face interaction when dealing with technical issues, potentially due to the perceived effectiveness or immediacy of this approach (Fig. 18).

In contrast, online and remote support channels were used less frequently, with 14% of students reporting contacting the helpdesk by phone, 30% via the website, and only 2% through the app, making it the least utilised option (Fig. 18). Additionally, 15% of students reported using website resources independently instead of directly contacting IT services (Fig. 18).

Together, these findings highlight a clear imbalance in how IT support services are accessed. The low engagement with digital channels, especially the app, may indicate issues with usability, awareness, or perceived effectiveness. At the same time, the high proportion of students who have never contacted the helpdesk raises questions about whether students feel adequately supported by existing services, however it may also reflect a lack of need.

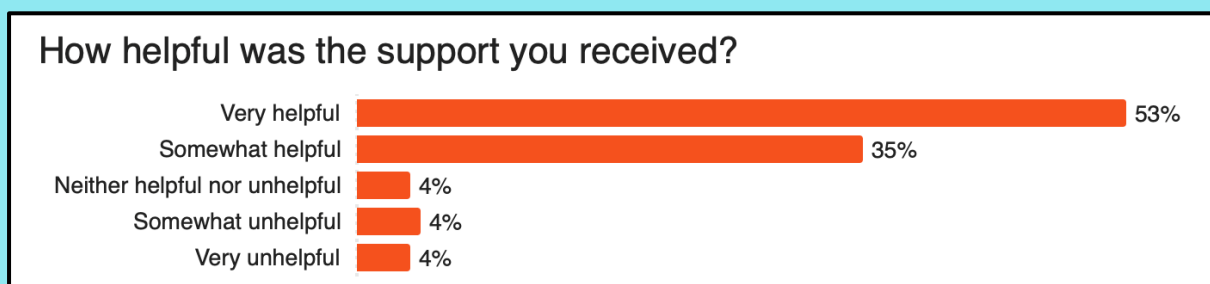


Figure 19 – Question 9a: How helpful was the support you received?

Students that have received help from IT services were asked about how helpful the support they received was. Most students felt that it was helpful, with 35% saying that it was somewhat helpful and 53% saying that it was very helpful. Only

12% in total felt that it wasn't helpful, with 4% for each feeling that it was neither helpful nor unhelpful, somewhat unhelpful and very unhelpful. 88% of students were satisfied with the support they received from IT services. (Fig. 19)

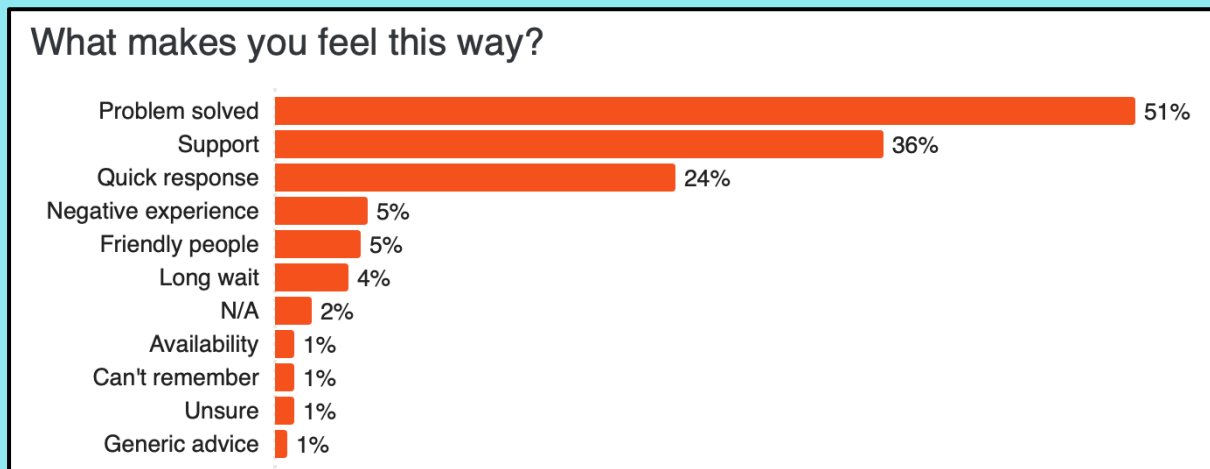


Figure 20 – Question 9b: What makes you feel this way?

We then asked these students what makes them feel this way about the support they received. 51% of these students felt it was due to the problems being solved most of the time, with a further 36% feeling that they received good and helpful support which enabled the problem to be fixed. 5% of students elaborated that they felt supported because the technicians were friendly and helpful when giving advice, and 24% felt that they provided this help quickly, with 1% commenting on the good availability of help and online information. (Fig. 20)

"They responded promptly and helped me resolved my issue on the spot." ~ Masters, Faculty of Health and Life Sciences

"It was all sorted out very fast, and the person i spoke to was helpful and didnt make me feel silly for not understanding things!" ~ Year 4 Faculty of Health and Life Sciences

"They helped my IT Printing query straight away and I had no issues printing following their instructions. Very friendly to help me too." ~ Year 4, Faculty of Humanities, Arts and Social Sciences

"Have contacted them twice I believe about separate issues. I think it was actually the same person both times- he was incredibly friendly and helpful." ~ Other, Faculty of Humanities, Arts and Social Sciences

"Friendly staff who were willing to help. Took my laptop and sorted it out and talked me through the problem and how they solved so I was kept in the loop" ~ Year 4, Faculty of Environment, Science and Economy

"Loads of information readily available online, but they were also super helpful with specific concerns." ~ Other, Faculty of Environment, Science and Economy

However, 5% of students discussed having a negative experience, particularly when communicating online since students receive slower or no responses and it is harder to effectively show that problems that they are having. Other students discussed not receiving a solution to the problem or feeling that the staff were not helpful or friendly. 4% of students also mentioned that long wait that they have experienced when trying to get support and sometimes simply receiving generic advice that feels unhelpful (1%). Generally, students seem satisfied with the support from IT, but there are some conflicting experiences from students where some students do not seem to have received the same standard of support. (Fig. 20)

"I kept on replying to the email but the reply on their end was an automatic email after ending the call." ~ Masters, Faculty of Environment, Science and Economy

"I felt like I was made to feel stupid." ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"Response times are long, and the responses themselves are vague and unhelpful." ~ Masters, Faculty of Humanities, Arts and Social Sciences

"I was very happy that my big issue was resolved but it took a very long time to get to the point where it was resolved." ~ Masters, Faculty of Health and Life Sciences

"I understand IT are extremely busy and understaffed, but there was a long wait time to getting a response, and sometimes the response would just result in an endless loop of 'fill out this', 'update the query', 'we can't help actually', 'resubmit the problem'. " ~ Other, Faculty of Health and Life Sciences

"It's very hard to communicate the specific IT issue you are facing through written communication rather than showing what is wrong. However, as I am on St Luke's with main campus a 40 min walk away this is my only option for support. I've found that when I use the Online IT help desk their help is entirely irrelevant but I don't believe it to be their fault, rather it is because they aren't able to fully understand the problem" ~ Year 1, Faculty of Health and Life Sciences

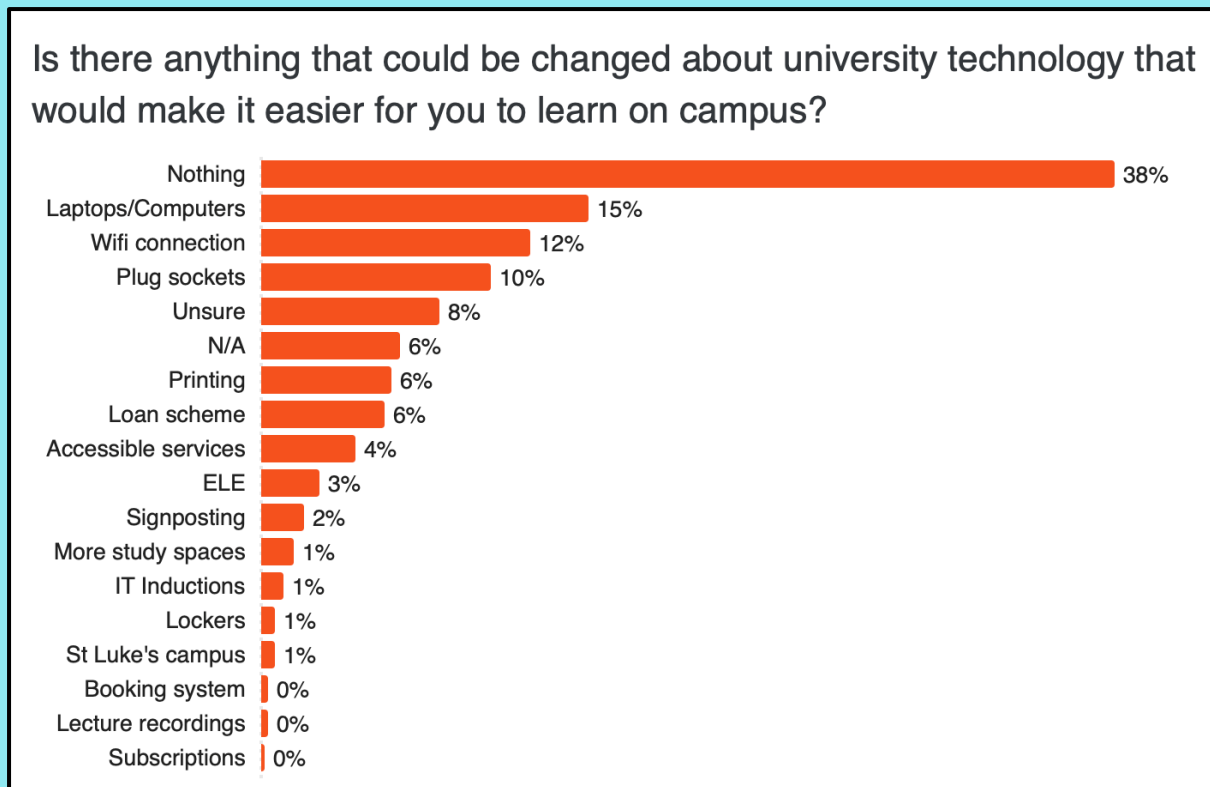


Figure 21 – Question 12: Is there anything that could be changed about university technology that would make it easier for you to learn on campus?

Students in the survey were then asked what they feel good be changed about university technology in order to make it easier for them to learn on campus. 15% of students discussed needing more laptops/computer spaces, in particular computer labs and desktops in library with a further 1% mentioning more study spaces specifically especially at St Luke's campus (1%). They also request more plug sockets in the available study spaces (10%) and a better booking system for these spaces that shows how busy they are (1%). Students also discuss options for students that do not have access to laptops as well, with a further 6% discussing the idea of a loan scheme that not only includes laptops but also iPads, chargers and adapters. 1% also mentioned having lockers not just for borrowing laptops, but for charging them and for students to leave their stuff when they do not need it during the day. (Fig. 21).

"Computers available in st. lukes library" ~ Masters, Faculty of Health and Life Sciences

"More computer labs like in innovation because if I get kicked out for a class/exam there's nowhere else to go with computers like that" ~ Year 2, Faculty of Environment, Science and Economy

"I think we just need more study spaces - it's so hard to find a seat in the library" ~ Year 3, Faculty of Health and Life Sciences

"Perhaps having a site that shows you how busy/ not busy the study spaces are" ~ Year 2, Faculty of Environment, Science and Economy

"The laptop loan scheme sounds super useful, but also maybe a revamping of outlets. Many outlets I try in the Amory building/the library actually don't work and a double checking of the utility of these outlets would be fantastic." ~ Masters, Faculty of Humanities, Arts and Social Sciences

"ipad library / loan system instead of laptops. (most people have a laptop but ipads are less commonly owned but useful for specific projects). Introductory freshers sessions teaching you about everything that is available and how to use it" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"The possibility of loaning a laptop or even a charger if yours is lost/not working could have a significant impact on learning in campus" ~ Year 4, Faculty of Humanities, Arts and Social Sciences

"I would love more lockers on campus where i could leave my stuff so i don't have to carry it around all day" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

12% of students requested better and more reliable Wi-Fi as this is not available everywhere on campus, as previously seen (Fig. 9). 4% of students discuss wanting more accessible services, once again mentioning the availability of services, study spaces and Wi-Fi, as well as improvements to ELE (3%) ensuring that all the relevant information is uploaded and easily available. Lecture recordings were mentioned specifically as needing to be uploaded correctly, as well as ways to virtually gone lectures live (<1%). (Fig. 21).

"Better wifi connection in some of the buildings and more plugs to charge devices" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"I think making it more accessible, I think the amount of technological resources at university are not enough for the amount of students and it is difficult to be able to access them (specially during deadline season)." ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"ELE is sometimes confusing. If there is a basic structure for the module's contents, that would be great. Like in the 'General' section, all course-related information, in the 'Learning' section, all the actual study materials, videos, notes, anything related to actual learning, in the 'Assessment' section, all the course assessments and all. It will be easier to find things." ~ Masters, Faculty of Environment, Science and Economy

"to this day lecture recordings are the bane of my existence please can they be uploaded correctly and same with powerpoints and also is there a way to just have the audio from lecture recordings so i can listen while commuting without draining all my data on a video" ~ Year 3, Faculty of Humanities, Arts and Social Sciences

"Mandating that academics need to provide resources at least 24 hours before a timetabled session (except in extenuating circumstances), providing us time to prepare for the sessions in advanced! Many of us find it easier to prepare for lectures before so we aren't under pressure to make notes whilst trying to listen to a lecturer talk." ~ Year 2, Faculty of Health and Life Sciences

"An option to virtually attend lectures live, rather than having to wait for the lecture recording" ~ Year 2, Faculty of Humanities, Arts and Social Sciences

Some students feel that there needs to be better explanations as to how to use technology on campus, the printers in particular (6%), using signposting to help students access information and support (2%) as well as general IT inductions available online that help students to navigate IT services as well as tools such as Microsoft packages (1%) and make these more accessible by helping with subscriptions (<1%). However, 38% of students felt that nothing needed to be changed since they are already satisfied by the university technology that is currently provided. (Fig. 21).

"Better wifi, ways to print things out, desktops in the St Lukes library not just in giraffe house. Also coloured printing in St Lukes - its been annoying for others to print" ~ Year 2, Faculty of Health and Life Sciences

"Easier print service and better information on how to use it" ~ Masters, Faculty of Humanities, Arts and Social Sciences

"Teach more about how to access to the resources and students could use to help with the courses" ~ Masters, Faculty of Environment, Science and Economy

"Better inductions around using the IT. Improvement of UI and accessibility with websites." ~ Year 4, Faculty of Health and Life Sciences

"More general guides on software, e.g. Excel" ~ Year 2, Faculty of Humanities, Arts and Social Sciences

"Maybe offer Canva pro to students" ~ Year 1, Faculty of Health and Life Sciences

"Nothing in particular. Everything works well for me." ~ Other, Faculty of Environment, Science and Economy

## Conclusion

### 1. Key demographics

The majority of students prioritise quiet, low distraction spaces, with the library emerging as the most popular location (41%), followed by silent or quite study areas (19%) (Fig. 1). This indicates a strong overall demand for spaces that facilitate concentration, however some students prefer environments with background noise or some social interaction (10%), highlighting the diversity of study habits of students at the University of Exeter (Fig. 2).

Beyond noise levels, students value social and environmental cues that influence productivity. Around 18% of students highlighted the motivational effect of being surrounded by other students working, while considerations such as proximity to food and drink (8%), access to plug sockets (6%), and spaciousness or ventilation (5%) also influenced preferences, suggesting that effective study environments encompass a variety of different things and target different senses (Fig. 2).

While focused study spaces are preferred, 14% of students favoured open or drop-in spaces, reflecting a flexibility in study habits (Fig. 1). This was also highlighted by the 7% of students who choose to study at home for privacy or convenience reasons (Fig. 2). Despite the majority of students preferring quiet study spaces, there is a large underutilisation of bookable study spaces at the university (Fig. 3), primarily among First-year (66%) and HASS students (49%) (Fig. 4, 5). Low usage mostly reflected barriers, such as lack of awareness (6%), booking system complexity (27%), and perceived irrelevance (38%) (Fig. 6).

Overall, 54% of students reported no issues with the university's technology, however challenges remain in area such as printing (11%), Wi-Fi (9%), and the ELE platform (7%) (Fig. 8). Additionally, access to computers, mentioned by 6% of students, highlights potential inequalities in technology-based resources, which could impact the learning outcomes of certain students (Fig. 8).

### 2. How do students currently interact with the IT services provided?

35% of students reported no issues with the Wi-Fi, however the Newman building (10%), libraries (8%), Peter Chalk (8%), and the Forum (6%) were frequently cited as problematic (Fig. 9). These findings also suggest that network congestion during peak usage may be a more significant factor than isolated technical faults as most of these areas are centrally located on campus.

While many students rarely use the campus printing services, a significant minority relies on them for academic, extracurricular, and personal purposes (Fig. 11, 12). Key uses include printing course materials (44%), course-required

documents (34%), and society materials (28%) (Fig. 12). Notably, some students have faced barriers when attempting to use the printers (6%), indicating potential issues with accessibility, instructions, or usability (Fig. 11).

The majority of students (62%) expressed that they would find a computer loan scheme somewhat to very helpful, highlighting a clear demand for improved access to digital resources (Fig. 13). This is particularly relevant for students with financial constraints, limited personal equipment, or a need for flexible access. Perceived benefit was also generally consistent across faculties, with HLS students reporting the highest perceived benefit (64%) (Fig. 14). Additionally, widening participation groups, such as carers, estranged students, and refugees/asylum seekers reported the greatest perceived benefit for the loan scheme (Fig. 15).

### 3. How are students accessing IT support?

Students primarily turn to Google or other web search engines (36%) or peers (25%) for IT support rather than formal university IT channels, suggesting a preference for informal, convenient solutions when addressing IT challenges (Figure. 16). When contacting formal IT channels, students mostly preferred in-person help (22%) (Fig. 16). The IT services webpage was less frequently consulted (13%), indicating potential gaps in visibility or perceived effectiveness (Figure. 16). In terms of engagement with the IT helpdesk specifically, 43% of students reported never having engaged with it and instead rely on the previously mentioned alternatives (Fig. 18).

Patterns in IT support usage differed across student levels, with Year two (43%) and Year three students (41%) relying the most on web searches, while more advanced students depend less on this source (Fig. 17). Peer support was identified as particularly important among Year one (32%) and Year 5 (45%) students (Fig. 17). On the other hand, the IT helpdesk was more utilised by Masters (33%) and Year 1 students (25%), likely reflecting both complexity of issues, less familiarity with the IT system, or a larger willingness to engage with formal support (Fig. 17).

Of the students who have used IT services at the university, 88% find the support somewhat to very helpful (Fig. 19). Key drivers of satisfaction include problem resolution (51%), quality of support (36%), speed of responses (24%), and staff friendliness (5%) (Fig. 20). Despite this, a minority of students reported negative experiences (5%), particularly with online support channels, long waiting times, or unhelpful advice, suggesting some inconsistency in the service quality (Fig. 20).

## Recommendations

### Study spaces

- Expand the number and size of quiet study spaces, particularly in libraries in central academic buildings (use clear signage to define quiet zones)
- Introduce quiet wellbeing/study zones with plants, natural light/dim lighting, and large open areas to reduce stress and improve concentration
- Develop more drop in study zones with open plan areas and rearrangeable furniture for solo and group work
- Install additional whiteboards, projector connections, plug sockets, and step-by-step instruction manuals with QR codes linking to video tutorials
- Create social studies zones with moderate background noise for students thrive in social environment, mimicking cafe-like features (e.g.: background music)
- Host periodic “study with peers” events in collaboration with subject societies

### Booking system

- Use targeted emails and social media posts to highlight study spaces available
- Streamline the online booking system process with step-by-step guides and instructional videos
- Re-evaluate the check-in process for bookable study spaces to improve problems (e.g.: make room available if the person does not check in within 15 minutes of the starting time)

### Network access

- Expand Wi-Fi access in high-traffic areas like libraries, Newman building, Peter Chalk, the Forum, and the Guild
- Monitor real-time network usage and implement changes accordingly
- Ensure essential apps (banking, academic platforms, and well-being streaming services) are accessible
- Provide information on the network policies and best practice for Wi-Fi use

### Equipment access

- Expand desktop spaces, especially in libraries and on St Luke’s campus
- Introduce a laptop and charger loan scheme, linked to student ID cards for tracking
- Install charging lockers for personal and borrowed devices, with reservation linked to the MyExeter app

### **Software enhancements**

- Provide all new students with online tutorials covering the campus software, Microsoft Office, ELE, printers, and other essential tools
- Combine study space bookings, IT support requests, and device loan schemes in the MyExeter app, with real time alerts for busy areas and device availability

### **IT support**

- Advertise IT helpdesk locations, opening hours, and services via email and social media
- Enhance the IT support website with live chat options to reduce reliance on in-person visits

## **External Resources**

If you are a current University of Exeter student, please find some resources below to help you:

- [IT Services](#), University of Exeter

## Demographics

Our panel of 1000 students is demographically representative of the University of Exeter's student population but, due to varying response rate on a month-to-month basis, the demographics of this data change survey-to-survey.

The demographics of this report's respondents are illustrated below.

\*PNS = Prefer not to Say

Category	Panel Total	Response Total	Category	Panel Total	Response Total
Faculty			Gender		
ESE	363	242 (67%)	Female	721	501 (69%)
HAS	379	261 (69%)	Male	236	134 (57%)
HLS	248	158 (64%)	Non-Binary/ Genderfluid	31	21 (68%)
INTO	10	4 (40%)	PNS*	12	9 (75%)
Campus			Identification with Gender Assigned at Birth		
Streatham	831	554 (67%)	Yes	946	627 (66%)
St Luke's	142	96 (68%)	Sometimes	22	14 (64%)
Distance	27	15 (56%)	No	23	17 (74%)
Domicile			PNS*	9	7 (78%)
UK	739	527 (71%)	Ethnicity		
International (EU)	47	24 (51%)	White	625	424 (68%)
International (Rest of World)	214	114 (53%)	Latin	13	11 (85%)
Mode of Study			Black	36	18 (50%)
Full-Time	951	633 (67%)	Asian	240	121 (50%)
Part-Time	49	32 (65%)	Arab	12	8 (67%)
Study Level			Mixed	51	33 (65%)
			Other	11	5 (45%)

1 <sup>st</sup> Year	250	152 (61%)	PNS*	12	7 (58%)
2 <sup>nd</sup> Year	228	166 (73%)	Sexual Orientation		
3 <sup>rd</sup> Year	172	126 (73%)	Gay	18	10 (56%)
4 <sup>th</sup> Year	54	38 (70%)	Lesbian	24	22 (92%)
5 <sup>th</sup> Year	13	11 (85%)	Bisexual	142	106 (75%)
Masters	220	129 (59%)	Pansexual	18	13 (72%)
Other	63	43 (68%)	Asexual	19	16 (84%)
			Queer	30	19 (63%)
Age Bracket			Heterosexual	636	394 (63%)
Under 20	553	384 (69%)	Other	2	2 (100%)
21-30	396	246 (62%)	Unsure	23	14 (61%)
31-40	35	24 (69%)	PNS*	88	57 (65%)
41-50	15	11 (73%)	Disability Status		
51+	1	0 (0%)	No known disability	647	473 (71%)
Widening Participation			Learning disability	110	34 (31%)
Parent	17	10 (59%)	13 (29%)	45	29 (64%)
Carer	21	18 (86%)	91 (48%)	190	124 (65%)
Care experienced or care leaver	4	3 (75%)	19 (83%)	23	18 (78%)
Estranged from family	12	8 (67%)	35 (63%)	56	39 (70%)
Refugee or asylum seeker	1	1 (100%)			
None of the above	945	625 (66%)			