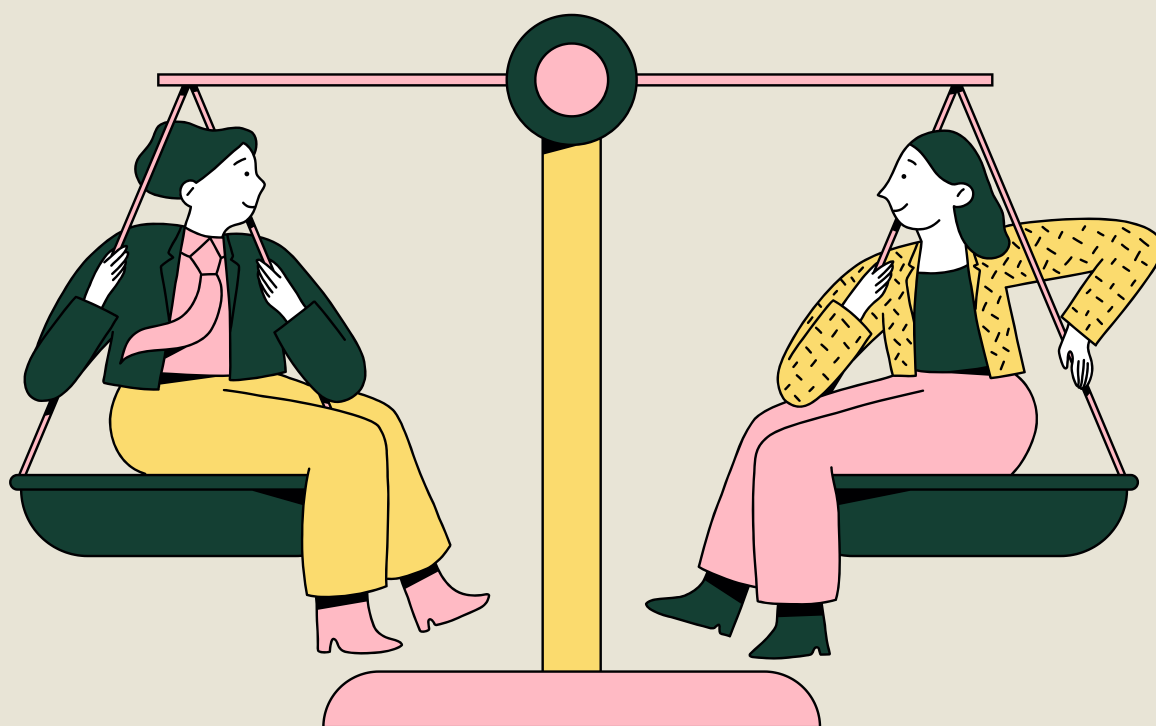


Students Who Work: Understanding the Relationship Between Studies and Work at Kingston University

September 2026





Contents

1	Foreword
2	Executive Summary
3	Context
4	Methodology
5	Findings
6	Recommendations
7	Reference List
8	Authors

Foreword

Working alongside studies has become a financial necessity for many university students, including here at Kingston. This is consistent with the findings from our 2024 research on the impact of cost of living on Kingston students, which showed that 76% of students were concerned about managing financially. The trend indicates that students have been and will continue to work, and our job is not to change this reality, but to support them as best as we can.

To give them the best support, we first need a thorough understanding of their experiences and challenges in balancing work and studies - which is why we conducted this research project.

Through a survey and two focus groups, the Research Team at KSU listened to student experiences, which then informed a set of recommendations for both us and Kingston University to deliver better support for our students.

As is always the case, these recommendations are not the end of our work, but rather a spotlight on the areas we should focus on to deliver the best support possible for students who work alongside their studies - together with our ongoing work to enact the recommendations from the previous research projects on cost of living and Black student experience.

Together with the team at KSU, and collaborating with the University, I am ready to continue the work in advocating for and supporting Kingston students.

Muhammad Hamza Haroon
KSU President

Executive Summary

Key Figures

732

Students completed the survey

70%

Were working
alongside studies

65%

Were working to
pay the bills

23%

Worked more than
20 hours/week

61%

Reported having
less time to study
due to work

36%

Felt that work
negatively affected
their studies

57%

Reported
increased stress
due to work

Students who regularly worked 20 hours per week or more were more likely to report negative impacts on their academic performance and their mental and physical health.

Executive Summary

Recommendations

Expand financial support for students

Increase flexible on-campus employment opportunities

Improve flexibility in teaching and learning

Strengthen wellbeing and mental health support

Encourage greater understanding from academic staff

Continue developing employability support

Context

Kingston Students' Union's (KSU) Strategy 2024-2027 sets out our priority to gather accurate and meaningful student insight so we can fulfil and advocate for their needs. Alongside our regular research on student experience, we have been conducting a year-long research project that focuses on an important contemporary topic.

The number of students engaged in paid work has steadily increased in recent years. Higher Education Policy Institute (HEPI)/Advance HE Student Academic Experience Survey (SAES) in 2025 revealed that 68% of students undertake paid work during term time, an increase from 56% in 2024.¹ Further, 77% of international students work during term-time, compared with 65% of Home students.² At Kingston, the picture reflects the national situation. KSU's 2023 research project on the impacts of the rising cost of living on Kingston students showed that more than half of students (54.7%) did paid work alongside their studies, and it is reasonable to assume this has increased in similar ways to national figures.

Students who work face many unique challenges; balancing competing academic and work responsibilities as well as family and social lives.³ As such, they may also have unique needs for support to thrive and succeed at university. For these reasons, we find it crucial to carry out a research project this year to explore and understand the experiences of Kingston students who engage with paid work during their studies, and ultimately to develop recommendations to better support them and improve their time here at Kingston and beyond.

[1] Jonathan Neves et al., 'HEPI Student Academic Experience Survey 2025,' Advance HE and Higher Education Policy Institute (2025), p. 31, https://www.hepi.ac.uk/wp-content/uploads/2025/06/SAES-2025_FINAL_WEB.pdf.

[2] HEPI Student Academic Experience Survey 2025, p. 43.

[3] Lindsey Mills, 'Understanding the Experiences of College Students Who Work Full-Time: Juggling Competing Responsibilities and Defining Academic Success,' *The Journal of Continuing Higher Education*, Vol.68/No. 3 (2020), p: 181.

1. The necessity of working alongside studies

• Student finance

For Home students to do an undergraduate course at university, there are two forms of student finance support available: (i) a tuition fee loan to help pay the course tuition fees, and (ii) a maintenance loan to help pay for living costs whilst at university.

The maximum maintenance loan available in 2026/27 varies based on circumstances (the below applies for students who are studying full-time and whose household income is £25,000 or less):⁴

- Studying outside of London, living away from home: £10,830. If entitled to benefits: £12,345
- Studying in London, living away from home: £14,135. If entitled to benefits: £15,415

These maximum maintenance loans have not changed much since 2016/17, when all forms of maintenance grants were abolished. Moreover, the household income level at which a student qualifies for the maximum level of support (£25,000) has remained unchanged since 2008.⁵ This is an often-overlooked consideration, as inflation and salaries have gradually increased over the previous 18 years. £25,000 is worth a lot less now than in 2008. If the salary thresholds had moved at the same pace as inflation, students with parental income of £36,500 would be eligible for the maximum loan.⁶ However, because the thresholds have not been uprated, the proportion of students eligible for more has decreased.

[4] Tom Allingham, 'Student Maintenance Loans 2026,' Save the Student (2026), <https://www.savethestudent.org/student-finance/maintenance-loans.html>, accessed 19 June 2026, and Student finance: how you're assessed and paid 2026 to 2027, <https://www.gov.uk/government/publications/student-finance-how-youre-assessed-and-paid/student-finance-how-youre-assessed-and-paid-2026-to-2027>, accessed 19 June 2026.

[5] Paul Bolton, 'The value of student maintenance support,' House of Commons Library (2026), <https://researchbriefings.files.parliament.uk/documents/SN00916/SN00916.pdf>.

[6] Ben Waltmann, 'Government uses high inflation as cover for hitting students, graduates and universities,' Institute for Fiscal Studies, 10 February 2022, <https://ifs.org.uk/articles/government-uses-high-inflation-cover-hitting-students-graduates-and-universities>.

For international students, to apply for the Student Route Visa, they must prove that they have sufficient funds to support themselves to live in the UK:⁷

- £1,171 per month (for up to nine months) for courses outside London
- £1,529 per month (for up to nine months) for courses in London

Many universities also offer scholarships and bursaries for international students, which can contribute towards paying the tuition fees or the living costs. It must be noted that these scholarships and bursaries can be highly competitive.

- **Surviving vs. thriving**

Save the Student's National Student Money Survey in 2025 shows that, on average, students spend £1,142 every month.⁸ This means that both the maximum maintenance loan for Home students (£903) and the minimum required fund for international students (£1,171) fall short of the average spend. This is a reality confirmed in the report of the survey – the average amount of maintenance loan received by students in England in 2024/25 was £640 per month, leaving a monthly shortfall of £502. For students working a minimum income job (£12.21 per hour in 2025/26) to cover this, they need to work at least nine and a half hours every week (not accounting for taxation).

[7] Unless they have been in the UK with a valid visa for at least 12 months on the date of the application. See Student visa, <https://www.gov.uk/student-visa/money>, accessed 19 June 2026.

[8] Jake Butler, 'National Student Money Survey 2025 – Results,' Save the Student, 16 September 2025, <https://www.savethestudent.org/money/surveys/student-money-survey-2025-results.html>.

Moreover, an income should cover living costs that are required not just to survive, but to thrive in society. This is the basic premise of the ‘Minimum Income Standard’ (MIS) for students, published by HEPI and the Centre for Research in Social Policy, Loughborough University in 2024. They published a revised report in 2025, expanding their research to include first-year undergraduate students living in halls and second- and third- year students living either in halls or shared, private rented accommodation.⁹ The Minimum Income Standard outlines what students need to have a minimum socially acceptable standard of living. MIS is more than just about food, clothes, and housing – ‘surviving’ – but about students having what they need to have the opportunities and choices necessary to participate in society – ‘thriving.’ According to MIS, in 2025, first year university students living in halls in England need £21,126 a year outside of London, and £24,900 a year in London, to fully participate in the world around them.

This means that even the maximum amount of maintenance loan (for students not entitled to benefits), which amounts to £903 per month, is far below the MIS. See table below for the comparison between the maximum maintenance loan and MIS.

Maximum maintenance loan (England), 2026/27	Minimum Income Standard (MIS) in England, 2025	Gap
£10,830/year or £903/month	£21,126/year or £1,761/month	£10,296/year or £858/month

Table 1. Maximum maintenance loan 2026/27 and Minimum Income Standard (MIS) in England 2025

[9] Katherine Hill, Matt Padley and Josh Freeman, A Minimum Income Standard for Students, Higher Education Policy Institute (2025), <https://www.hepi.ac.uk/wp-content/uploads/2025/08/A-Minimum-Income-Standard-for-Students-2025.pdf>.

For many international students, working alongside their studies has also become a necessity. The minimum sufficient funds required by the UK government amounts to £18,348 a year for courses in London, and £14,052 for courses outside London. This means that even though all international students theoretically have ‘sufficient’ funds to live in the UK, the amount is far below the MIS, which means that these students are unlikely to be able to fully participate in the world around them.

With this reality, it is hardly surprising that more university students, including international students, are working alongside their studies, and working more hours, and that the reason for this marked increase is largely financial.¹⁰

- **Hours and areas of work**

As mentioned, HEPI/Advance HE SAES 2025 showed that 68% of university students undertake paid work during term time, an increase of 12 percentage points from 2024. In terms of hours worked, in 2024 it was an average of 14.5 hours per week and has decreased to average 13.1 hours per week in 2025.¹¹ The study also showed that the student groups with the highest propensity to do paid work were often those with higher levels of responsibility outside their studies (e.g., carers and commuters), which further adds to the challenges faced.¹²

It is important to remember that these hours spent on work are on top of the hours they must spend on study, both in timetabled classes and independent study. Moss and Neves’s deeper look at the SAES data reveals that over the past three years, there has been a sustained increase to around 30% of students who do more than 50 hours per week for paid work and study¹³ – way beyond the average number of weekly hours of a full time employee, which is 36.5 hours as of May-July 2025.¹⁴ This figure excludes parental and caring responsibilities, which means that for students who are also a parent or a carer, the time pressure is even more immense.

[10] Susan Curtis and Najah Shani, ‘The Effect of Taking Paid Employment During Term-time on Students’ Academic Studies,’ *Journal of Further and Higher Education*, Vol.26/No.2 (2002): p. 130.

[11] HEPI Student Academic Experience Survey 2025, p. 31.

[12] HEPI Student Academic Experience Survey 2025, p. 33.

[13] Antony C. Moss and Jonathan Neves, ‘The risks of eroding work and study conditions for students,’ *Advance HE*, 6 October 2025, <https://www.advance-he.ac.uk/news-and-views/risks-eroding-work-and-study-conditions-students>.

[14] Office for National Statistics, ‘Average actual weekly hours of work for full-time workers (seasonally adjusted),’ 16 September 2025, <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/timeseries/ybuy/lms>.

The survey also showed that the main reason for students to undertake paid work is financial, i.e., to supplement living costs.¹⁵ This is true for both Home and international students. However, gaining work experience is also a key driver for the latter.

On the other hand, for those who did not do paid work, the most common reason is being unable to find a job, and this is more pronounced among international students, whose visa restrictions limit the number of hours they could work.

Students who take on paid work have traditionally been concentrated in hospitality and retail, and this remains the case according to Wonkhe Belong report in 2024. What is more striking, however, is that almost one in five international students work in health and social care, while almost one in ten works in food processing. This highlights how students are no longer just working in roles that serve other students but are also playing an important part in caring for and feeding the wider community.¹⁶



[15] HEPI Student Academic Experience Survey 2025, p. 44.

[16] Jim Dickinson, 'Latest from Belong – students are earning, but what are we learning?', Wonkhe, 9 December 2024, <https://wonkhe.com/blogs/latest-from-belong-students-are-earning-but-what-are-we-learning/>.

2. The effects of working alongside studies

In the UK, there is an average time constraint for studying on full-time courses in universities per academic year. Student workload, in terms of European Credit Transfer and Accumulation System (ECTS), consists of the time required to complete all learning activities, such as attending lectures, seminars, independent and private study, group work, project work, examinations, work placements and so forth.¹⁷ A full-time degree course usually consists of an estimated 1,200 hours each year.¹⁸ Therefore, a full-time student is expected to commit to approximately 40 hours of academic effort per week for the duration of a semester or academic year.

A survey of 357 UK students by Gbadamosi et al. (2015) reveals that students who work are facing challenges in balancing the demands of the academic workload and part time work, with increased stress and a compromise of academic performance as the consequences.¹⁹ A survey of 359 students at Manchester Metropolitan University by Curtis and Shani (2002) reveals some 'bad effects' of working on students' academic work:²⁰

- Having less time to study (45%)
- Money needs take over from university needs' (31%)
- Sometimes being unable to concentrate in lessons due to tiredness from working (26%)

These effects may differ according to the number of hours worked. Neill et al. have suggested that working part time for 15 or more hours per week can be detrimental to students' academic performance.²¹

[17] University of Galway, 'ECTS,' accessed 20 October 2025, https://www.universityofgalway.ie/media/celt/files/curriculardesignandinnovation/ECTS_QG_v1.3.pdf

[18] University of Worcester, 'Planning your study week,' accessed 20 October 2025, <https://www.worcester.ac.uk/life/prepare-for-study/planning-your-study-week/planning-your-study-week.aspx>.

[19] Gbolahan Gbadamosi et al., 'Employability and students' part-time work in the UK: does self-efficacy and career aspiration matter?', *British Educational Research Journal*, Vol. 41/No. 6 (2015): p. 1101.

[20] Curtis and Shani, 'The Effect of Taking Paid Employment During Term-time on Students' Academic Studies,' p. 134.

[21] Neville Neill et al., 'The Influence of Part-time Work on Student Placement,' *Journal of Further and Higher Education*, Vol.28/No. 2 (2004): p. 136.

Doing paid work also affects students' sense of belonging. University of Lancashire's study on Student Working Lives shows that students working 10-19 hours per week were most likely to agree that they have a sense of belonging at the university, higher than those who work 40 hours or more per week.²² The same study also shows that the likelihood of students having considered withdrawal from university increases with the number of hours worked, peaking at 67% for students who work 40 hours a week or more.²³

To address these effects of working alongside studies, the Wonkhe Belong study suggests some key measures that can be done by the University and the SU:

- More jobs on campus
- Measures that allow flexibility, e.g., earlier release of timetables, more compact timetables, assignment deadlines in the evening, lecture times not being changed in short notice
- Financial subsidies for essentials like meals and travel
- Wellbeing events and workshops to help those who struggle keeping up with academic and work commitments
- Empathy, respect, and support from academic staff for students who are managing both roles

However, not all effects of working while studying are negative. Curtis and Shani's study also shows that some students perceive their work as having positive effects on their academic work, such as by improving their ability to deal with people (38%), improving their skills, including communication skills (36%), and helping them understand how a business is run (34%).²⁴

[22] Adrian Wright et al., Student Working Lives: Understanding Student Experiences of Working While Studying, University of Lancashire (2024), p. 21, <https://www.lancashire.ac.uk/assets/research/student-working-lives.pdf>.

[23] Wright et al., Student Working Lives, p. 23.

[24] Curtis and Shani, 'The Effect of Taking Paid Employment During Term-time on Students' Academic Studies,' p. 135.

Moreover, Evans and Yuso (2021) suggest that skills that students gain from part time jobs - such as effective communication and ability to work in a team environment - are closely align with the specified person criteria sought in graduate roles. This indicates that part time work can significantly enhance students' employability, reinforcing the need for universities to support student participation in part time employment.²⁵



[25] Carl Evans and Zatun Najahah Yuso, 'The importance of part-time work to UK university students,' *Industry & Higher Education*, Vol.35/No. 6 (2021): p. 730.

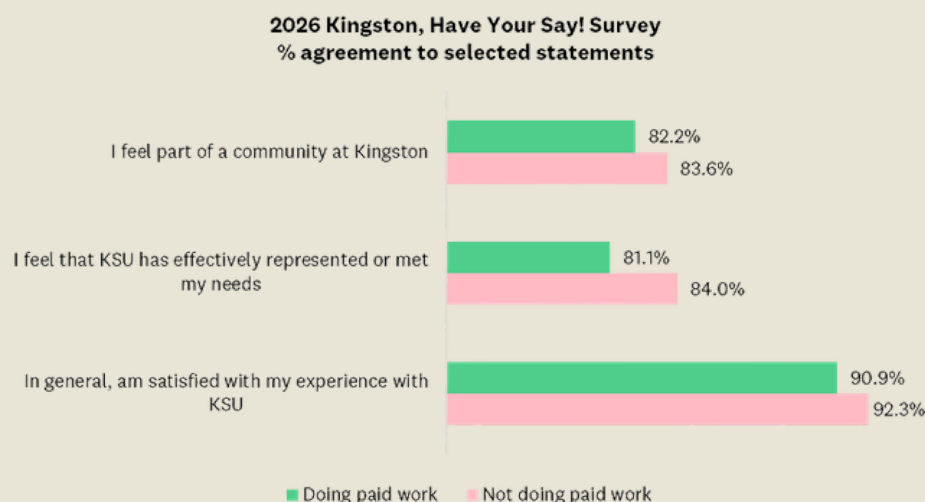
3. Kingston students who work

KSU's 2024 survey of 236 students on the impacts of the rising cost of living for Kingston students revealed that more than half of the respondents (54.7%) undertook paid work alongside their studies. Among these working students, 54.3% worked between 10 and 20 hours per week, while 35.7% worked fewer than 10 hours per week. More recently, our 2026 Kingston, Have Your Say! (KHYS) Survey, which included 1,069 students, showed that 39.9% of students do paid work alongside their studies.

Our research on the impacts of the rising cost of living have shown that most of the respondents (76.3%) were concerned or very concerned about managing financially, and 28.2% had considered dropping out in the last year due to financial pressures. With the continuous rise of cost of living, it is likely that the number of Kingston students who take on paid work will also continue to rise.

Our 2026 KHYS Survey also reveals that students who do paid work alongside their study tend to have lower satisfaction levels on various aspects of their engagement with KSU and the University, such as:

- Feeling like part of a community at Kingston
- Feeling like KSU has effectively represented their needs
- General satisfaction with KSU



Graph 1. Proportions of students who agree to selected statements, 2026 Kingston, Have Your Say! Survey

In relation to work and employability, Kingston University has been championing the Future Skills programme. Its objective is to ensure that every student acquires the skills most valued by employers, such as problem solving, communication skills, digital skills, and critical thinking.²⁶ The programme has been implemented since September 2023 and is embedded across most undergraduate courses at Kingston. The programme follows a three-phase approach:

- Navigate (Year 1): Students participate in self-assessment workshops to help understand their current skills
- Explore (Year 2): Students work directly with employers through mock assessment centres, live projects, placements, or site visits to businesses
- Apply (Year 3): Students refine and tailor their skills, preparing for career and life beyond university

While it is very encouraging that the University priorities employability and graduate outcomes for undergraduate students, many Kingston students - including postgraduates - are already working during their studies and facing significant challenges. These experiences remain underexplored, and this research project aimed to investigate them in depth through student consultations, via a survey and focus groups. We also view this project as a continuation of our 2023/24 study on the impacts of the rising cost of living for Kingston students.

[26] Kingston University, 'Future Skills 2025 - Perspectives from East and West,' https://assets.kingston.ac.uk/m/32c8151479564c48/original/20250617_FutureSkills2025_report-1.pdf/

Methodology

We launched this research project in November 2025, together with the publication of the briefing document and launch of the survey. The survey closed on 27 November 2025, with 732 students completing the survey. The survey explored the following themes:

- Hours of work
- Areas of work
- Reasons to do or not do paid work alongside studies
- How work is positively or negatively impacting their studies
- What can be done by the University, KSU, or the local Kingston community to better support students who work
- Correlation between these variables

Several questions in this survey were drawn or adapted from previous research: questions about motivations to work and working conditions and satisfaction from Student Working Lives study (University of Lancashire, 2024) and Belong study (Wonkhe, 2024), and questions about the impact of work on studies from Curtis and Shani (2002). We gratefully acknowledge their contribution to the design of the survey.

Below are the demographic profiles of students who completed the survey. From this point forward these respondents will be referred to as ‘students.’

In terms of **level of study**, most students were undergraduate students (70.2%), followed by postgraduate taught (20.1%), and postgraduate research (3.3%).

Level of study	% (n=732)
Undergraduate	70.2
Postgraduate taught	20.1
Postgraduate research	3.3
Information not available	6.4

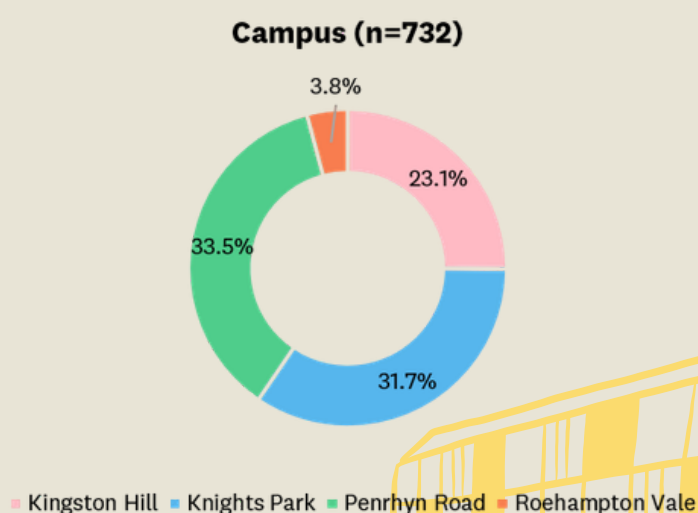
Table 2. Students by level of study

In terms of **mode of study**, most students were full time students (86.2%).

Mode of study	% (n=732)
Full-Time	86.2
Part-Time	7.4
Information not available	6.4

Table 3. Students by mode of study

In terms of **campus**, Graph 2 below shows that the largest two proportion of students were from Penrhyn Road (33.5%) and Knights Park (31.7%), followed by Kingston Hill (23.1%), and Roehampton Vale (3.8%).



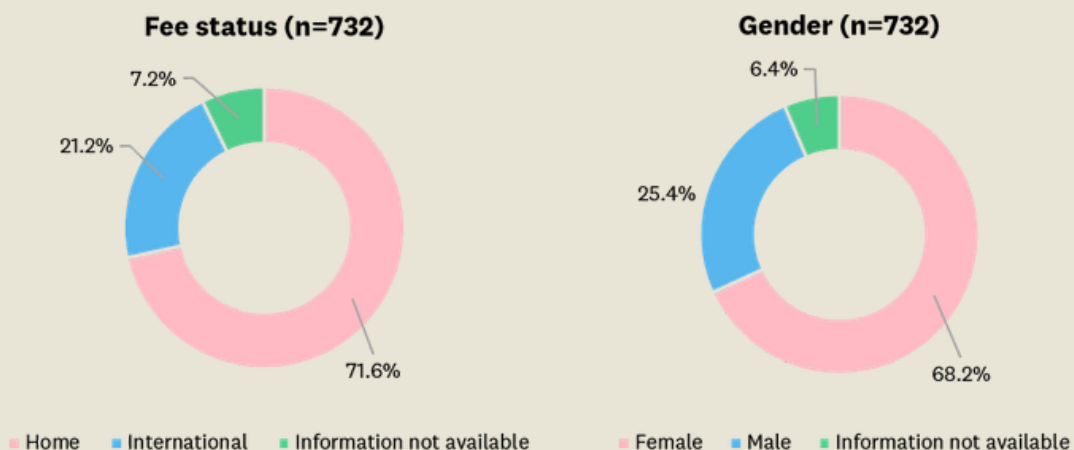
Graph 2. Students by campus

In terms of **faculty**, the largest proportion of students were from Kingston School of Art (37.8%), followed by Faculty of the Health Science, Social Care and Education (24.9%), Faculty of Business and Social Sciences (17.6%), and Faculty of Engineering, Computing and the Environment (13%).

Faculty	% (n=732)
Faculty of Business and Social Sciences	17.6
Faculty of Engineering, Computing and the Environment	13
Faculty of Health Science, Social Care and Education	24.9
Kingston School of Art	37.8
External Affairs	0.3
Information not available	6.4

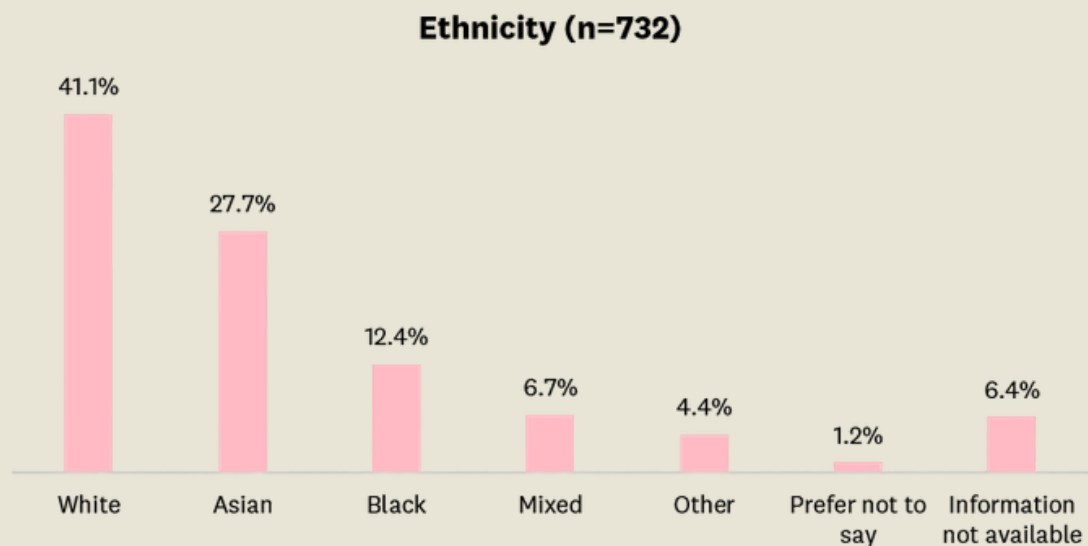
Table 4. Students by faculty

Graph 3 below shows that most students were Home students (71.6%), while international students made up 21.2%. In terms of gender, 68.2% of students identified as female, and 25.4% as male.



Graph 3. Students by fee status (left) and gender (right)

In terms of **ethnicity**, Graph 4 below shows that most students were of White ethnicity (41.1%), followed by Asian (27.7%), Black (12.4%), Mixed (6.7%), and Other (4.4%).



Graph 4. Students by ethnicity

In terms of **travel time to campus**, the largest proportion of students commuted to campus in under 30 minutes (40.2%), followed by 1-2 hours (29.8%), 30 minutes – 1 hour (24%), and more than 2 hours (6%).

Level of study	% (n=732)
Under 30 minutes	40.2
30 minutes – 1 hour	24.0
1-2 hours	29.8
More than 2 hours	6.0

Table 5. Students by travel time to campus

We analysed students' **intersecting demographic characteristics**, and the results are as follows:

Characteristics	% (n=732)
Mature students	29.4
Student with disability	11.5
Have caring responsibilities	5.5
Care leaver	1.2
Recipient of Free School Meals	6.4
First Generation student	17.9
LGBTQ+	13.4
Prefer not to say	1.5

Table 6. Students' intersecting demographic characteristics

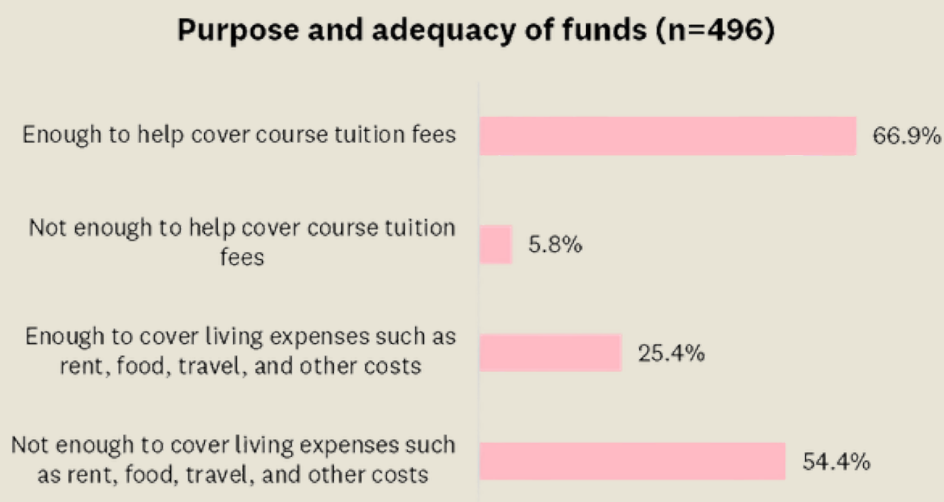
In terms of any **financial support received**, Table 7 below shows that 61.3% of students received a loan, followed by no financial support received (29.4%), scholarships/bursaries (11.1%), and other funding (4.2%).

Financial support received	% (n=732)
Scholarships/bursaries	11.1
Loan type: tuition fee loan / maintenance loan	61.3
Other funding	4.2
No, I don't receive any of these	29.4
Prefer not to say	3.0

Table 7. Students by financial support received



Of those who received funding (n=496), 66.9% felt that it was enough to help cover course tuition fees. 54.4% felt that it was not enough to cover living expenses such as rent, food, travel, and other costs, 25.4% felt it was enough to cover living expenses, and 5.8% felt it was not enough to help cover course tuition fees.



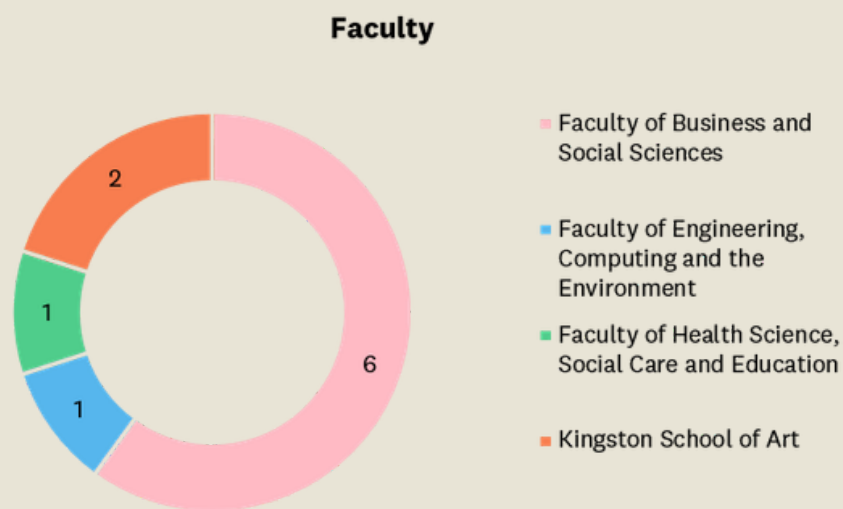
Graph 5. Students by purpose of funds and adequacy

In terms of **approximate household's annual income**, the three most common categories were between £15,000–£29,999 (22.1%), less than £15,000 (21.9%), and unknown income – “I don’t know” (20.2%).

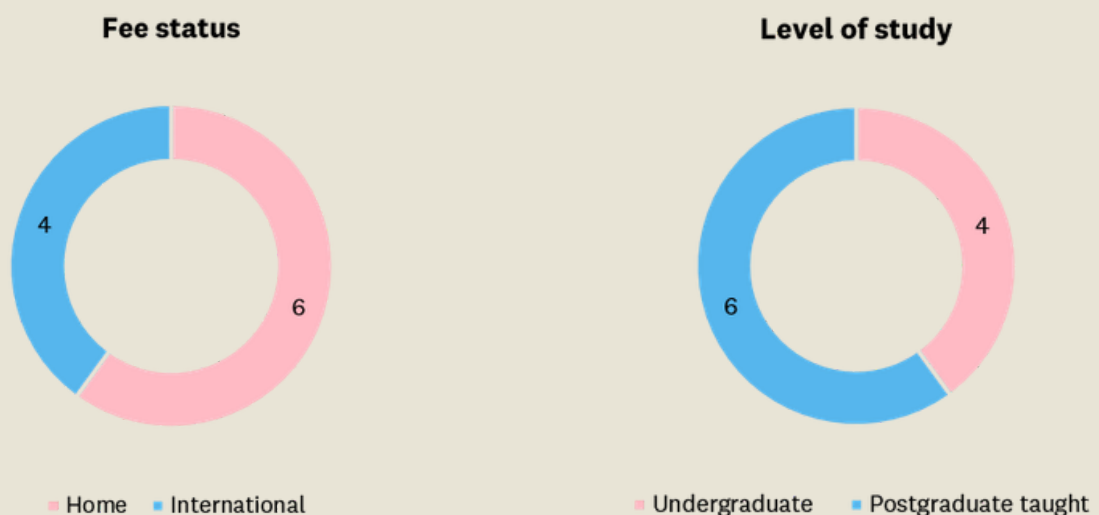
Approximate household's annual income	% (n=732)
Less than £15,000	21.8
£15,000 - £29,999	22.1
£30,000 - £44,999	9.4
£45,000 - £59,999	5.2
£60,000 - £74,999	5.9
£75,000 - £99,999	3.3
£100,000 or more	2.5
I don't know	20.2
Prefer not to say	9.6

Table 7. Students by approximate household's annual income

Following the survey, we conducted two focus groups with a total of 10 students. The discussions were aimed to dig deeper into the survey findings. Below are the demographics of students who participated in the focus groups:



Graph 6. Focus group participants by faculty



Graph 7. Focus group participants by fee status

Graph 8. Focus group participants by level of study

Findings

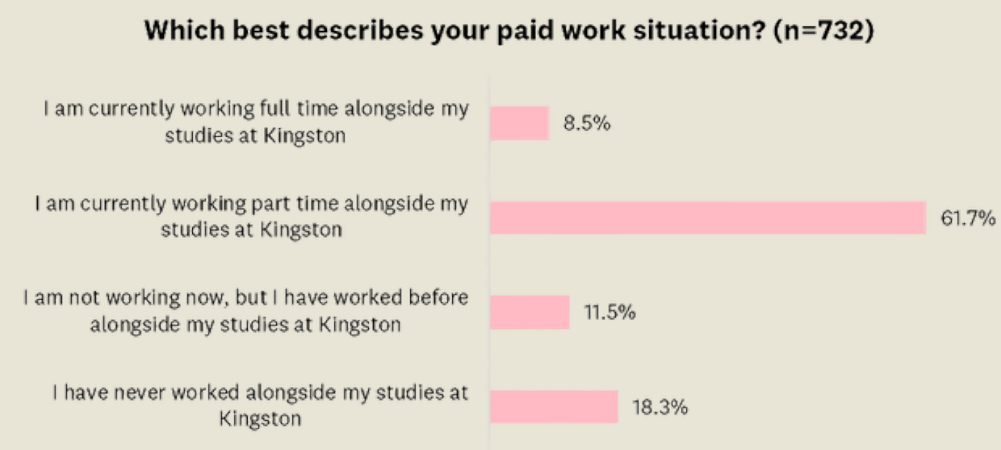
The findings are divided into three main sections. The first section outlines the considerations and reasons why students choose either to work alongside their studies or not to work. The second section is divided into two themes: the first theme relates to employment characteristics, including working hours, length of employment, and job type, while the second theme focuses on student experiences, including the positive and negative effects of work on their studies. The third section discusses the support that the University and KSU could provide for students.

In the sections that follow, the survey results are presented and analysed using insights from both the focus groups and free text responses from survey participants.



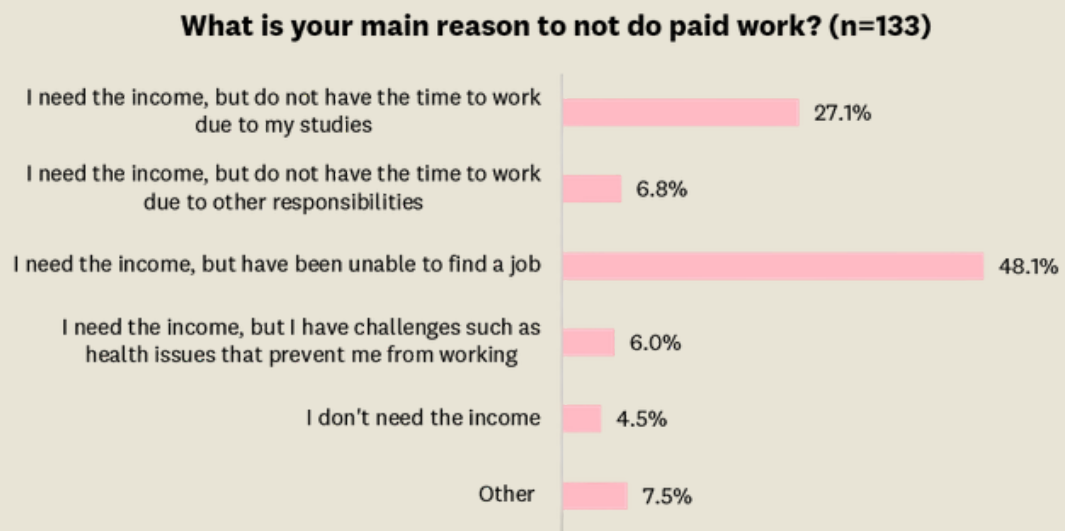
1. Considerations for working or not working alongside studies

The survey shows that working alongside studies is a common experience among students at Kingston University. 61.7% of students (n=732) were working part-time while studying, while 8.5% were working full-time. On the other hand, 18.3% of students had never worked alongside their studies, and 11.5% had previously worked but were not working at the time of the survey.



Graph 9. Which best describes your paid work situation?

Of the students who had never worked before, 88% said that the reason was that they were unable to, though they needed the income. For 4.5%, it was because they did not need the income. The breakdown can be seen in Graph 10 below.



Graph 10. What is your main reason to not do paid work?

When asked about why they do paid work alongside their studies, the most chosen reason was to pay the bills (64.9%), followed by to have money to socialise (37.1%) and to save for the future (35.5%). This indicates that for most students, doing paid work alongside their studies is a necessity (i.e., to pay the bills). The full breakdown is shown on Table 8 below:



Reason to do paid work	% (n=564)
To pay the bills	64.9
To have money to socialise	37.1
To save for the future	35.5
To gain general work experience	24.1
To support my family	20.9
To help pay university fees	19.3
To gain work experience related to my study	14.9
Other	7.6
To meet people	4.1

Table 8. Why do you do paid work alongside your studies? Please select up to three that are most relevant to you

Of those who chose to pay the bills as a reason, 61.7% said that they used the earnings mainly to pay for living expenses, while 32.8% said to pay rent/mortgage.

Some mature students, particularly those with families to support, experienced significant financial pressures that added an extra layer of stress to their academic journey. Students on the survey shared:

Financial strain, loss of income due to reducing hours to enable me to attend university, as well as a loss of universal credit due to student finance. The financial strain causes me to worry about feeding my family (2 adults, 3 children). (Undergraduate, HSSCE, Home fee, Female)



Obviously, my family is priority. I am trying to become employable so that I can financially sustain the family. I am divorced and have no income. (Undergraduate, KSA, Home fee, Female)



These responses collectively illustrate the unique pressures faced by mature students with families, where financial considerations are paramount and can heavily influence their ability to focus on studies, manage their workload, and balance personal responsibilities. However, when family support is available, study mode is part-time, and children are old enough to be more independent, balancing work, study, and family responsibilities can become considerably more manageable. As a student in the focus group said:

... because it's part time also to be in class, I use my annual leave... my husband takes my daughter on holiday sometimes and I just stay and study... she's 14, so it's a bit easier..., I wouldn't do it with a baby. (Postgraduate taught, ECE, Home fee, Female)

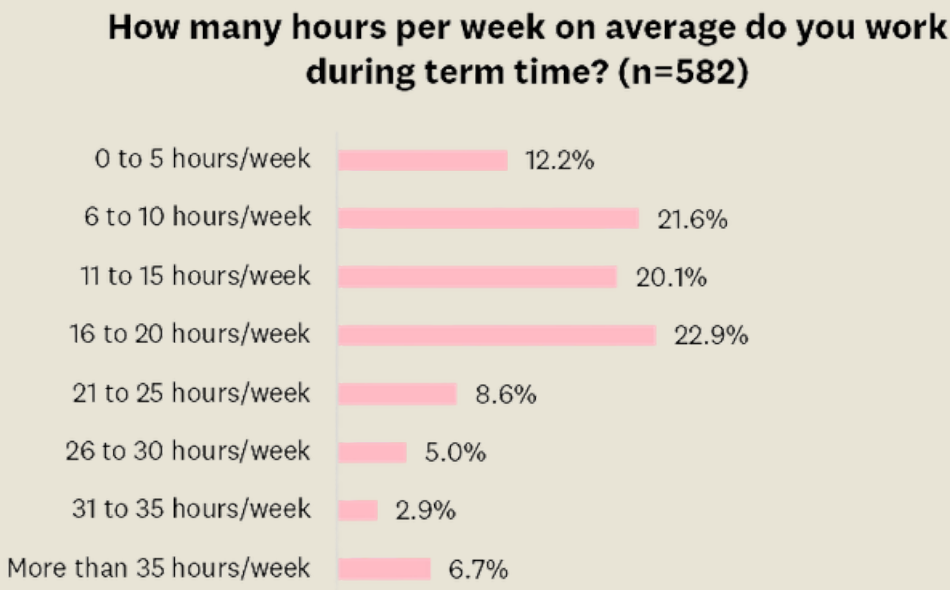
2. The nature and impact of student employment

Note: when this report discusses students who work, we include respondents who answered “I am currently working full time”, “I am currently working part time”, or “I am not working now, but I have worked before alongside my studies at Kingston.” For this final category, we asked them to answer the survey based on their previous experience when they worked alongside their studies.

a. Working conditions

Hours of work

In terms of **average hours worked per week during term time**, 23.2% of students worked more than 20 hours per week, followed by 22.9% who worked 16-20 hours per week, 21.6% who worked 6-10 hours per week, and 20.1% who worked 11-15 hours per week. The full breakdown is shown in Graph 11 below:



Graph 11. How many hours per week on average do you work during term time?



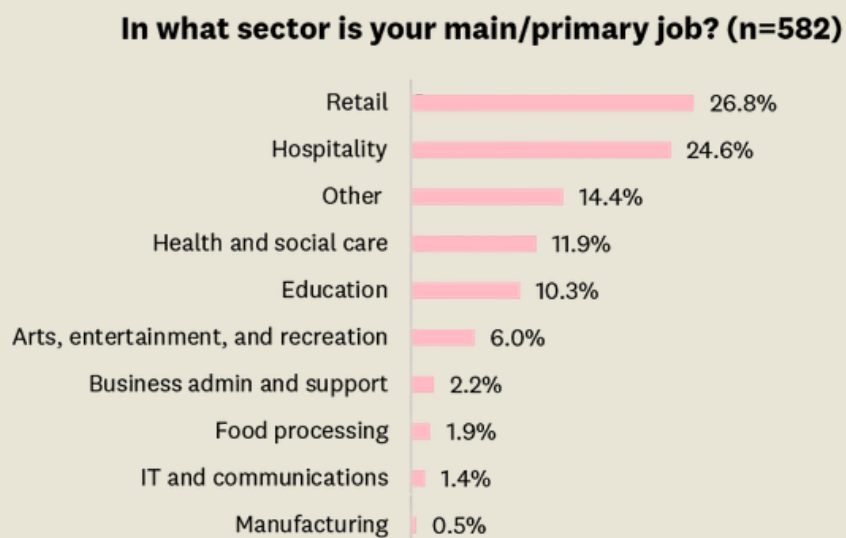
28.5% of students **have been working in their job** for longer than 2 years at the time of the survey, followed by 25.1% who have been working for less than 3 months, and 14.4% who have been working between 6-12 months. The full breakdown is shown in Graph 12 below:



Graph 12. How long have you been working in your current job?

Areas of work

The most common **sector in which students work** was retail (26.8%), followed by hospitality (24.6%), 'Other' sector (14.4%), health and social care (11.9%), and education (10.3%). The full breakdown of students' primary job sector is in Graph 13 below:



Graph 13. In what sector is your main/primary job?

34.5% of students **found their job** through job search websites (e.g., Indeed, LinkedIn), followed by 28.2% who found their job through the employer websites. 5.1% found their job through KU careers programmes.

Most students (93.5%) went to their place of work, while 6.5% worked remotely/from home. Of those who went to their place of work, 8.8% worked on KU campus, while the rest did not work on campus.

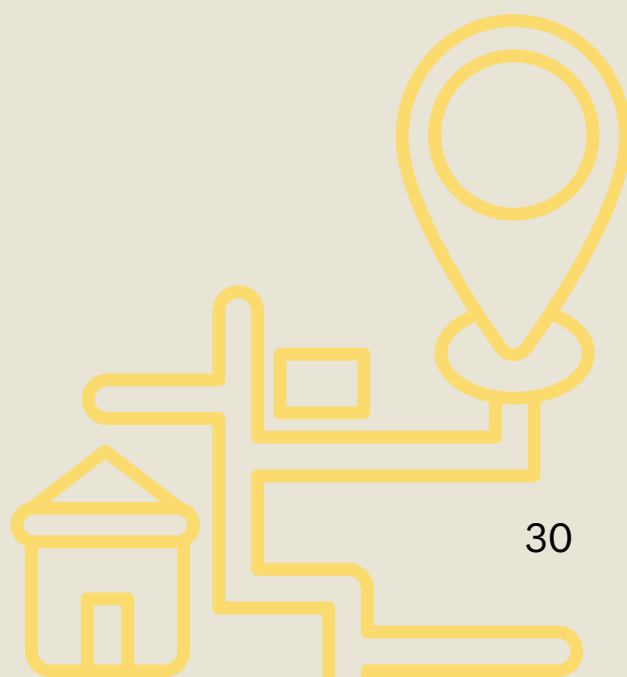
Further, the average travel time to their place of work is as follows:

How long on average do you travel to your place of work? (% , n=537)		
Travel time	From home	From campus
Under 30 minutes	40.8	18.8
30 minutes – 1 hour	39.5	23.1
1-2 hours	17.1	28.5
More than 2 hours	2.6	8.0
I don't know	N/A	14.5

Table 9. How long on average do you travel to your place of work?

Work contracts

In terms of the **type of contract** students had for their job, the most common was zero-hours (36.3%), followed by permanent (29.1%). The full breakdown is in Table 10 below:



Type of contract	% (n=523)
Permanent	29.1
Fixed term	18.5
Zero-hours	36.3
Agency	2.7
I'm self employed	3.4
I'm not sure	9.9

Table 10. What type of contract do you have for your job?

Some students commented that zero-hour contracts offer flexibility that allows them to balance work and academic responsibilities:

Working as a student ambassador is amazing as it's a zero-hour contract, so I can fit around my studies easily. (Undergraduate, ECE, Home fee, Female)

I work on a zero-hour contract, which is necessary because I am able to go several weeks without working at all if my course is giving me a lot of work. (Undergraduate, KSA, Home fee, Male)

As it is my final year, I do not want my job to distract me from my studies. I am thinking of leaving my current job to finish my last months at university unless I find a zero-hour contract job. (Undergraduate, FBSS, International fee, Female)

However, the downside is the unpredictability of hours and income. As students in the focus groups shared:

...it's really nice because it's relevant to my course, but the only thing really is we don't get enough shifts to make a good amount to live off. (Undergraduate, KSA, Home fee, Female)

Mine's pretty chilled to be fair. The only issue with it is, like I say, it varies depending on the time of year, how much work we get (...) it's very unpredictable. (Postgraduate taught, FBSS, Home fee, Male)

Work satisfaction

We asked students their agreement to a series of statements related to work satisfaction. Their responses are summarised in Graph 14 below:



Graph 14. Agreement to statements related to work satisfaction

We can see that the highest level of agreement is for the statement 'I feel supported by my colleagues'.

Students in the focus groups also shared how important it is to have a supportive manager that enables them to balance academic and work responsibilities:

I think I am very lucky to have a very understanding manager, like he always approves my annual leaves whenever I need them and he kind of educates me on what other, I didn't know that we actually have up to 10 days of training leave, so he kind of gives me all these clues as well. So yeah, so I feel that I'm really supported. (Postgraduate taught, ECE, Home fee, Female)

...because a lot of managers, they don't understand too well why you might need to take time off for this assignment, why you need to take time off at this day. They don't really get that because they're not, sometimes they didn't go to university or anything. So yeah, understanding managers as well, that's that helps a lot. (Undergraduate, FBSS, Home fee, Male)

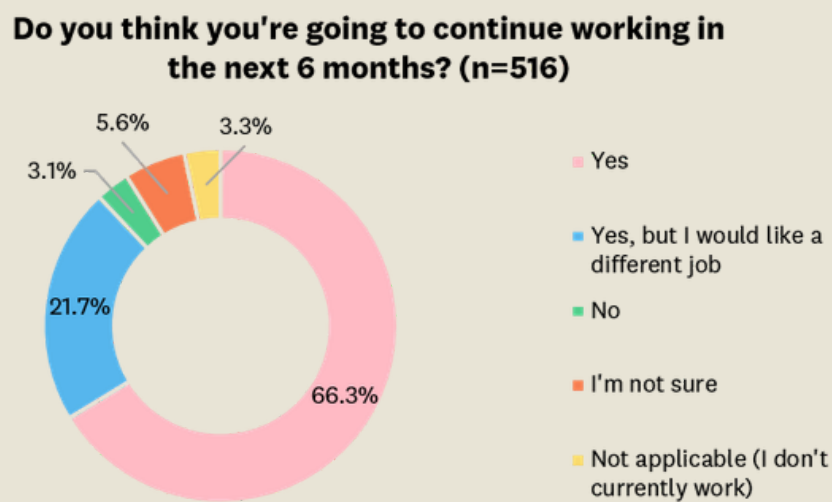
Returning to the survey, the highest level of disagreement related to work satisfaction was for the statement 'I have experienced ill health caused or made worse by my job,' which is a positive sign, but it must also be noted that 37.5% of students agreed to the statement, which means they had experienced ill health caused or made worse by their job. Comments from students provide further insight into their experiences:

I have a health condition which means I am more exhausted from working and studying. This is the reason I had to quit, however financially now everything is quite tight. I receive the maximum loan and it is still not enough. (Undergraduate, KSA, Home fee, Female)

I have a physical job which puts a strain on my physical health and a complicated work place has increased my stress and anxiety. (Undergraduate, FBSS, Home fee, Female)

(...) I sometimes struggle keeping up learning and training at my job especially after a long week. As well as this dealing with customers can sometimes cause stress and anxiety, especially during busy days and tight schedules to get things done. (Undergraduate, KSA, Home fee, Female)

When asked if they were going to continue working in the next 6 months, 66.3% of students said yes, 21.7% said yes but in a different job, and 3.1% said no. See Graph 15 below.



Graph 15. Do you think you're going to continue working in the next 6 months?



b. Impact of working on studies

Negative impacts

- Time pressure and academic challenges

Students commonly described difficulties balancing work schedules with lectures, coursework, and independent study. In the survey, we asked a question about how working was impacting their studies, with a list of possible negative impacts. The most chosen negative impact was having less time to study (61.1%). Full responses are in Table 11 below:

Negative impact of working alongside studies	% (n=514)
I have less time to study	61.1
I experience increased stress	57.2
I sometimes miss lectures due to tiredness or scheduling conflicts with work	25.1
Money needs take over university work	21.6
I sometimes can't concentrate in lectures due to tiredness from work	20.0
I don't see my course friends often and miss discussions about University work	16.7
Work seems more important because I can see immediate benefits	13.0
Work seems more important because I spend more time there	3.5

Table 11. Negative impacts of working alongside studies

We also asked how work affected their academic performance. 36.4% believed that work negatively affected their studies. Further, when asked if they had thought of deferring, interrupting, or withdrawing from their studies in the past 12 months, 27.1% (n=527) said yes.

Students who answered that their work had been negatively affecting their academic performance provide insight into their experience:

Work and university clashes at times so I either have to miss some lectures or I have to come to work late and do less hours. (Undergraduate, HSSCE, Home fee, Female)

... I get very exhausted after working which means I don't really ever do university work on the same day that I've done a shift... (Undergraduate, KSA, Home fee, Female)

I don't have much time to do assignments or schoolwork and go over stuff I don't understand. I am tired and keep waking up late for lectures. (Undergraduate, KSA, Home fee, Female)

These challenges are amplified for neurodivergent students. As these students explained:

As a student with ADHD, being exhausted and then attempting to force myself to do university work was never a good thing. It made work take 10x longer, and even cut into my sleep. (Undergraduate, ECE, Home fee, Male)

I am autistic and have ADHD and find it really hard to manage my time alongside my university. I have uni three days a week and work three days a week which gives one day for myself / to work on my projects outside of uni. (Undergraduate, KSA, Home fee, Female)

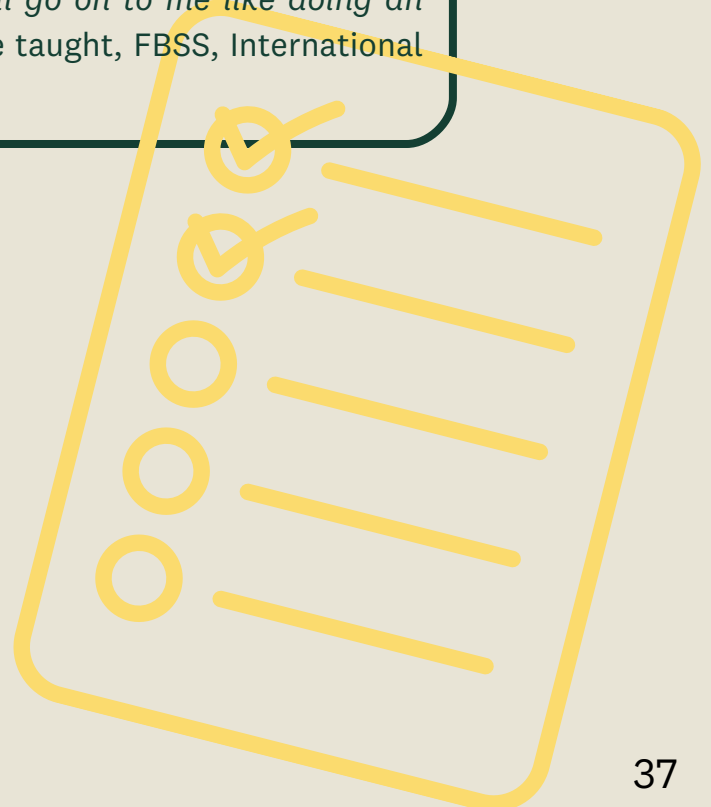
Similarly, student in the focus groups described fatigue, exhaustion after shifts, reduced concentration, and prioritising work over academic activities because of financial necessity, quoted below:

... when I'm doing both at the same time or when I've got a particularly busy period of work, I literally don't do anything except from work and then uni work and sleep and it's so exhausting. And especially like when you're busy at work, it's kind of easy to fall behind with uni stuff. (Undergraduate, KSA, Home fee, Female)

I had to take away time to perhaps work part time a bit, and then that lagged a bit on my study or that affected my study a bit. So it's a game of you're trying to balance it, a balancing act, right? So for me, it was more of struggling to that extent. So if there were ways that it could be eased, as in the pressure on students, particularly international students, I would really, really welcome that. (Postgraduate taught, FBSS, International fee, Male)

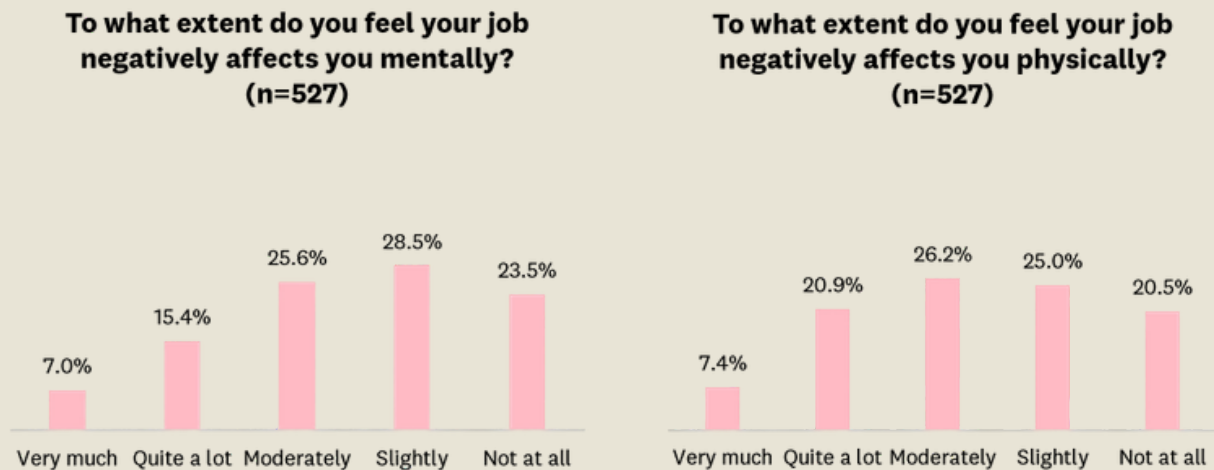
... because I work full time and so I, and I work in an office and then my brain by the evening is so tired and then I have to push it even further to do the assignments. (Postgraduate taught, ECE, Home fee, Female)

I have this slightly weird schedule. So I think that I slightly have more like a forced discipline because I have work. So I know that I, for example, I know that I only have time to do my uni work on Wednesday evenings. But let's suppose I am not well or let's suppose something comes up. I think my uni work at times get compromised to an extent where it will go on to me like doing an all-nighter kind of thing. (Postgraduate taught, FBSS, International fee, Female)



- Mental and physical wellbeing

On Table 11 above we can see that 57.2% of students (n=514) reported that working alongside studies increased their stress. We also asked students to what extent their job negatively affected them mentally and physically. Their answers can be seen in Graph 16 below:



Graph 16. To what extent do you feel your job negatively affects you mentally (right) and physically (left)

We can see that 22.4% of students felt that their job negatively affected them mentally by very much to quite a lot, while 28.3% felt it negatively affected them physically by very much to quite a lot.

Students in the focus groups also described experiencing emotional strain associated with balancing work, study, and personal responsibilities. They also shared their struggles and corresponding strategies to cope with their health related issues:

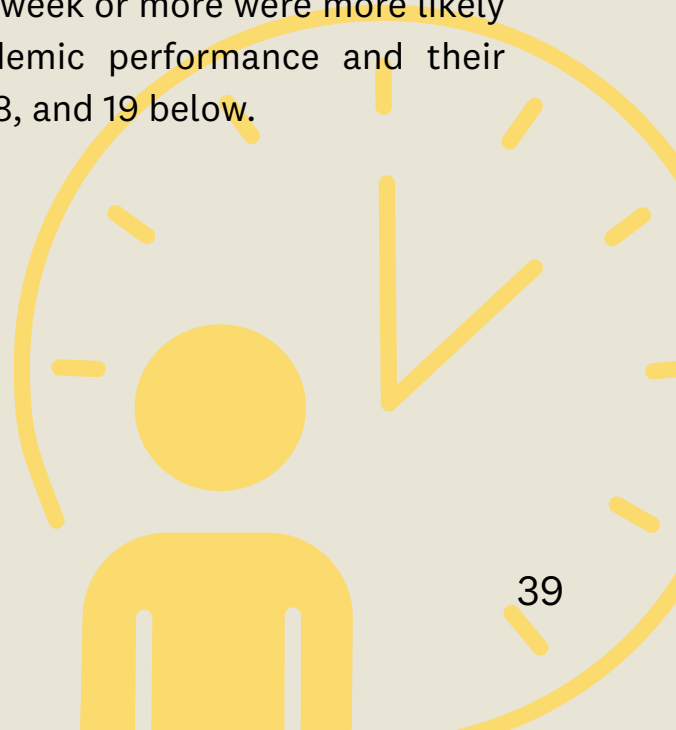
... honestly, there's other thing, like it's a mental load, mental responsibility, like keeping track of deadlines, shifts, what needs to be done at work tomorrow, what assignment is due, what groceries do I need. (Undergraduate, FBSS, International fee, Male)

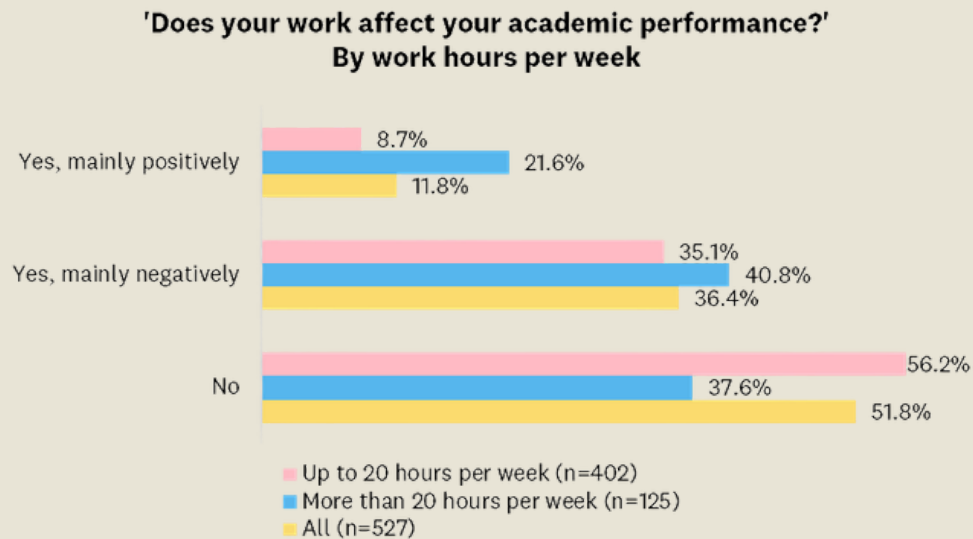
...sometimes you don't put yourself first and like it's all the studies and the work and the people just come in between. So like now I'm trying to balance it in a way that I put myself in somewhere. So I think giving yourself, your body a little more rest is something that I have sort of tried to do this time and sort of balance and include that in my lifestyle to sleep properly. (Postgraduate taught, FBSS, International fee, Female)

So time management is a big, big, big difficulty that I've faced in my experience. And it leads to fatigue and burnout when you're trying to juggle all of this together. (Postgraduate taught, FBSS, International fee, Male)

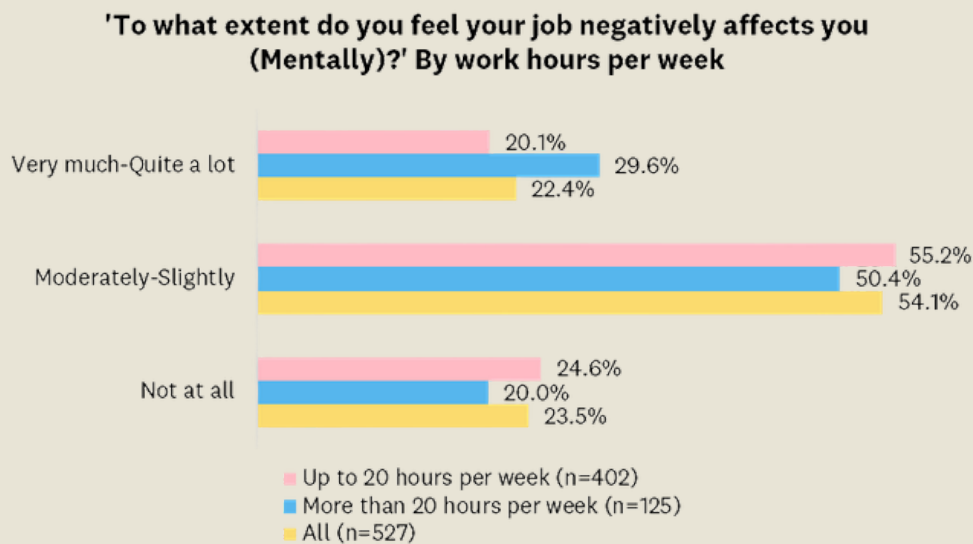
- Impact of work hours

The survey shows that the number of working hours influenced student experience. As mentioned before in this report, research from University of Lancashire found the likelihood of students considering withdrawal from university increased alongside working hours, reaching 67% among students working 40 hours or more weekly. Similarly, our survey found that students who regularly worked 20 hours per week or more were more likely to report negative impacts on their academic performance and their mental and physical health. See Graphs 17, 18, and 19 below.

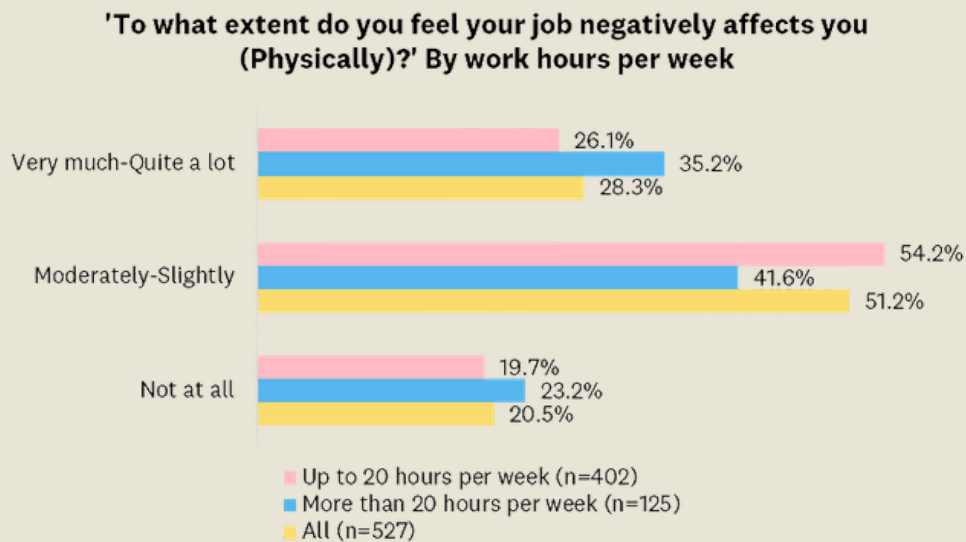




Graph 17. 'Does your work affect your academic performance?' by work hours per week

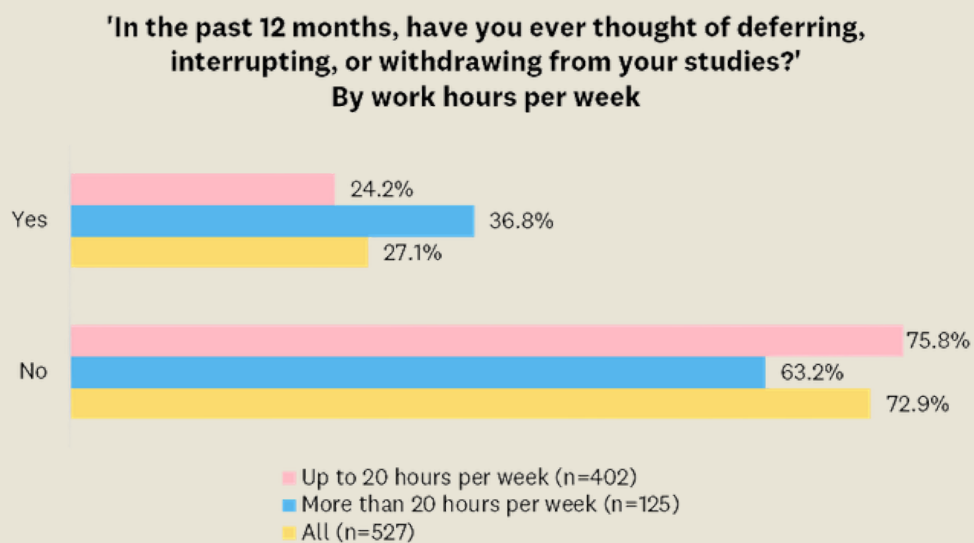


Graph 18. 'To what extent do you feel your job negatively affects you (Mentally)?' by work hours per week



Graph 19. 'To what extent do you feel your job negatively affects you (Physically)?' by work hours per week

Students who regularly worked 20 hours per week or more were also more likely to have considered deferring, interrupting, or withdrawing from their studies, and spent fewer hours attending timetabled classes. See Graph 20 and Table 12 below.



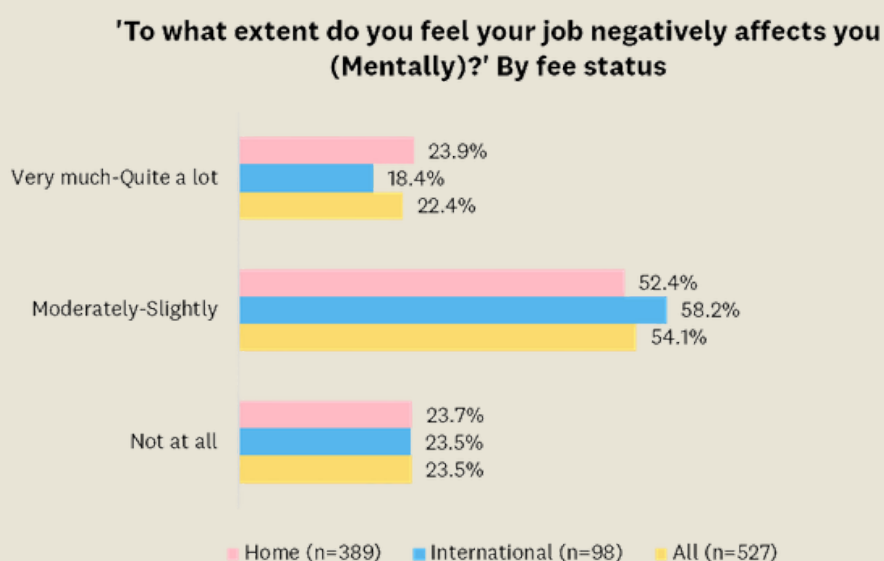
Graph 20. 'In the past 12 months, have you ever thought of deferring, interrupting, or withdrawing from your studies?' by work hours per week

Hours attending timetabled classes per week	Work hours per week (n=582)	
	Up to 20 hours	More than 20 hours
0-10 hours	23.3%	48.9%
11-20 hours	53.7%	38.5%
More than 20 hours	23.0%	12.6%

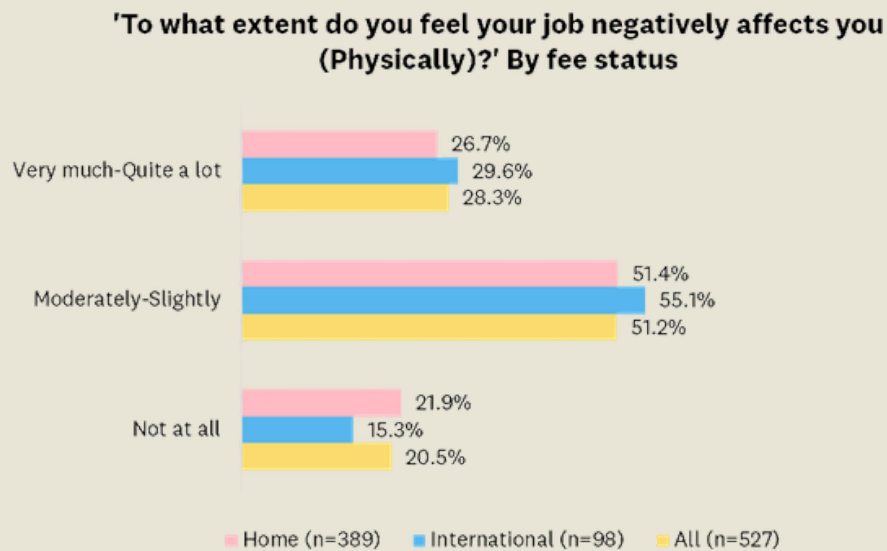
Table 12. Hours spent attending timetabled classes per week by work hours per week

- Differences between Home and international students

There was a larger proportion of Home students who were very much to quite a lot affected negatively (mentally) by their job. On the other hand, there was a larger proportion of international students who were very much to quite a lot affected negatively (physically) by their job. See Graphs 21 and 22 below.



Graph 21. 'To what extent do you feel your job negatively affects you (Mentally)?' by fee status



Graph 22. 'To what extent do you feel your job negatively affects you (Physically)?' by fee status

Positive impacts

Despite these challenges, the findings indicate that working alongside studies also has positive impacts for students. When asked to choose which positive impacts were applicable for them, the responses are as follows:

Positive impact of working alongside studies	% (n=526)
It improves my skills, such as communication skills	59.3
It relieves stress about my financial situation	46.0
It improves my ability to deal with people	45.8
It helps me understand how 'real life' works	35.9
It improves my confidence	29.1
It enables me to organise my time effectively	20.3
I can relate subjects taught in lessons to what happens at work	11.4

Table 13. Positive impacts of working alongside studies

Students in the focus groups also highlighted benefits such as improved communication skills, teamwork, confidence, time management, and professional experience, all of which may contribute positively to future employability:

But the main motivation there for me is to gain skills that makes me job ready. And also just (...) pushes me ahead, you know. It means that by the time I'm getting to the job market full time, I'm not struggling with certain skill set, you know, particularly people skills and just managing, working within a team. All of these things are really, really important these days. (Postgraduate taught, FBSS, International fee, Male)

So it's more just like a good thing to have on the side and, you know, meeting people and like gaining more experience and showing that I'm doing more in the UK than just studying. (Postgraduate taught, FBSS, International fee, Female)

...some days I feel like I'm genuinely thriving, but so like, I mean, I'm working, I'm learning things at work. I'm connecting the dots in my lectures. Like I'm managing everything and thinking, wow, I'm actually doing this. (Undergraduate, FBSS, International fee, Male)

These findings reinforce previous research suggesting that part-time employment can help students develop skills valued in graduate careers.

Student comments, however, also highlighted that working alongside studies generated positive impacts when the job is closely related to their field of study. As a student shared:

This year, when I have just done student ambassador work, my job has positively affected my studies. Last year, when I was a supervisor at a café, it negatively affected my studies. (Undergraduate, ECE, Home fee, Female)

This suggests that when work aligns with academic interests, it can reinforce learning and make students feel that their work contributes meaningfully to their studies. Moreover, it helps students feel they are building a meaningful, career-oriented foundation while still at university. This alignment can increase students' sense of purpose, providing them with a clearer understanding of how their work is enhancing their studies and further preparing them for post-graduation success.

Overall, the findings suggest that working alongside studies is both a financial necessity and a significant challenge for many students at Kingston University. While employment can improve skills, employability, and financial stability, excessive workloads, financial pressures, and limited time may negatively affect students' academic engagement, wellbeing, and sense of belonging within university life.

3. Student support preferences

When students were asked how the University and KSU can best support them as student workers, the most chosen form of support was financial subsidies (50.5%), followed by more on-campus job opportunities (44.9%) and greater flexibility in teaching and learning activities (44.1%). This suggests that students are looking for both immediate financial assistance and structural changes that make balancing work and study more manageable. The full breakdown of responses is in Table 14 below.

Type of support	% (n=519)
Financial subsidies	50.5
More jobs on campus	44.9
Flexibility in teaching and learning activities, e.g., more compact timetables, lecture times not being changed in short notice	44.1
Support from academic staff for students who work	37.0
Wellbeing events and workshops	17.7
Other	7.7
None of the above	7.1

Table 14. How can the University and the Students' Union best support you related to your experience as both a student and a worker? Please select up to three

A student in the focus group shared their positive experience of being supported by the academic staff:

...Teachers help you and support you. So that's quite helpful that they are understanding and they sort of, you know, give their best and time and everything as per your convenience. You know, they are really helpful that way. Like they move their schedule around for you.
(Postgraduate taught, FBSS, International fee, Female)

Students in the focus groups also suggested further measures that would help them balancing work and study:

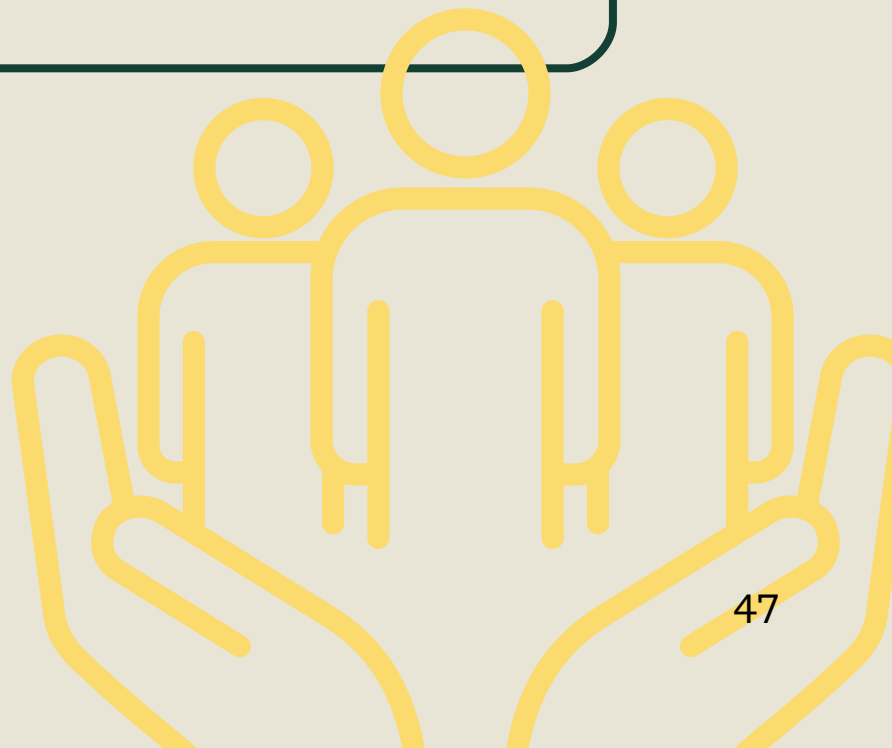
Mental health support

Mental support that exists feels like it's designed for a very specific type of struggling, like mental health crisis level. However, what about the student who's just chronically exhausted? I mean, who's managing fine on paper, like, but it's quite burning out. So I think there's a gap there. Some kind of cheque in system or even just someone whose job it is to support working students specifically. I think that would go a long way. (Undergraduate, FBSS, International fee, Male)

Flexible teaching and learning

(...) and the other thing is the lack of recorded lectures. Or alternate, like online lectures or something, so that students who work are not completely left behind, a bit of flexibility. (Undergraduate, FBSS, International fee, Male)

I would imagine a scenario, particularly for an MBA cohort, where study arrangements are more flexible. For example, some classes could be delivered online, or offered at alternative times, rather than requiring students to attend in person. I would like to see a more flexible timetable that works better for students, especially those studying on programmes such as an MBA. (Postgraduate taught, FBSS, International fee, Male)



On-campus job opportunities

So the first thing that we could do is possibly have like a, we do have a research lab, but maybe, you know, we can have like a professor researching about a certain domain. Maybe he can employ like, you know, two other people researching, like maybe a part-time research position. (Postgraduate taught, FBSS, International fee, Female)

I really agree with in like providing sort of like these jobs that are usually like contracted out through the university, so like cleaning services, library services, but also like welcome team or like that. (...) it would give a lot more students the opportunity to work. And also it just creates a more sustainable environment for the university. (Undergraduate, KSA, Home fee, Female)

Collaboration with local businesses & organisations

(If the university) pairing up with companies or even just like restaurants or just like small businesses like down in Kingston or the surrounding areas to, you know, have like a more direct like pathway for students to use to get hired would be nice. (Postgraduate taught, FBSS, International fee, Female)

I believe the university could do more to facilitate such opportunities within the local area (...) in my area of study, I would really love to get (...) some sort of exposure, right? And I'm sure there are roles I could do within like a council, for instance (...) It could be a form of placement. (Postgraduate taught, FBSS, International fee, Male)

Financial support

... overall, there is like a really big lack of available funding. And I think rightly, it all goes to the people who need it the most. I think it leaves this sort of like middle tier of people who still need help quite sort of alone because there are so many people who are in like really desperate need. The sort of middle tier of people who are still struggling to live. (Undergraduate, KSA, Home fee, Female)

Lastly, in the survey we asked students what their biggest worry would be right now in relation to their work and studies. Their comments can be categorised into the following themes:

- Not having enough money for living costs and tuition fees (73 responses)
- Time management (69 responses)
- Falling behind in studies due to work (65 responses)
- Finding a job during studies and after graduation (41 responses)
- Mental and physical health (29 responses)

Recommendations

Based on the findings, below are our recommendations for both the University and KSU to better support students who work alongside their studies.

1. Expand financial support for students

Financial pressure is the strongest factor influencing students' decisions to work. The University should therefore continue expanding financial support initiatives to reduce students' reliance on excessive working hours.

This may include:

- Increase hardship funds and emergency financial support
- Provide subsidised food, travel, and study resources
- Expand bursaries and scholarships for both Home and International students
- Annually produce a guide which outlines expected student spending, to support students plan and manage their finances sustainably
- Lobby the UK Government to bring maintenance loan household salary thresholds in line with median household salaries

2. Increase flexible on-campus employment opportunities

Expanding flexible on-campus employment opportunities could help students access work that better aligns with academic schedules. On-campus employment may also strengthen students' sense of belonging and connection to university life.

Kingston University and KSU could:

- Increase part-time roles within departments, libraries, student services, and events
- Develop more campus-based internships and paid placement opportunities

- Prioritise flexible scheduling during assessment and examination periods
- Create employment opportunities linked to students' academic disciplines where possible

3. Improve flexibility in teaching and learning

Greater academic flexibility could help students manage competing responsibilities more effectively.

Potential measures include:

- Reduce short-notice timetable changes
- Create more compact timetables, which consider student commuting times and potential work shift patterns
- Offer evening assignment deadlines where appropriate
- Provide greater access to recorded lectures and hybrid learning materials

4. Strengthen wellbeing and mental health support

Recognising the pressures faced by working students may help reduce feelings of isolation and improve student retention. The University should continue strengthening targeted wellbeing support for working students.

This could involve:

- Workshops on time management, stress management, and work-study balance
- Peer support initiatives for working students
- Improved promotion of counselling and wellbeing services
- Tailored support for neurodivergent students and students experiencing burnout

5. Encourage greater understanding from academic staff

Students highlighted the importance of empathy and flexibility from lecturers and academic staff. Creating a more understanding academic environment could help students feel more supported and engaged in their studies. Universities should encourage greater awareness of the realities faced by working students.

This may include:

- Staff training on the challenges associated with student employment
- Greater flexibility around attendance and deadlines in exceptional circumstances
- Improved communication between students and academic staff regarding work-related pressures

6. Continue developing employability support

Although many students work primarily for financial reasons, employment can also contribute positively to skill development and future career readiness. Helping students connect employment experiences with long-term career development may improve both graduate outcomes and student motivation. Kingston University should continue strengthening employability initiatives as outlined in the Future Skills programme.

Further improvements could include:

- Expand paid placements and industry partnerships, particularly with local businesses and organisations in and around Kingston
- Explore and expand opportunities to recognise students' existing workplace experience as the basis for assessment or project work, and to award credit for it.
- Support students in translating part-time work into employability skills
- Provide additional career support for international students facing employment barriers

Reference List

Allingham, Tom. 'Student Maintenance Loans 2026.' Save the Student (2026). Accessed 19 June 2026. <https://www.savethestudent.org/student-finance/maintenance-loans.html>.

Bolton, Paul. 'The value of student maintenance support.' House of Commons Library (2026). <https://researchbriefings.files.parliament.uk/documents/SN00916/SN00916.pdf>

Butler, Jake. 'National Student Money Survey 2025 – Results.' Save the Student, 16 September 2025. <https://www.savethestudent.org/money/surveys/student-money-survey-2025-results.html>.

Curtis, Susan and Najah Shani. 'The Effect of Taking Paid Employment During Term-time on Students' Academic Studies.' *Journal of Further and Higher Education*, Vol.26/No. 2 (2002): pp. 129-138.

Dickinson, Jim. 'Latest from Belong – students are earning, but what are we learning?' Wonkhe, 9 December 2024. <https://wonkhe.com/blogs/latest-from-belong-students-are-earning-but-what-are-we-learning/>

Evans, Carl and Zatun Najahah Yuso. 'The importance of part-time work to UK university students.' *Industry & Higher Education*, Vol.35/No. 6 (2021): pp. 725-735.

Gbadamosi, Gbolahan et al. 'Employability and students' part-time work in the UK: does self-efficacy and career aspiration matter?' *British Educational Research Journal*, Vol. 41/No. 6 (2015): pp. 1086-1107.

Hill, Katherine, Matt Padley and Josh Freeman. A Minimum Income Standard for Students. Higher Education Policy Institute (2025). <https://www.hepi.ac.uk/wp-content/uploads/2025/08/A-Minimum-Income-Standard-for-Students-2025.pdf>.

Kingston University. 'Future Skills 2025 - Perspectives from East and West.' https://assets.kingston.ac.uk/m/32c8151479564c48/original/20250617_FutureSkill_s2025_report-1.pdf/.

Mills, Lindsey. 'Understanding the Experiences of College Students Who Work Full-Time: Juggling Competing Responsibilities and Defining Academic Success.' *The Journal of Continuing Higher Education*, Vol.68/No. 3 (2020): pp. 181-189.

Moss, Antony C., and Jonathan Neves. 'The risks of eroding work and study conditions for students.' *Advance HE*, 6 October 2025. <https://www.advance-he.ac.uk/news-and-views/risks-eroding-work-and-study-conditions-students>.

Neill, Neville et al. 'The Influence of Part-time Work on Student Placement.' *Journal of Further and Higher Education*, Vol.28/No. 2 (2004): pp. 123-137.

Neves, Jonathan et al. 'HEPI Student Academic Experience Survey 2025.' *Advance HE and Higher Education Policy Institute* (2025). https://www.hepi.ac.uk/wp-content/uploads/2025/06/SAES-2025_FINAL_WEB.pdf.

Office for National Statistics, 'Average actual weekly hours of work for full-time workers (seasonally adjusted).' 16 September 2025. <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/timeseries/ybuy/lms>.

UK Government. 'Student finance: how you're assessed and paid 2026 to 2027.' Accessed 19 June 2026. <https://www.gov.uk/government/publications/student-finance-how-youre-assessed-and-paid/student-finance-how-youre-assessed-and-paid-2026-to-2027>.

'Student visa.' Accessed 19 June 2026. <https://www.gov.uk/student-visa/money>.

University of Galway. 'ECTS.' Accessed 20 October 2025. https://www.universityofgalway.ie/media/celt/files/curriculardesignandinnovation/ECTS_QG_v1.3.pdf

University of Worcester. 'Planning your study week.' Accessed 20 October 2025. <https://www.worcester.ac.uk/life/prepare-for-study/planning-your-study-week/planning-your-study-week.aspx>

Waltmann, Ben. 'Government uses high inflation as cover for hitting students, graduates and universities.' Institute for Fiscal Studies, 10 February 2022.
<https://ifs.org.uk/articles/government-uses-high-inflation-cover-hitting-students-graduates-and-universities>.

Wright, Adrian, et al. *Student Working Lives: Understanding Student Experiences of Working While Studying*. University of Lancashire (2024).
<https://www.lancashire.ac.uk/assets/research/student-working-lives.pdf>.

Authors

Aniarani Andita

Aniarani Andita is the Research Analyst at KSU, and has been working in the higher education charity sector since 2022.

Ania studied Music and has a PhD from Royal Holloway, University of London.

For any questions about the research, contact Ania at a.andita@kingston.ac.uk.

Jiahao Ji

Jiahao Ji is a PhD student at Kingston School of Art, Kingston University. She was Research Assistant at KSU and supported the delivery of the research project.

Her PhD research explores how comics, visual metaphor and art therapy can support self-care, reflection and the expression of mental health experiences.

