Volunteering amongst further education and sixth form students

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Lynsey Owens, Research Manager
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Research objectives and methodology
The National Union of Students and the Association of Colleges have worked together in partnership to conduct a research project into student volunteering. Student volunteering is a huge contributor to the voluntary sector, both in terms of students as volunteers, as well as students acting as fundraisers for charitable activity. In addition there is increasing interest in its potential for enhancing employability.

This report presents the research findings of an online survey carried out across students in further education, between October and November 2014, and the findings from a number of telephone interviews conducted with relevant staff in further education, carried out in December 2014.

The main objectives were to understand more about the landscape of volunteering amongst students in further education, more specifically:-

- Who, what, why, when and how students volunteer in order to grow the number of student volunteers and volunteering opportunities.
Online survey with students

An online survey was conducted with 1223 students in further education. The online survey was live in October and November 2014. Students were invited from the NUS extra database to take part in the research.

Staff research

13 telephone interviews were carried out with relevant staff in further education in December 2014. Staff were first invited to take part in a short online survey and express their interest in participating in a 20 minute telephone interview. 68 respondents took part in the online survey. AOC were responsible for providing the contact details and promoting the research.
A number of questions have been broken down in the student online survey and compared with each other, according to key demographics and identified segments.

Where there are any statistical significant differences between answers, they are reported where applicable and to a large enough base size (n>30) and are valid at a confidence level of between 95% and 99%. Where there are significant differences across demographics and segments, they are highlighted clearly in an orange box.
Headlines
Students

• Student volunteering plays a considerable role in the lives of students in further education in the UK, with 57% of students indicating they volunteer to some extent, which is a substantial proportion.
• While students recognise that helping people and the community is a key aspect of volunteering, the main driver of volunteering amongst this cohort is employability and gaining skills.
• Indeed, linking volunteering to students’ courses or academic qualifications has been a growing trend over recent years, and was recognised in the Higher Education Volunteering research conducted in 2013.
Volunteering opportunities

• Organising events or raising money are the most common volunteering activities, and ensuring that these opportunities continue, and is of vital importance, as is providing more varied opportunities for students to get involved in.
• Growing opportunities and demand for student volunteering are both evident, so ensuring this sustainability in further education institutions is key, and ensuring that students have access to high quality volunteering opportunities and support will create the conditions for student volunteering to grow in the future.
• However, college staff responsible for this area have highlighted their capacity to cope with the growing demands of student volunteers as a key challenge for the future.
• Ensuring the ongoing sustainability of student volunteering through the creation of a well-resourced infrastructure supporting staff to provide these opportunities will help to increase student engagement in volunteering.
Analysis
The student perspective
A. About the respondents
## Demographics

### Level of Study

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Base: 1223</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3 AS &amp; A Level</td>
<td>63%</td>
</tr>
<tr>
<td>Level 3 Advanced Diplomas (England)</td>
<td>10%</td>
</tr>
<tr>
<td>Level 2 NVQ</td>
<td>3%</td>
</tr>
<tr>
<td>Level 3 Vocational Qualifications</td>
<td>3%</td>
</tr>
<tr>
<td>Level 3 Access to Higher Education</td>
<td>3%</td>
</tr>
<tr>
<td>Entry Level Certificates [sub 1-3]</td>
<td>2%</td>
</tr>
<tr>
<td>Level 2 Vocational Qualifications</td>
<td>2%</td>
</tr>
<tr>
<td>Level 2 GCSE’s grades A*-C</td>
<td>2%</td>
</tr>
<tr>
<td>Level 2 Higher Diplomas (England)</td>
<td>2%</td>
</tr>
<tr>
<td>Level 3 NVQ</td>
<td>2%</td>
</tr>
<tr>
<td>Level 1 NVQ</td>
<td>1%</td>
</tr>
<tr>
<td>Level 1 Vocational Qualifications</td>
<td>1%</td>
</tr>
<tr>
<td>Level 1 Foundation diplomas (England)</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>Base: 1223</th>
</tr>
</thead>
<tbody>
<tr>
<td>No known disability or health condition</td>
<td>77%</td>
</tr>
<tr>
<td>Learning difficulty (such as dyslexia, dyspraxia)</td>
<td>10%</td>
</tr>
<tr>
<td>A mental health condition, such as depression, schizophrenia or anxiety disorder</td>
<td>6%</td>
</tr>
<tr>
<td>A physical impairment or mobility issues, such as difficulty using arms, using a wheelchair or crutches</td>
<td>2%</td>
</tr>
<tr>
<td>A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease or epilepsy</td>
<td>2%</td>
</tr>
<tr>
<td>A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder</td>
<td>2%</td>
</tr>
<tr>
<td>Profound and/or multiple learning difficulties</td>
<td>1%</td>
</tr>
<tr>
<td>Deaf or a serious hearing impairment</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
<tr>
<td>I would prefer not to say</td>
<td>2%</td>
</tr>
</tbody>
</table>

### Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Base: 1223</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
<td>94%</td>
</tr>
<tr>
<td>19-20</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Base: 1223</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>44%</td>
</tr>
<tr>
<td>Female</td>
<td>56%</td>
</tr>
</tbody>
</table>
### Level of Study

<table>
<thead>
<tr>
<th>Level of Study</th>
<th>Base: 1223</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Mathematics</td>
<td>34%</td>
</tr>
<tr>
<td>Arts, Media and Publishing</td>
<td>20%</td>
</tr>
<tr>
<td>Business, Administration and Law</td>
<td>17%</td>
</tr>
<tr>
<td>Languages, Literature and Culture</td>
<td>16%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>14%</td>
</tr>
<tr>
<td>History, Philosophy and Theology</td>
<td>13%</td>
</tr>
<tr>
<td>Health, Public Services and Care</td>
<td>12%</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>10%</td>
</tr>
<tr>
<td>Engineering and Manufacturing Technologies</td>
<td>5%</td>
</tr>
<tr>
<td>Leisure, Travel and Tourism</td>
<td>3%</td>
</tr>
<tr>
<td>Agriculture, Horticulture and Animal Care</td>
<td>2%</td>
</tr>
<tr>
<td>Construction, Planning and the Built Environment</td>
<td>2%</td>
</tr>
<tr>
<td>Education and Training</td>
<td>2%</td>
</tr>
<tr>
<td>Retail and Commercial Enterprise</td>
<td>1%</td>
</tr>
<tr>
<td>Preparation for Life and Work</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Mode of study

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Base: 1223</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time student at college</td>
<td>87%</td>
</tr>
<tr>
<td>Work-based learning i.e. apprenticeship</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>Part time student at college</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Living arrangements

<table>
<thead>
<tr>
<th>Living arrangements</th>
<th>Base: 1219</th>
</tr>
</thead>
<tbody>
<tr>
<td>In own home (mortgaged or owned) - with family</td>
<td>68%</td>
</tr>
<tr>
<td>Rented with parent(s) / other family</td>
<td>21%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>I would prefer not to say</td>
<td>2%</td>
</tr>
<tr>
<td>Rented house or flat - shared with friends</td>
<td>1%</td>
</tr>
</tbody>
</table>
Respondents completing the survey represented all regions in England. Potential respondents from Scotland, Northern Ireland and Wales were screened out.

POLAR3 is based on the HE participation rates of people who were aged 18 between 2005 and 2009, and entered a HE course in a UK higher education institution or English or Scottish further education college, aged 18 or 19, between academic years 2005/06 and 2010/11. The POLAR3 classification is formed by ranking 2001 Census Area Statistics (CAS) wards by their young participation rates for the combined 2005 to 2009 cohorts. This gives five quintile groups of areas ordered from ‘1’ (those wards with the lowest participation) to ‘5’ (those wards with the highest participation), each representing 20 per cent of UK young cohort. Students have been allocated to the neighbourhoods on the basis of their postcode. Those students whose postcode falls within wards with the lowest participation (quintile 1) are denoted as being from a low participation neighbourhood.

G7. And finally, what is your postcode?
B1. Please could you select from the following list of activities, which, if any, you take part in outside of your study time at college? / B2. And which of these activities do you take part in most often?
B. Current and future volunteering appetite
What is volunteering?

Base: 1223 respondents.

C1. Please use the box below to briefly describe what volunteering means to you.

Helping others: 41%
Helping the Community: 27%
Giving up time: 21%
Unpaid: 18%
Helping a charity / a good cause: 11%
Good for the CV / skills: 13%
How do students describe volunteers?

Students think volunteers are reliable, driven but also easy-going.

Base: 1216 respondents.

E1. Thinking about a young person who volunteers, please select up to three words from the following list to describe a young volunteer.
Students describe themselves in a similar fashion; as reliable, driven, and easy-going. They are less likely to feel reserved or to identify as a perfectionist.

How do perceptions of volunteers differ to perceptions of students?

- Daring 7%
- Lively 22%
- Spontaneous 11%
- Easy-going 40%
- Thorough 9%
- Open 16%
- Perfectionist 27%
- Fun-loving 34%
- Gentle 18%
- Reserved 13%
- Driven 34%
- Reliable 61%

G5. Please read of the words listed below that are often used to describe people. Then select up to three words that you feel best describe you.

Most selected attributes
- Attribute 1
- Attribute 2
- Attribute 3

Base: 1223 respondents.

nus
national union of students
Over half of the students consulted claimed to currently volunteer to volunteer.

Volunteering

- Yes I volunteer: 57%
- No, but I have volunteered in the past: 9%
- No, I have never volunteered: 27%
- No, but I would like to: 8%

More likely to currently volunteer:
- Those studying science and maths
- Those in the North West

Less likely to volunteer:
- Those studying information technology
Cancer Research UK is the most prominent charity
Looking at the spread of volunteers and non-volunteers, and attitudes towards future volunteering opportunities, there is evidently a strong appetite for volunteering more amongst FE and sixth form students.

**Non-volunteers (43%)**
- Non-Volunteers who **might volunteer** 34%
- Non-Volunteers **who would volunteer** 59%
- Non-Volunteers who **would not volunteer** 7%

**Volunteers (57%)**
- Volunteers **who would volunteer more** 77%
- Volunteers who **might Volunteer More** 19%
- Current volunteers who **would not volunteer more** 4%

Base: 526 non current volunteers
Base: 697 current volunteers

C2. Do you volunteer? by D4. If all barriers were removed do you feel that you would volunteer more of your time? and D7. If all barriers were removed do you feel that you would volunteer?
The research allows the development of six key characteristics of students and their attitudes towards volunteering. The following segmentation categorises students by their behaviour and attitude towards volunteering.

**Student segmentation – attitudes and behaviour towards volunteering**

- **Negative non-volunteers (3%)**
  - Have volunteered in the past / Have never volunteered and would not volunteer more if barriers were removed

- **Ambivalent non-volunteers (15%)**
  - Have volunteered in the past / Have never volunteered and are unsure if barriers were removed

- **Inexperienced potential volunteers (8%)**
  - Have never volunteered but would volunteer if barriers were removed

- **Experienced potential volunteers (18%)**
  - Have volunteered in the past and would volunteer again if barriers were removed

- **Static volunteers (13%)**
  - Volunteer now but would not volunteer more / are unsure if barriers were removed

- **Eager volunteers (44%)**
  - Volunteer now and would volunteer more if barriers were removed
The segments are examined in a little more detail to add some flavour to who they are....

**Student segmentation**

**Negative non-volunteers (3%)**

Have volunteered in the past / Have never volunteered and would not volunteer more if barriers were removed. They are more likely to not take part in any extra-curricular activities and one of the main barriers to volunteering is that they just do not want to get involved. They are more likely to be male and think of volunteers as perfectionists.

**Ambivalent non-volunteers (15%)**

Have volunteered in the past / Have never volunteered and are unsure if barriers were removed. They are more likely to not take part in any extra-curricular activities and have never thought about volunteering, or feel unsure as to whether they would enjoy it. They are more likely to be male.

**Inexperienced potential volunteers (8%)**

Have never volunteered but would volunteer if barriers were removed. They are more likely to not take part in any extra-curricular activities and are unsure of how to get involved. They are most likely to be female.
The segments are examined in a little more detail to add some flavour to who they are....

**Student segmentation**

- **Experienced potential volunteers 18%**
  Have volunteered in the past and would volunteer again if barriers were removed and are more likely to be female

- **Static volunteers 13%**
  Volunteer now but would not volunteer more / are unsure if barriers were removed. They are more likely to not take part in any extra-curricular activities and are likely to feel they’ve done their share of volunteering. They are more likely to think of volunteers as reserved and are likely to be female

- **Eager volunteers 44%**
  Volunteer now and would volunteer more if barriers were removed. They are more likely to be involved in fundraising activities as an extra-curricular activity and have been involved in volunteering since being a student at college. They are more likely to be female
C. Current volunteers
Those who currently volunteer or who have volunteered in the past first got involved at secondary school.

**First involvement with volunteering**

- Whilst studying at secondary school: 69%
- Since I've been a student at college: 15%
- Whilst studying at primary school: 12%
- Other: 4%

Base: 1020 respondents. Balance: Those not currently volunteering or have not volunteered in the past.

C3. When did you FIRST get involved with volunteering?
Students most commonly volunteer through school or college.

Who do you volunteer with?

- **School, college**: 53%
- **A club or group**: 47%
- **Your local community**: 42%
- **Friends, family or by yourself**: 36%
- **A structured programme such as National Citizen Service**: 15%
- **Your place of worship**: 11%
- **Your apprenticeship or job (days supported by your employer)**: 5%
- **As part of a service year or gap year organisation**: 3%
- **Other**: 12%

- Less likely in Greater London
- Less likely amongst males
- More likely amongst those in Polar code 5
- More likely amongst those studying agriculture, horticulture and animal care

Base: 1022 respondents. Balance: Those not currently volunteering or have not volunteered in the past

C4.a Thinking about all volunteering activities that you’ve done, who have you volunteered with?
Student volunteers’ local areas have gained the most benefit from volunteering activities.

And who has your volunteering benefited?

- Your local area: 94%
- The whole country: 15%
- Other countries: 12%

Base: 1022 respondents. Balance: Those not currently volunteering or have not volunteered in the past.
Almost a third of current student volunteers take part with a club or a group, while a quarter have taken part with their school or college. Just over one in five volunteer with their local community.

**And who have you volunteered with?**

- **A club or group**: 31%
- **School, college**: 26%
- **Your local community**: 22%
- **Friends, family or by yourself**: 10%
- **A structured programme**: 5%
- **Your place of worship**: 4%
- **Your apprenticeship or job (days supported by your employer)**: 1%

More likely amongst females
Less likely amongst those in Greater London

Base: 633 respondents. Balance: Those not currently volunteering

C5. What type of organisations do you volunteer with most?
Almost half of the sample found out about their volunteering activities through their place of study, followed by their friends or family.

**Finding out about volunteering**

- Through my place of study (i.e. college or school): 49%
- Through friends or family: 45%
- I contacted an organisation directly: 22%
- Through internet searching: 22%
- Through a youth organisation: 21%
- Social media: 20%
- Through a religious organisation (such as your church or mosque): 9%
- Through a volunteer centre: 6%
- Through my students’ union: 5%
- Through my employer: 4%
- Other: 4%

More likely amongst those studying languages, literature and culture.
More likely amongst females.
More likely amongst those in the North East.

Base: 1022 respondents. Balance: Those not currently volunteering or have not volunteered in the past.

C6. How do you find out about volunteering activities generally?
Current volunteers most commonly take part in volunteering activities once a week.

**Frequency of volunteering**

- **Daily**: 3%
- **More than once a week**: 29%
- **Once a week**: 46%
- **More than once a fortnight**: 3%
- **Once a fortnight**: 7%
- **More than once a month**: 3%
- **Once a month**: 4%
- **Less than monthly**: 2%
- **Termly**: 3%
- **Never**: 0%

More likely amongst those studying engineering and manufacturing technologies.
Less likely amongst those in the North East.


C7. Thinking about the volunteering that you do currently, approximately how often would you say you participate in any volunteering activity?
Helping to run an activity or event and raising money are the most common volunteering activities

What type of volunteering activities do students take part in?

- Organising or helping to run an activity or event: 47%
- Raising money or taking part in sponsored events: 46%
- Teaching, tutoring: 35%
- Leading a group or being a member of a committee: 30%
- Befriending or mentoring people: 26%
- Other practical help: 24%
- Visiting people, or providing care or support: 22%
- Coaching or refereeing sports: 17%
- Representing: 17%
- Giving advice, information or counselling: 16%
- Campaigning: 9%
- Secretarial, administrative or office work: 8%
- Conducting research: 4%
- Providing transport or driving: 1%
- Other: 11%
- I don’t know: 3%

Base: 1022 respondents. Balance: Those not currently volunteering or have not volunteered in the past

C8.a Which of the following volunteering activities best describes any of the activities you have participated in?
Respondents who volunteer or who have volunteered tend to do so in person

Do students volunteer in person?

- **In person only**: 87%
- **A mix of in person and online**: 12%
- **Online only**: 0%

Base: 1021 respondents. Balance: Those not currently volunteering or have not volunteered in the past

C8.b Thinking overall about the volunteering activities you have taken part in...
Have you done them in person or online, or a mix of both?
The majority of volunteering activities are more likely to be taken part in on a weekly basis.

### Frequency of volunteering activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Less than yearly</th>
<th>Yearly</th>
<th>Monthly</th>
<th>Fortnightly</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other practical help</td>
<td>15%</td>
<td>13%</td>
<td>20%</td>
<td>33%</td>
<td>62%</td>
</tr>
<tr>
<td>Coaching or refereeing sports</td>
<td>46%</td>
<td>10%</td>
<td>19%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Providing transport or driving</td>
<td>8%</td>
<td>17%</td>
<td>33%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Conducting research</td>
<td>14%</td>
<td>17%</td>
<td>0%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>Secretarial, administrative or office work</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>Representing</td>
<td>9%</td>
<td>16%</td>
<td>1%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>Campaigning</td>
<td>11%</td>
<td>15%</td>
<td>7%</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Visiting people, or providing care or support</td>
<td>15%</td>
<td>12%</td>
<td>14%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Giving advice, information or counselling</td>
<td>4%</td>
<td>15%</td>
<td>1%</td>
<td>48%</td>
<td>58%</td>
</tr>
<tr>
<td>Befriending or mentoring people</td>
<td>11%</td>
<td>13%</td>
<td>14%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Teaching, tutoring or helping with reading or other skills</td>
<td>2%</td>
<td>1%</td>
<td>12%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>Raising money or taking part in sponsored events</td>
<td>7%</td>
<td>13%</td>
<td>7%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Leading a group or being a member of a committee</td>
<td>4%</td>
<td>11%</td>
<td>14%</td>
<td>66%</td>
<td>66%</td>
</tr>
<tr>
<td>Organising or helping to run an activity or event</td>
<td>7%</td>
<td>9%</td>
<td>24%</td>
<td>37%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Average Base: 1022 respondents. Balance: Those not currently volunteering or have not volunteered in the past.

**C9.** And approximately how often do / did you take part in the following volunteering activity / activities?
D. Encouraging volunteering
Amongst those who currently volunteer, gaining work experience is the main encouragement for students to volunteer, followed by helping people and then developing skills.

**Encouragements to volunteer**

- Improving things/helping people: 74% main encouragement, 34% encouragements
- Gaining work experience / developing my CV: 81% main encouragement, 26% encouragements
- Developing skills: 72% main encouragement, 12% encouragements
- My personal values: 53% main encouragement, 11% encouragements
- The chance to gain an award, certificate or accreditation: 52% main encouragement, 5% encouragements
- Meeting new people/making friends: 52% main encouragement, 3% encouragements
- I was asked: 52% main encouragement, 2% encouragements
- Wanting to fill spare time: 25% main encouragement, 2% encouragements
- To enhance learning from my college course: 23% main encouragement, 2% encouragements
- My religious beliefs: 12% main encouragement, 1% encouragements
- The fact that my friends/family were volunteering: 10% main encouragement, 1% encouragements
- It was part of my university course: 8% main encouragement, 4% encouragements
- Feeling there was no one else to do it: 8% main encouragement, 2% encouragements
- Other: 2% main encouragement, 2% encouragements

Base: 697 / 686 respondents. Balance: Those not currently volunteering

**D1. Please indicate which of the following reasons, if any, encourage you to volunteer / D2. And what is the main reason why you choose to volunteer?**
Students highlight that they have no time to volunteer more due to pressures of college

**Barriers to volunteering more amongst those currently volunteering**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Main Barrier (542)</th>
<th>Barriers (697)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No time - pressures of college</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>No time - involvement with other clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time - paid work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of volunteering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No time - to family commitments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think I've done/I do my fair share of volunteering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't think I can afford to volunteer more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm not sure how to get involved more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't know what more I could offer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative experiences in the past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've achieved the award or certificate I set out to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've lost interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have an illness or disability that I feel prevents me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel there would be language barriers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't feel part of the community here</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My family/friends aren't involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I just don't want to volunteer more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, I would like to volunteer more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>21%</td>
</tr>
</tbody>
</table>

Base: In legend

D3.a Do any of the following put you off volunteering more than you do currently? / D3.b And what is the main reason why you would not volunteer more?
However, almost two thirds indicate a willingness to volunteer more if these barriers were removed.

Removal of barriers and volunteering MORE

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71%</td>
</tr>
<tr>
<td>I don't know</td>
<td>24%</td>
</tr>
<tr>
<td>No</td>
<td>5%</td>
</tr>
</tbody>
</table>

Base: 550 respondents. Balance: Those not currently volunteering

D4. And if this barrier was removed, do you feel that you would volunteer more of your time?
Those not currently volunteering also highlighted the pressures of study as the main barrier to getting involved.

Barriers to volunteering amongst those NOT currently volunteering

- No time- to pressures of study: 45%
- No time- to paid work: 25%
- I just don’t want to volunteer: 7%
- I’m not sure how to get involved: 6%
- No time- to involvement with other clubs: 5%
- Not time- family commitments: 4%
- I’m not sure I would like it / not sure I would find it fun: 4%
- I have just never thought about it: 4%
- I don’t know what I could offer: 4%
- I don’t think I can afford to volunteer: 4%
- I have lost interest: 4%
- I have an illness or disability that I feel prevents me: 3%
- My family/friends aren’t involved: 3%
- I don’t feel part of the community here: 3%
- I don’t think I’d make a difference: 3%
- I’ve had negative experiences in the past: 3%
- I’ve achieved the award or certificate I set out to: 3%
- I think I’ve done my fair share of volunteering / good will: 3%
- I feel there would be language barriers: 3%
- Other: 1%
- None of the above: 11%

D5. Do any of the following put you off volunteering? / D6. And what is the main reason why you currently choose not to volunteer?
Over half claimed they would volunteer if the barriers were removed

Removal of barriers and volunteering

- **Yes**: 54%
- **I don’t know**: 39%
- **No**: 7%

Base: 467 respondents. Balance: Those currently volunteering

D7. And if this barrier was removed, do you feel that you would volunteer more of your time?

- **“I don’t have enough time.”**
- **“Don’t get paid.”**
- **“No confidence; I don’t like to be around lots of people.”**
Those not currently volunteering also indicated that they would like to know more about the benefits of volunteering and that, if it related to their own interests, they may be more inclined to offer some of their time.

**Encouragements to volunteer**

- If I knew what the benefits were: 44% (Non-volunteers), 51% (Volunteers)
- If it related to my interests e.g. sports: 19% (Non-volunteers), 18% (Volunteers)
- If I could do it with my family/ friends: 13% (Non-volunteers), 36% (Volunteers)
- If it was in my free time: 11% (Non-volunteers), 35% (Volunteers)
- If it was close to where I live: 11% (Non-volunteers), 46% (Volunteers)
- If I could help a particular cause/ charity: 9% (Non-volunteers), 30% (Volunteers)
- If I knew more about the chances to take part: 5% (Non-volunteers), 26% (Volunteers)
- If I could try it once to see if I liked it: 3% (Non-volunteers), 24% (Volunteers)
- If it was in class with help from my teachers/ lecturers: 3% (Non-volunteers), 15% (Volunteers)
- If it was at the same time each week: 3% (Non-volunteers), 27% (Volunteers)
- If someone I admired was doing the activity: 2% (Non-volunteers), 15% (Volunteers)
- If I had an adult to help me: 2% (Non-volunteers), 8% (Volunteers)
- Other: 2% (Non-volunteers), 5% (Volunteers)
- Not applicable - I would never volunteer:

Base: In legend. Balance: Those currently volunteering

D8. Can you indicate which of the following, if any, would encourage you to volunteer? / D9. And what would be the main thing to encourage you to volunteer?
All students indicated that more opportunities for them to get involved were needed, along with an increase in their spare time.

**Encouragements to volunteer**

- More opportunities
- More spare time
- Recognition / rewards / incentives
- Greater awareness of opportunities
- Knowing the benefits
- Developing skills and experience
- Fun activities

"Wider opportunities and knowledge of volunteering chances."

"The only thing that would encourage me to volunteer more is if I had more time."

"Promoting the skills we could develop and learn; showing how we can make a difference; recognition for volunteering because due to school and independent study (homework) we don't have much time to do this stuff; presenting how it can benefit us in the future but also those we are volunteering with."

"If it were more easy to find volunteering opportunities in the local area, especially for young people."

"Exciting and new types of activities to volunteer with, not just the local Oxfam shop, something that is out of the ordinary for a student, even out in another country experiencing something new and seeing the unseen."

F1. What would encourage you to volunteer more?
Students were also positive about linking volunteering to their course of study, with more varied placements offered

Encouraging students to volunteer

- Link volunteering to my course of study / apprenticeship: 42%
- Offer more varied placements / work experience: 40%
- Increase publicity/awareness of volunteering on campus: 38%
- Offer opportunities to gain recognition/awards for volunteering: 36%
- Offer more one-off volunteering opportunities: 34%
- Offer more social events/networking with volunteers: 26%
- Provide introductory volunteering or 'taster' sessions: 25%
- Offer more training programmes: 21%
- Offer help for me to set up a student-led project: 11%
- Offer National Citizen Service: 10%
- Other: 1%
- Nothing: 7%
- I don't know: 12%

Base: 1210 respondents. Balance: No response

F3. Is there anything your college or students' union could do that might encourage you, or people like you, to volunteer?
Raising money and taking part in sponsored events were the most appealing type of activity. However, there was strong interest in tutoring, helping to run an activity or event and visiting people.

**Top three types of appealing volunteering activity**

- **Raising money or taking part in sponsored events**: 13%, 17%, 12%
- **Teaching, tutoring or helping with reading or other skills**: 14%, 12%, 10%
- **Organising or helping to run an activity or event**: 12%, 9%, 11%
- **Visiting people, or providing care or support**: 13%, 8%, 9%
- **Befriending or mentoring people**: 6%, 10%, 9%
- **Other practical help**: 9%, 6%, 8%
- **Giving advice, information or counselling**: 7%, 7%, 7%
- **Leading a group or being a member of a committee**: 8%, 5%, 8%
- **Coaching or refereeing sports**: 8%, 5%, 4%
- **Conducting research**: 2%, 3%, 3%
- **Secretarial, administrative or office work**: 3%, 3%, 3%
- **Campaigning**: 2%, 4%
- **Representing**: 2%
- **Providing transport or driving**: 1%

Base: 1223 respondents.

**F4. Thinking about different types of volunteering activity, which are the top three types listed that appeal to you?**
Students were keen that their school or college should provide them with the opportunity to volunteer.

**Top three types of appealing volunteering provider**

<table>
<thead>
<tr>
<th>Provider</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>School or college</td>
<td>41%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Your local community</td>
<td>14%</td>
<td>19%</td>
<td>15%</td>
</tr>
<tr>
<td>Friends, family or by yourself</td>
<td>12%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>A club or group</td>
<td>11%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>A structured programme</td>
<td>5%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Your apprenticeship or job (days supported by your employer)</td>
<td>5%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>As part of a service year or gap year organisation</td>
<td>4%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Your place of worship</td>
<td>3%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Base: 1223 respondents.

F5.a And if volunteering opportunities were offered with all of the following types of organisation, what are the top three listed that would appeal to you?
The main motivations and barriers to volunteering for students are...

**Motivations:**
- Helping people
- Gaining experience, skills, rewards and recognition
- Personal values

**Barriers:**
- Pressures of study
- Other extra-curricular activities
- Paid work commitments
The staff perspective
Staff online survey
Fundraising, course representation, and involvement in sports clubs or teams were the main opportunities for students. Volunteering was also a common opportunity.

### Opportunities for students

- **Fundraising**: 97%
- **Course representative**: 91%
- **Sports clubs or teams**: 90%
- **Volunteering**: 88%
- **Fun/special interest clubs**: 78%
- **Union democratic representative**: 72%
- **Course related/academic clubs**: 66%
- **Student media**: 51%
- **National Citizen Service**: 43%
- **Other**: 16%

Base: 68 respondents.

**A3. Which of the following opportunities, if any, are there for students at your college to engage in?**
Raising money, sponsored events and organising activities and events were the main volunteering activities highlighted.

Volunteering activities available at the college

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising money or taking part in sponsored events</td>
<td>97%</td>
</tr>
<tr>
<td>Organising or helping to run an activity or event</td>
<td>93%</td>
</tr>
<tr>
<td>Leading a group or being a member of a committee</td>
<td>90%</td>
</tr>
<tr>
<td>Representing</td>
<td>76%</td>
</tr>
<tr>
<td>Befriending or mentoring people</td>
<td>66%</td>
</tr>
<tr>
<td>Campaigning</td>
<td>65%</td>
</tr>
<tr>
<td>Coaching or refereeing sports</td>
<td>62%</td>
</tr>
<tr>
<td>Other practical help</td>
<td>49%</td>
</tr>
<tr>
<td>Secretarial, administrative or office work</td>
<td>44%</td>
</tr>
<tr>
<td>Visiting people, or providing care or support</td>
<td>40%</td>
</tr>
<tr>
<td>Conducting research</td>
<td>38%</td>
</tr>
<tr>
<td>Teaching, tutoring or helping with reading or other skills</td>
<td>35%</td>
</tr>
<tr>
<td>Giving advice, information or counselling</td>
<td>34%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
</tr>
<tr>
<td>Providing transport or driving</td>
<td>3%</td>
</tr>
</tbody>
</table>
Staff linked to the course and students themselves were the main organisers of any activity involving volunteering.

Organisers of the activities

- Curriculum staff i.e. linked to the student’s course: 88%
- By the students themselves: 82%
- Student services staff: 76%
- Students’ union: 74%
- Organisations external to the college: 62%
- Other: 9%

Base: 68 respondents.

A5. Thinking of those volunteering activities available at your college, would these be organised by any/all of the following.
Staff teledepths
Experiences of student volunteering

- Experience linked to courses and relevant skills for employment
- External volunteering
- Lots of opportunities for students to get involved through college / encouragement
- Working to increase opportunities for students to get involved
- Limited experience

“The students don’t get involved in community action type volunteering, we have the Princes Trust with groups of participants doing voluntary work in community events but these are not organised by us.”

“In the past we have had a volunteering fair twice a year, with external organisations who would provide information directly to the students; they get people to sign up on the day, we get the details from the external organisations of how many sign up on the day and then how many they get later on when the volunteering starts.”

“We had 700 students who did at least 3 hours last year, doing things like, packing Christmas shoes boxes, environmental projects like river cleaning, and helping at residential homes.”

“We give awards to the students for the hours that they volunteer.”

“Quite limited its more life experience then anything else.”

Base: 13 respondents

Q3. I’d like to begin by asking about current student volunteering. In a few words, can you briefly describe your recent experiences of student volunteering?
An increase in the popularity of volunteering is due to raising awareness and students being keen to get involved.

Q4. Thinking about how things have changed over the last academic year, which of the following best describes the popularity of student volunteering amongst students? Student volunteering has become...

- Much more popular: 1
- More popular: 6
- The same / no change: 4
- Less popular: 2
- Much less popular: 0
- Don't know: 2

Increase in popularity:
- Raising awareness
- Students’ keenness to get involved
- Staff working to increase opportunities

Base: 13 respondents.

Q4. Thinking about how things have changed over the last academic year, which of the following best describes the popularity of student volunteering amongst students? Student volunteering has become....
Increased opportunities are down to more staff resource and awareness amongst students.

Volunteering opportunities

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased a lot</td>
<td>2</td>
</tr>
<tr>
<td>Increased a little</td>
<td>8</td>
</tr>
<tr>
<td>Stayed the same / no change</td>
<td>2</td>
</tr>
<tr>
<td>Decreased a little</td>
<td></td>
</tr>
<tr>
<td>Decreased a lot</td>
<td></td>
</tr>
<tr>
<td>I don't know</td>
<td>1</td>
</tr>
</tbody>
</table>

Base: 13 respondents.

Q6. And, in your opinion, to what extent has the number of student volunteer opportunities increased or decreased over the last academic year?

Increase in opportunities

- Increase in staff capacity / time available
- Awareness amongst students and external providers that the college can offer opportunities
- Requirement of course
Main successes in volunteering

- Actions in the community
- Raising money for the community / local charities
- Bringing people together
- The increase in numbers volunteering
- Development of skills for future employment

"The increase in community based volunteering has doubled since the new role of volunteering."

"Fundraising events for local charities."

"The students really enjoyed it; the team work and camaraderie really brought the students round, a lot of them were reluctant but really enjoyed themselves in the end."

"The sheer amount of people volunteering."

"It’s been good because it gives them experience for interviews and applying for university places."

Base: 13 respondents

Q8. Thinking back over the last academic year with regards to student volunteering activity, what would you say your main successes, if any, were as a team/department?
Main challenges with student volunteering

- **Engaging students / staff**
  "Getting students to engage in the first place."
  "The majority of students in my college are struggling to get to college, because of their part time jobs, family commitments, and live in challenging environments."

- **Students and staff finding the time**
  "Time for the students to do volunteering, a lot of the students are on full time courses, 9-5 pm. It is difficult then to find volunteering for them."
  "Making or having enough time to organise activities, for the demand. And engaging the academic staff; not always easy."
  "In view of everybody’s workload, keeping volunteering high on the agenda."
  "We need more staff you cannot overestimate how much time is needed. You need a proper scheme, some kind of accreditation would be good."

Base: 13 respondents

Q9. And what would you say your main challenges, if any, with regards to student volunteering activity, were as a team/department over the last academic year?
Main opportunities in volunteering

"Building good relationships, developing them and maintaining them with external organisations."

"Just trying to build on what we have already got, and how we can build on training and support in the future."

"We are often getting emails for volunteering opportunities for our students, they are not the sort of opportunities that are appropriate for our cohort."

"We are focusing on our particular diversity, making sure we have a range of opportunities for the students."

"To go out more into the local community and raise more awareness of what is out there."

"We need to ensure we are promoting volunteering, and community cohesion. And that the students are aware of what is going on in volunteering."

- Building partner relationships
- Increasing the range of volunteering opportunities / ensuring the range of opportunities is suitable
- Raising awareness

Base: 13 respondents

Q10. Now looking to the future, again with regards to student volunteering activity, where do you think the main opportunities, if any, lie in your team/department in the next academic year?
Main challenges with student volunteering

- Meeting the demand / providing enough opportunities
- Engagement
- Finding the time
- Lack of resources

"I think it is making sure we have enough variety of placements for students and staff time for checking the placements."

"The variety of opportunities to meet volunteers’ needs."

"Meeting the demand from students, and engaging academics to encourage their students. Having enough resources for group opportunities."

"Not be able to fund any more."

"Finding the time; we don't have enough time or resources."

Q11. And what do you anticipate will be the main challenges, if any, with regards to student volunteering activity for your team/department in the next academic year?

Base: 13 respondents
A variety of roles offered for volunteering

Available volunteering roles

- Representing: 11
- Raising money or taking part in sponsored events: 11
- Organising or helping to run an activity or event: 11
- Coaching or refereeing sports: 10
- Campaigning: 10
- Leading a group or being a member of a committee: 10
- Befriending or mentoring people: 8
- Other practical help: 7
- Visiting people, or providing care or support: 7
- Teaching, tutoring: 7
- Conducting research: 6
- Secretarial, administrative or office work: 6
- Giving advice, information or counselling: 5
- I don’t know: 2
- Providing transport or driving: 1

Q13. Which of the following volunteering roles do you offer to students through your opportunities?

Base: 13 respondents.
Q16. And of all of these, what is the most popular role among students? I’ll read out all of those which you have told me that you offer, then can please tell me the most popular role, selecting no more than one.
Q17. How often, if at all, do the number of students who want to volunteer exceed the number of opportunities available?

Exceeding opportunities available

- Never: 5 respondents
- Often (e.g. more than once per term): 3 respondents
- Occasionally (e.g. once per term): 2 respondents
- I don't know: 3 respondents

Base: 13 respondents.
Students are keen to gain work experience and develop skills for their CV

**Motivations for volunteering**

- Gaining work experience / developing their CV: 6
- Improving things/helping people: 2
- They were asked to: 1
- Their personal values: 1
- Meeting new people/making friends: 1
- Developing skills: 1
- Don't know: 1

Base: 13 respondents.

Q18. I’d like to know what you think is top reason why students volunteer?
Some students simply don’t want to get involved or don’t have the time.

Barriers to volunteering

- They just don’t want to volunteer: 4
- Not enough time - due to paid work: 2
- Not enough time - due to pressures of study: 2
- They don’t know what they could offer: 1
- They’re not sure how to get involved: 1
- Other: 2
- Don't know: 1

Base: 13 respondents.

Q19 I’d like to know what you think is top reason why students don’t volunteer?
Q20a. What channels do you use (e.g. emails, posters), consider only those channels that you used in the last academic year to promote the student volunteering opportunities that you offer.
Improving employability and enhancing CVs are the key messages, followed by helping the community

Key promotional messages

• Improving employability
• Enhancing CVs
• Developing skills
• Helping the community

"Improve your employability and improve your social skills."

"Enhance your CV and enhance yourselves."

"By helping others you can help yourself and be part of a team and develop skills."

"We do try to promote the benefits to themselves as well as the local community."

"Improve skills, get involved in the community."

Base: 13 respondents.

Q20b. And what are the key messages that you use (e.g. help the environment, improve your employability) in your promotional communications?
A variety of external organisations are worked with

**Working with external organisations**

9 work with external organisations to offer volunteering opportunities

Base: 13 respondents

Q23a. Do you work with any external organisations to provide volunteer opportunities to students?

Q23b. What are the main types of external organisations that you work with?

Base: 9 respondents

- Local community groups (9)
- Your students’ union (8)
- Your college (8)
- National charities (8)
- National Citizen Service (7)
- Environmental groups/charities/... (6)
- Schools, playgroups and nurseries (6)
- Culture and recreation groups/... (5)
- Education groups/charities/... (5)
- International charities (5)
- Religion/Faith groups/charities/... (4)
- Housing groups/charities/... (4)
- Development groups/charities/... (4)
- Employment and training groups/... (3)
- Law & advocacy (3)
- Research groups/charities/... (2)
- Social services (2)
- Local community facilities (2)
Mostly positive aspects were indicated

Working with external companies

Positive aspects

• More opportunities
• Higher awareness of opportunities
• Experience
• Gives students the chance to work outside of college

Negative aspects

• Mostly none, but where negative aspects were indicated, a lack of communication was the most common

Base: 13 respondents.

Q24. Thinking still about the external organisations that you work with, generally speaking, what are the biggest positives and negatives, if any, of working with external organisations? / Q25. And can you give an example of a positive experience of working with external organisations? And an example of a negative experience?
Volunteering enhances the student experience and reinforces community links

Value of volunteering

- Enhancing the student experience
- Reinforcing community links
- Relationships with external organisations

“I think the students get a lot from it; it gives them something to talk about, communication and listing skills.”

“It reinforces we are part of the community.”

“It pays benefits to the learners and connect to other organisations.”

“It helps students gain skill confidence, employability skills, exposure of the college and it's students in the community.”

Base: 13 respondents

Q26. What is the perceived value of student volunteering to your organisation? / measuring the value
Raising awareness, providing volunteering guidance and focusing more on further education would be supportive.

**NUS support**

- "Making colleges aware of their services and also giving help to colleges to apply for funds or grants for volunteering projects."
- "They are very supportive they could just promote volunteering more."
- "List of best practice, list of good providers of volunteering opportunities."
- "The NUS is good at providing resources and guidance. We need more support at a FE level, which is slightly different to HE. Having resources or best practice document. Even to be able to phone and ask questions would be good."
- "They need to look at the restrictions at FE institutions, because of the age of the students, heath and safety, safeguarding."
- "Coming up with some nationally recognised accreditation for volunteering work, which would persuade young people to take up, and take part."
- "Have a volunteer give feedback on their placement so that other students could see it, would help with encouraging volunteering, possibly something on a website."

- **Raise awareness / promotion of volunteering**
- **Volunteering guidance**
- **Focus more on FE**
- **Accreditation scheme**

Base: 13 respondents.

**Q27. What do you think NUS could do to support student volunteering?**
Volunteering amongst further education and sixth form students

February 2015

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