

Interventions for Black Students

2022

June 2022

Alex Potter & Greg Deadman-Gatt



Contents

- 1 Methodology ([3](#))
- 2 Awareness & Use ([7](#))
- 3 Service Knowledge ([18](#))
- 4 Support Experience ([27](#))
- 5 Personal Life ([37](#))
- 6 Conclusions & Recommendations ([47](#))

Methodology



Response Breakdown.

- LSBUs IFBS Survey was sent to 5480 students, and collected a total of 519 responses (a 9.5% response rate)
- 384 were complete responses, 135 were partial responses

Disability / Condition	%	n
Yes	35%	240
No	53%	55
Prefer not to say	12%	55

Disability / Dyslexia (DDS) Service Use / Awareness	%	n
No, but I did contact them to seek support or more information	8%	39
No, I am aware of the service but have never used it	56%	289
No, I was not aware of this service	12%	62
Yes, I have used this service	25%	129

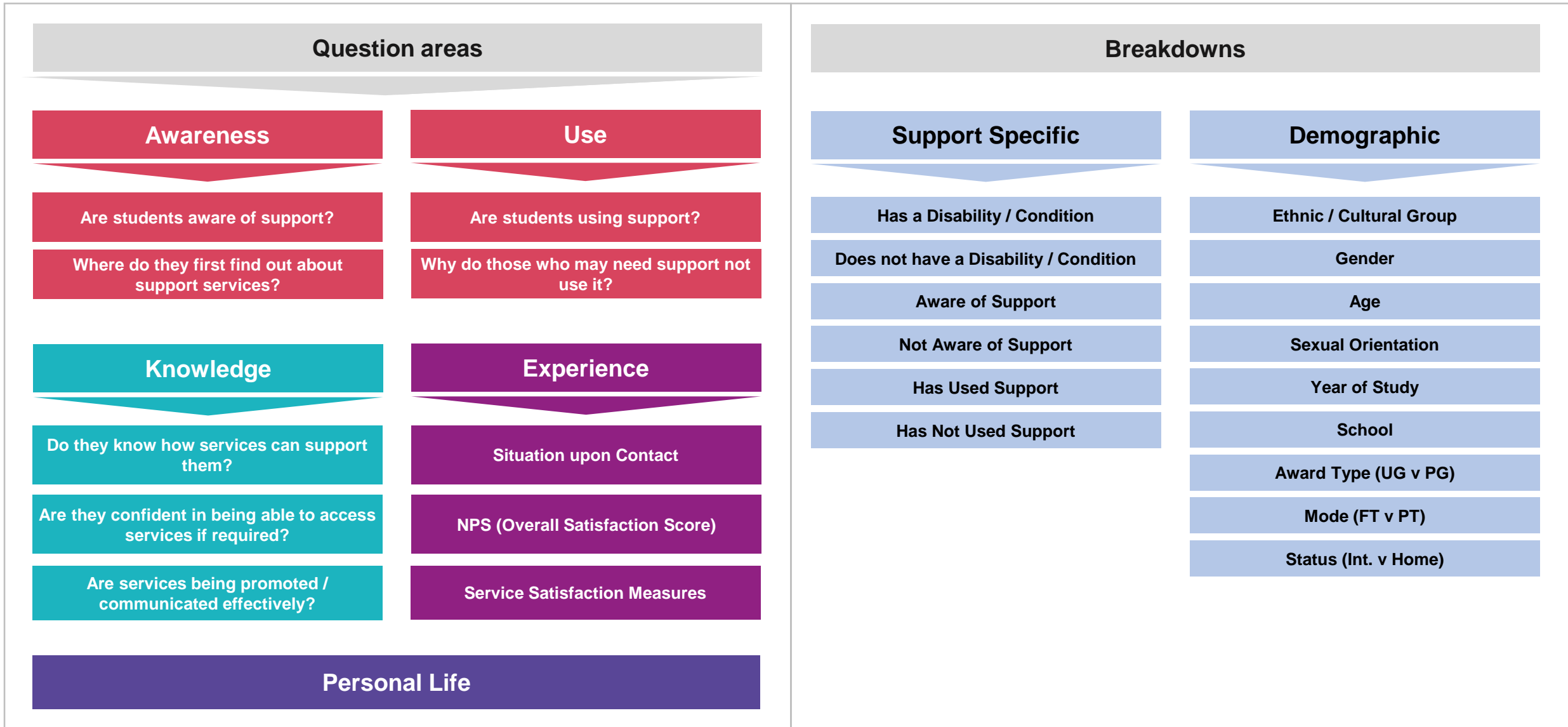
Mental Health / Wellbeing (MHW) Service Use / Awareness	%	n
No, but I did contact them to seek support or more information	8%	41
No, I am aware of the service but have never used it	60%	310
No, I was not aware of this service	14%	74
Yes, I have used this service	18%	93

Demographic Breakdowns	%	n
1 st Year	48%	234
2 nd Year	34%	168
3 rd Year	18%	86
ACI	3%	14
APS	6%	30
BEA	5%	25
BUS	13%	62
ENG	6%	28
HSC	59%	287
LSS	9%	44
UG	77%	374
PG	23%	111
FT	93%	455
PT	7%	35

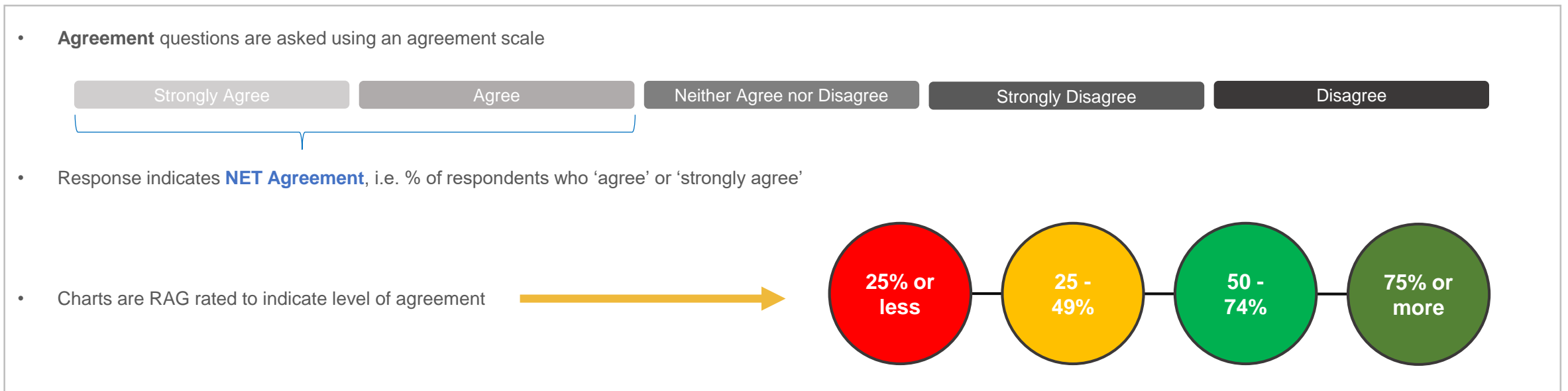
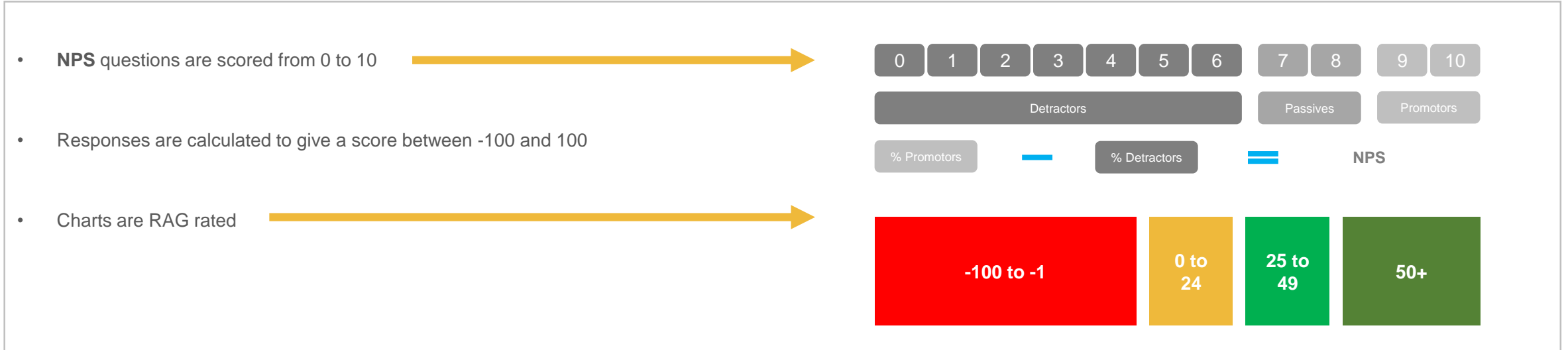
Demographic Breakdowns	%	n
Black/Black British African	66%	325
Black/Black British Caribbean	20%	100
Mixed White/Black African	3%	13
Mixed White/Black Caribbean	5%	23
Other Black background	6%	29
Home Student	92%	452
International Student	8%	38
Female	77%	376
Male	23%	113
Heterosexual	94%	411
Lesbian/Gay/Bisexual/Other	6%	24
20 or under	17%	82
21 to 25	19%	93
Over 25	64%	315



Report Structure.



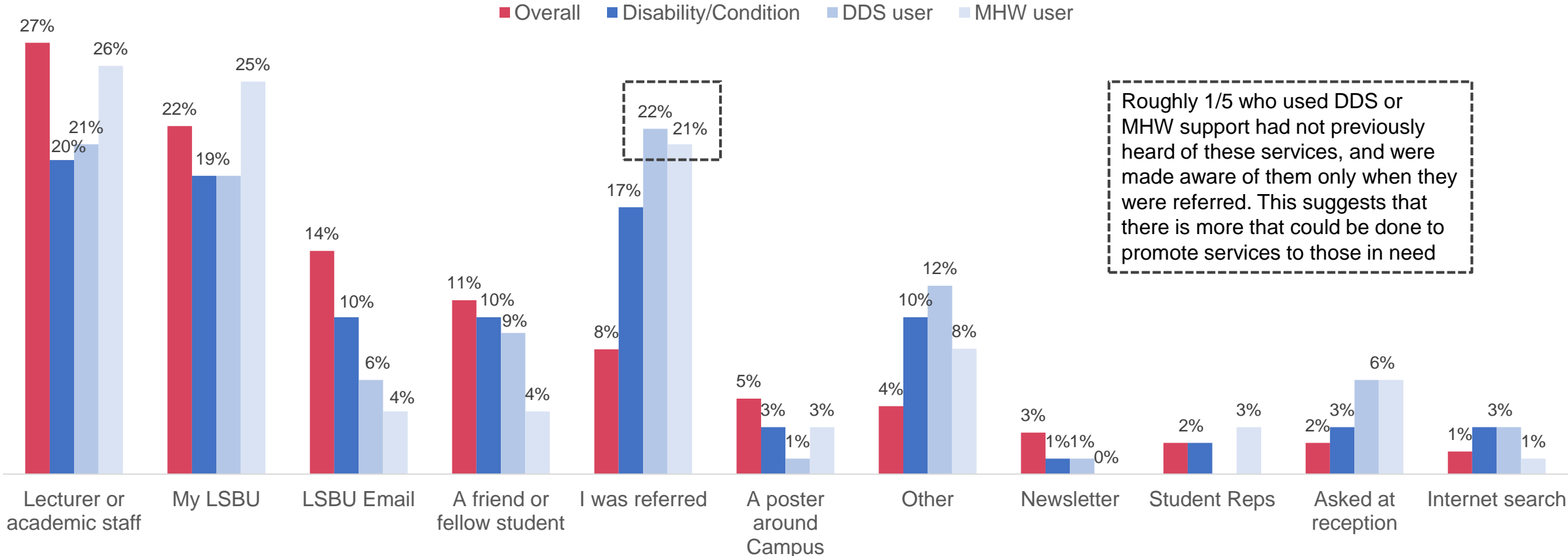
How Net Promoter Scores (NPS) & Agreement Scores Are Generated.



Service Awareness & Use



Academics And 'My LSBU' Are How Most Hear About Support.



Roughly 1/5 who used DDS or MHW support had not previously heard of these services, and were made aware of them only when they were referred. This suggests that there is more that could be done to promote services to those in need

Q. How did you first find out about the DDS or Mental Health & Wellbeing support services? Overall vs Support Specific Breakdowns

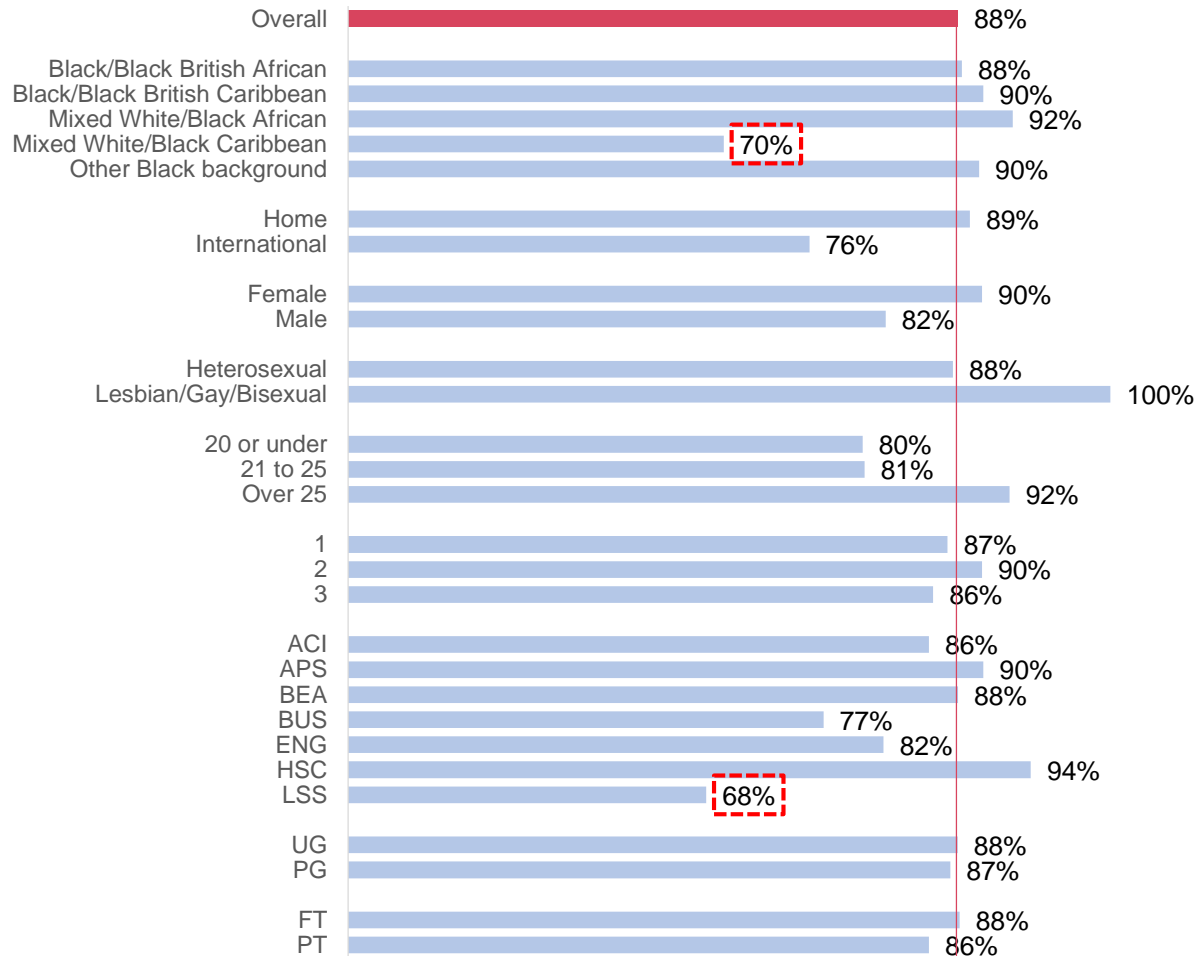
Across Demographic Groups, Some Notable Variation (Highlighted) Exists Regarding How Students Are Most Likely To Find Out About Support.

Column %	Black African	Black Caribbean	Mixed Race African	Mixed Race Caribbean	Black Other	Home	International	Heterosexual	Lesbian / Gay / Bisexual	ACI	APS	BEA	BUS	ENG	HSC	LSS
Lecturer or academic staff	29%	29%	17%	20%	24%	27%	46%	29%	21%	20%	17%	14%	13%	5%	35%	29%
My LSBU	25%	14%	17%	15%	10%	21%	27%	21%	26%	10%	22%	36%	24%	20%	22%	6%
LSBU Email	14%	13%	17%	20%	24%	15%	4%	15%	11%	10%	17%	14%	20%	20%	11%	29%
A friend or fellow student	10%	14%	17%	10%	5%	12%	0%	10%	0%	20%	13%	5%	4%	5%	13%	3%
I was referred	6%	12%	8%	15%	19%	8%	12%	8%	11%	20%	13%	9%	13%	5%	7%	9%
A poster around Campus	5%	5%	8%	5%	0%	5%	8%	5%	0%	0%	0%	9%	7%	30%	3%	6%

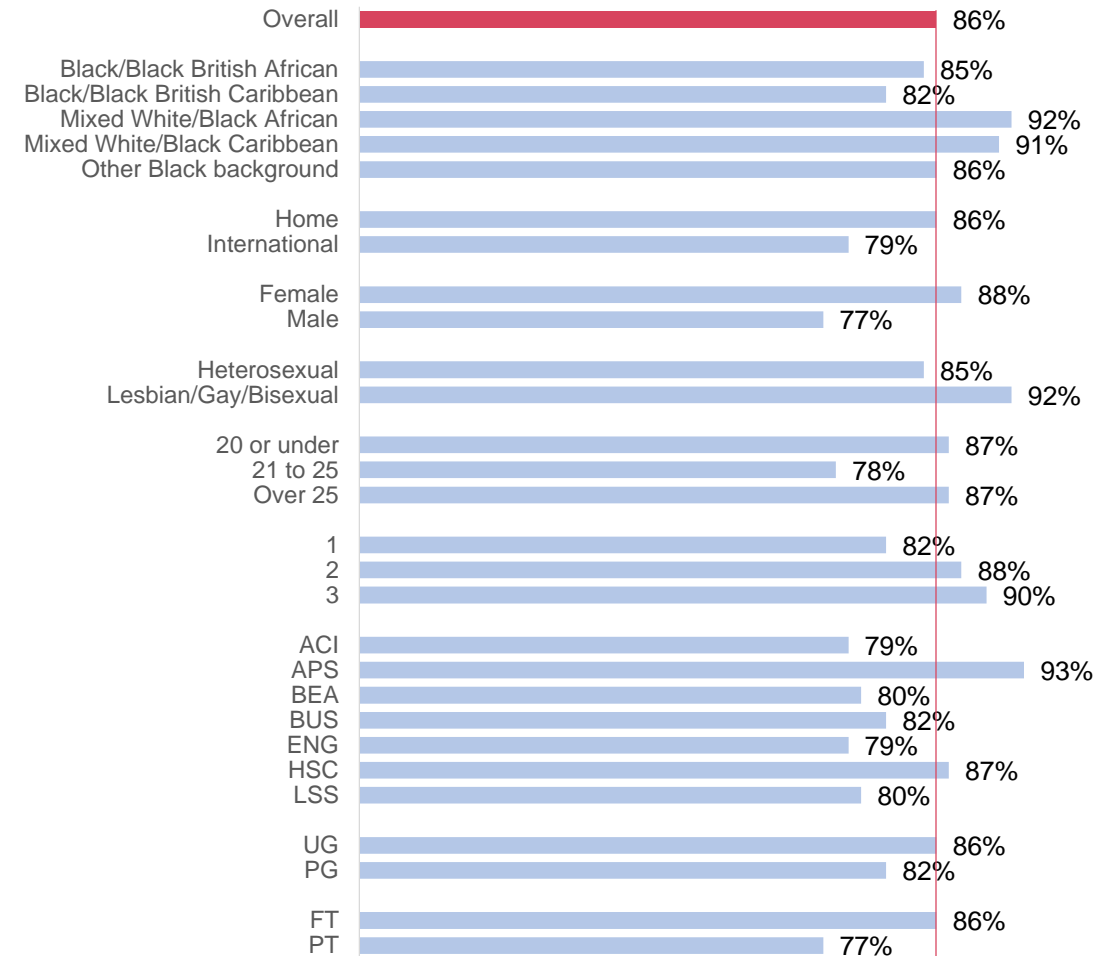
Q. How did you first find out about the DDS or Mental Health & Wellbeing support services? Demographic Breakdown

Overall Service Awareness Is High. DDS Awareness Lowest For LSS & Mixed Race Caribbean Students. MHW Awareness Fairly Consistent Across Groups.

Aware of DDS Service (All Students)



Aware of MHW Service (All Students)

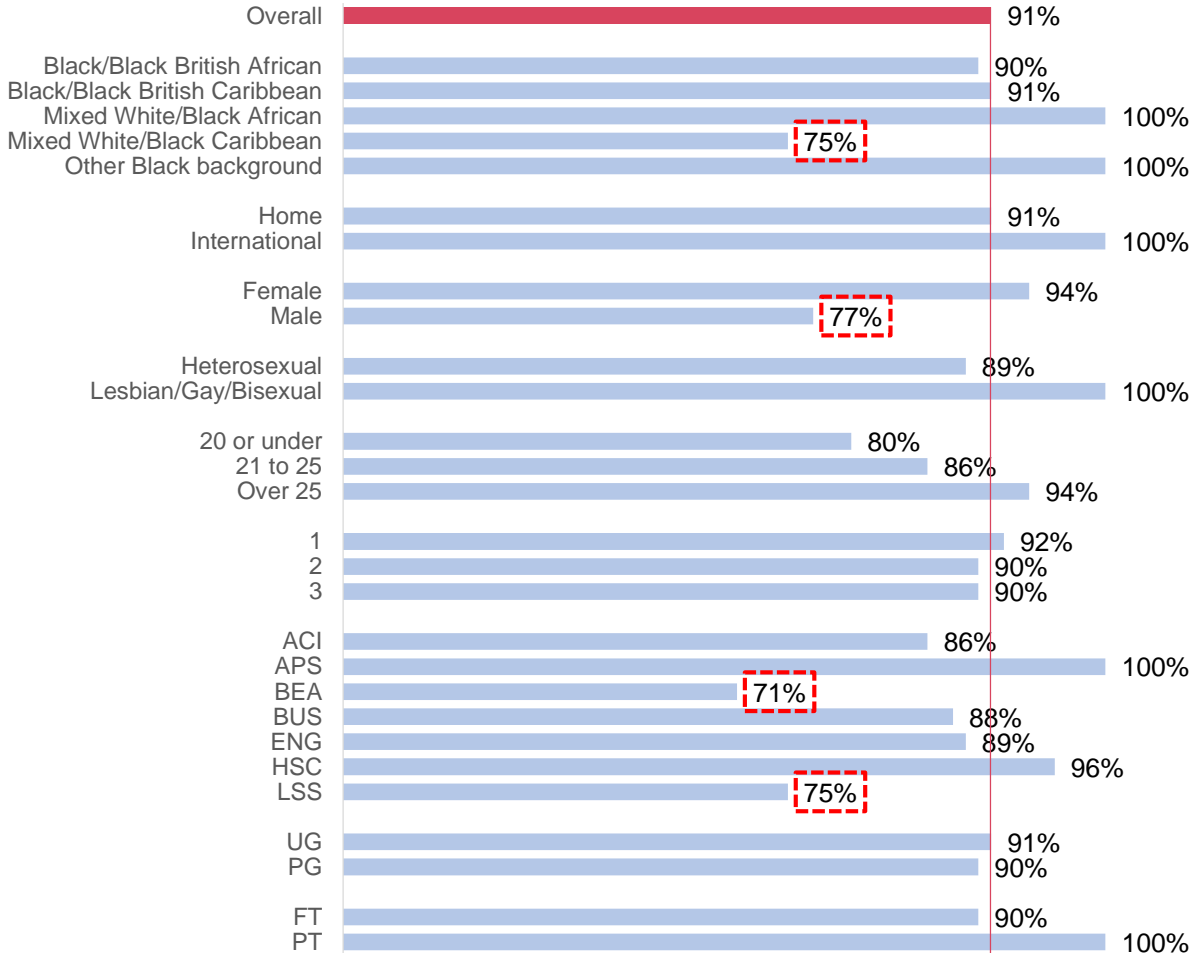


Q. Have you used any of the following support services provided by LSBU?

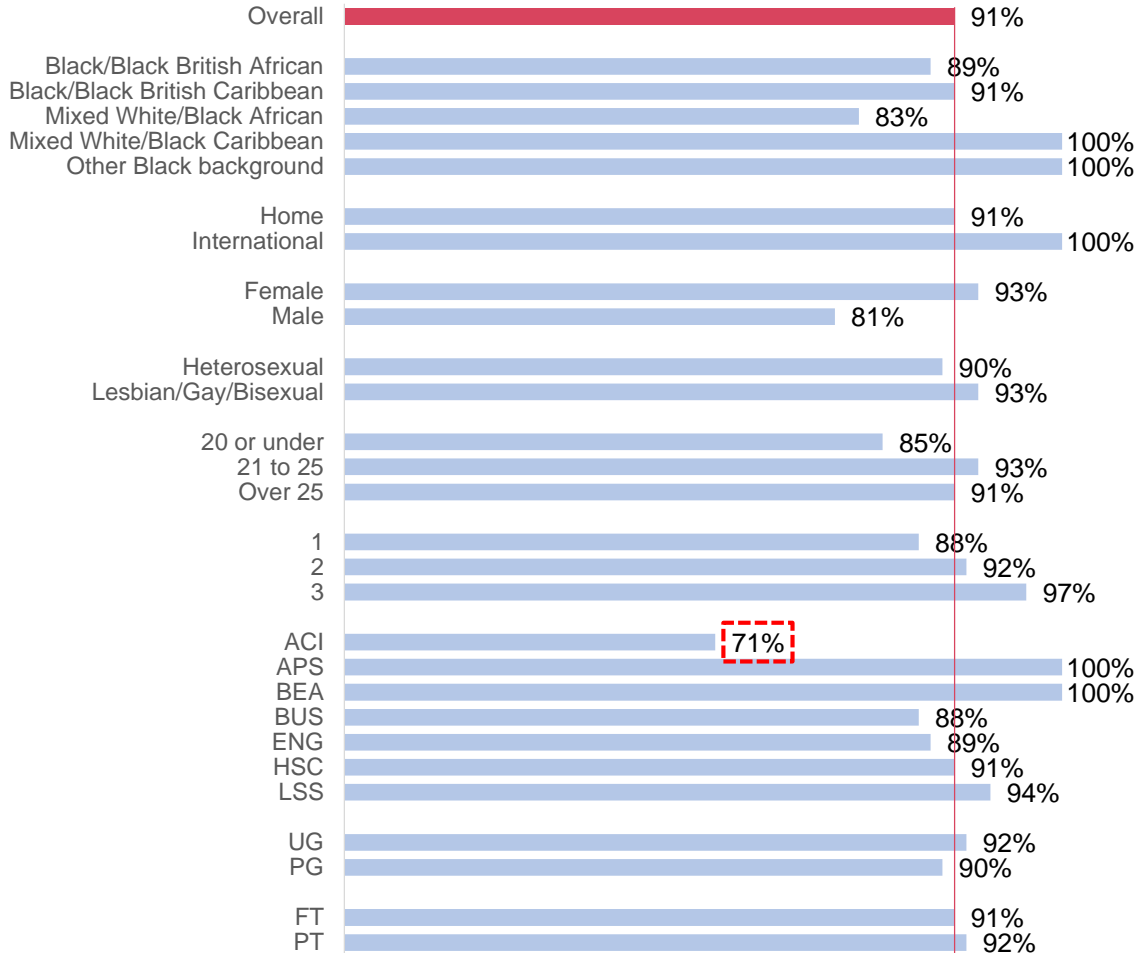
Noticeably **higher** / **lower** than the average

9/10 Of Those With A Disability/Condition Are Aware Of Support Available. Awareness Is Noticeably Lower For Certain Groups, Especially For DDS.

Aware of DDS Service (Disability/Condition Only)



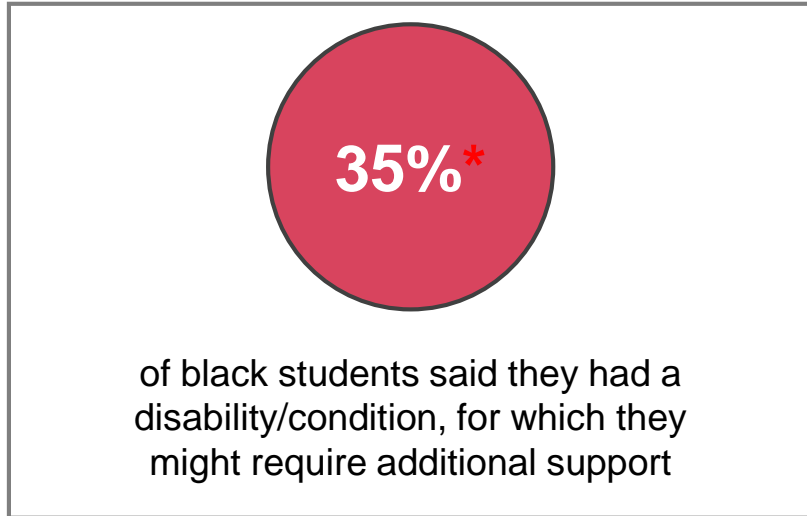
Aware of MHW Service (Disability/Condition Only)



Q. Have you used any of the following support services provided by LSBU?

Noticeably **higher** / **lower** than the average

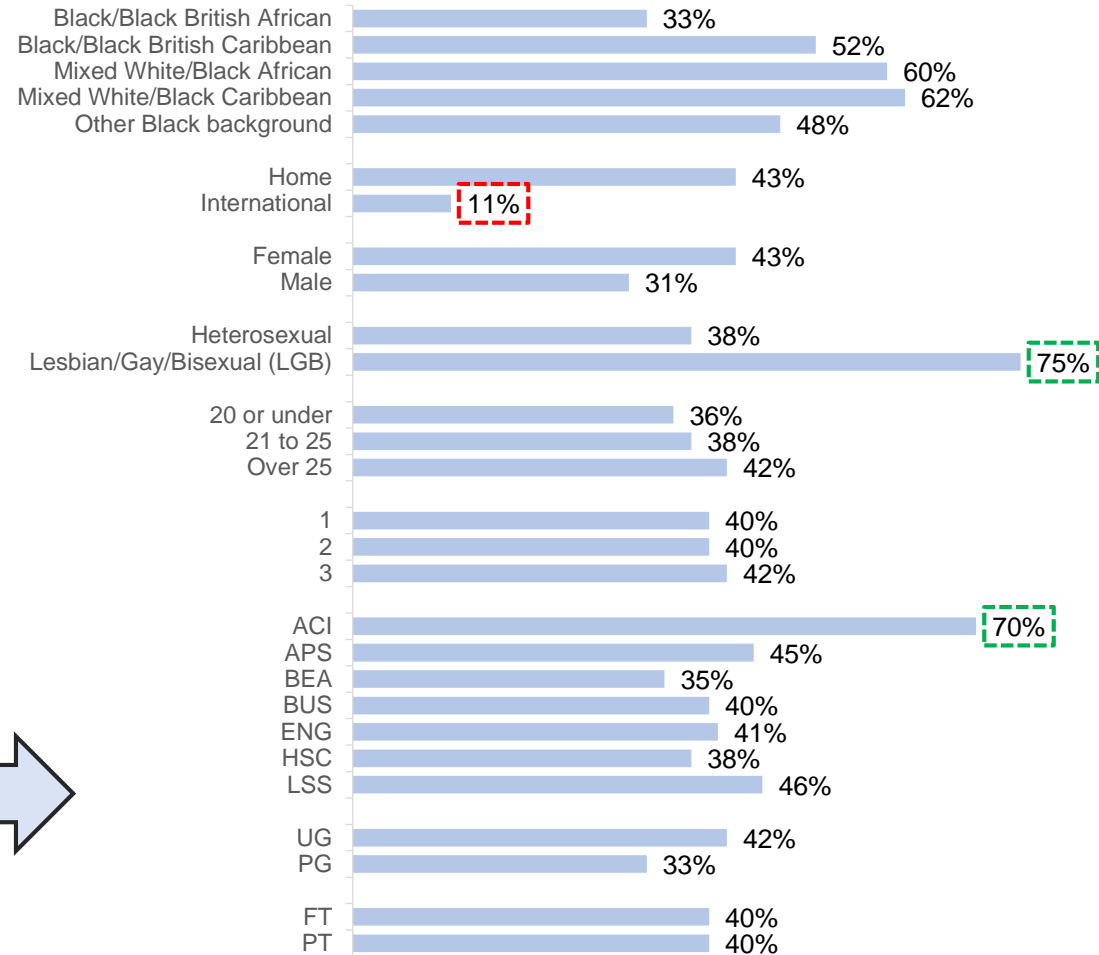
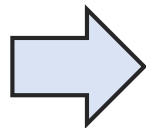
35% Said They Had A Disability/Condition. International Students Were Much Less Likely, And LGB & ACI Students Much More Likely, To Say This.



***NOTE:** 5% of respondents selected 'prefer not to say' suggesting that this figure may be very slightly under representative

Lesbian/Gay/Bisexual students and those in ACI were the most likely to say they had a disability/condition

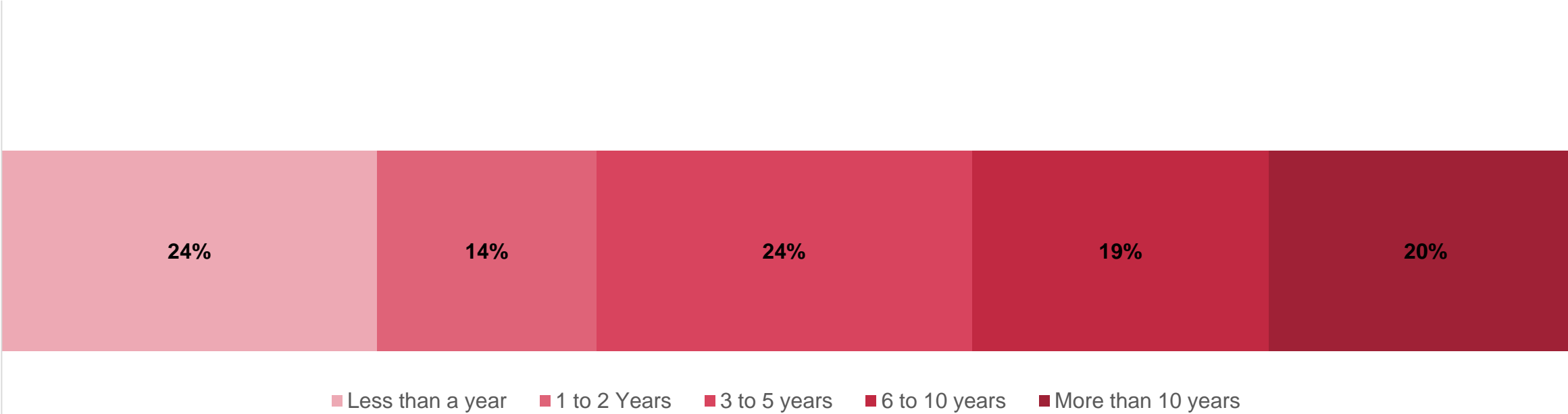
International students were the least likely to say they had a disability/condition



Q. Do you consider yourself to have a disability, mental health condition, medical condition, be neurodiverse or have specific learning difficulties (including dyslexia)?

Noticeably **higher** / **lower** than the average

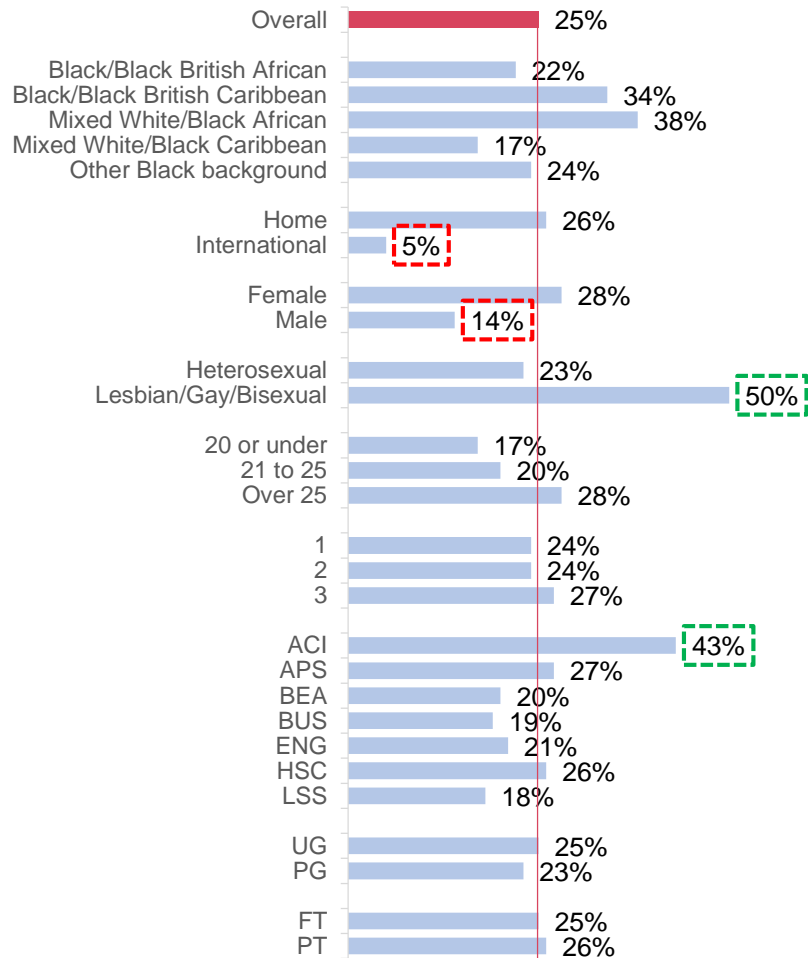
More Than 3/5 Black Students With A Disability Or Condition Have Been Aware Of It For 3 Years Or More. There Is Little Notable Variation By Sub-group.



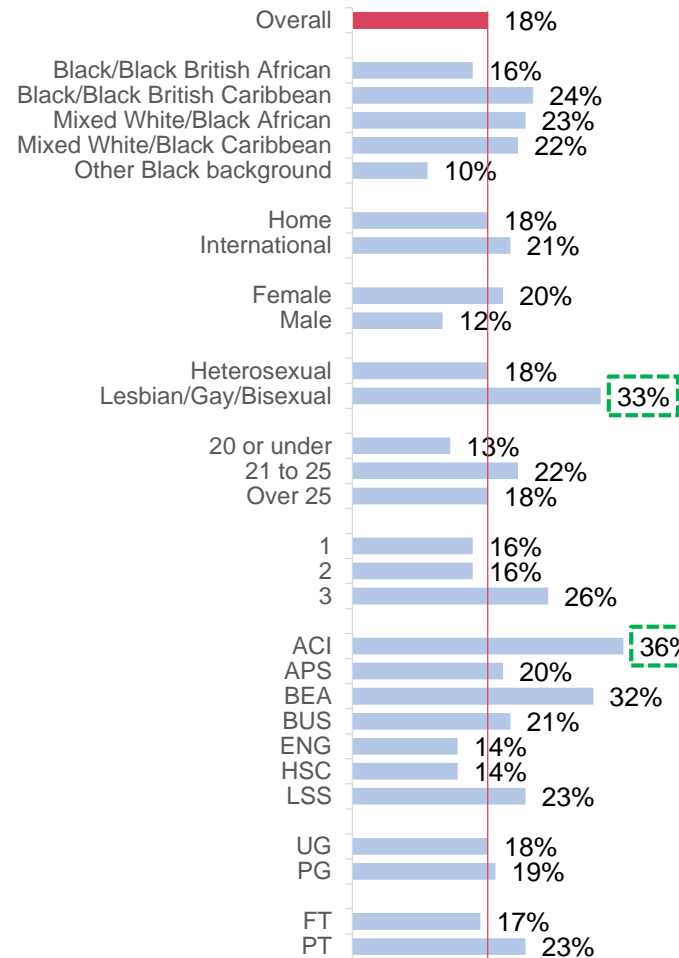
Q. How Long Has It Been Since You First Discovered Your Disability / Condition?

Across All Black Students Service Use Was Relatively Low. LGB Students And Those In ACI Were The Most Likely To Have Accessed Support.

Has used DDS service (All Students)



Has used MHW service (All Students)

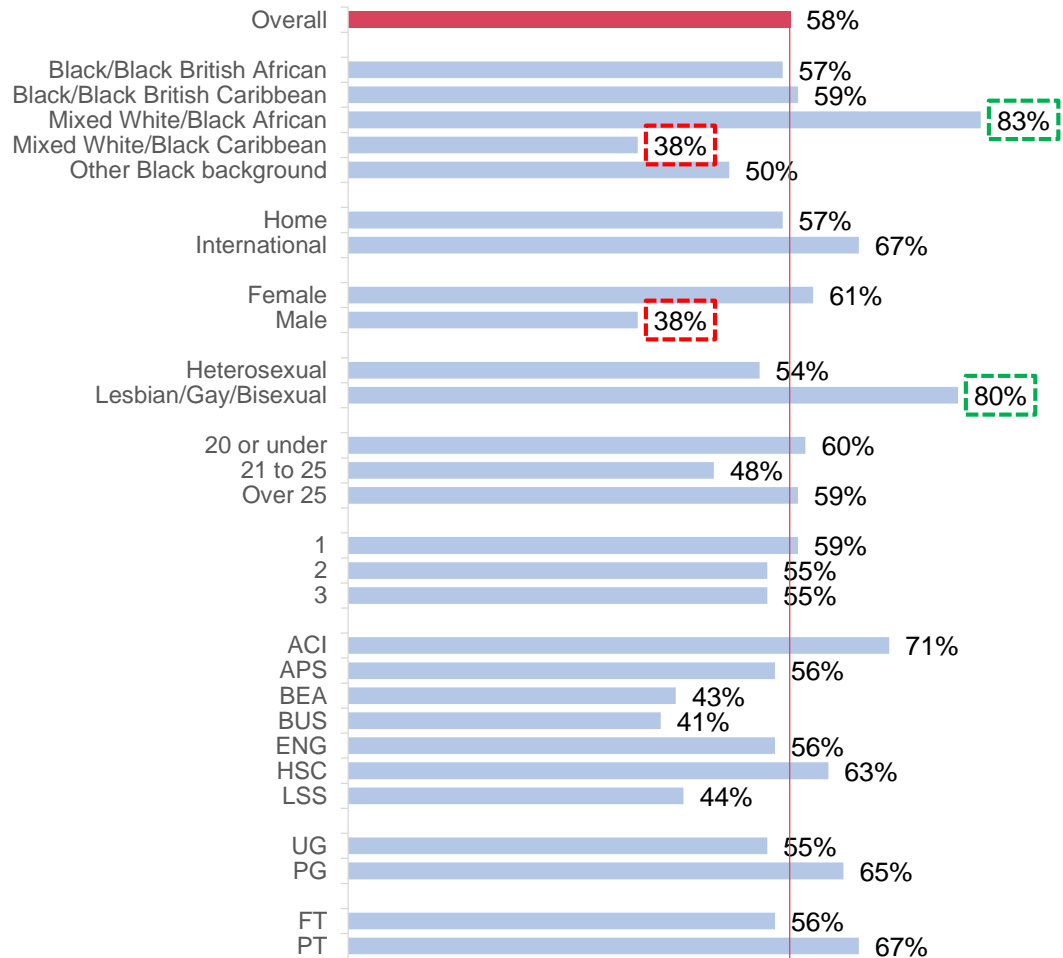


Q. Have you used any of the following support services provided by LSU?

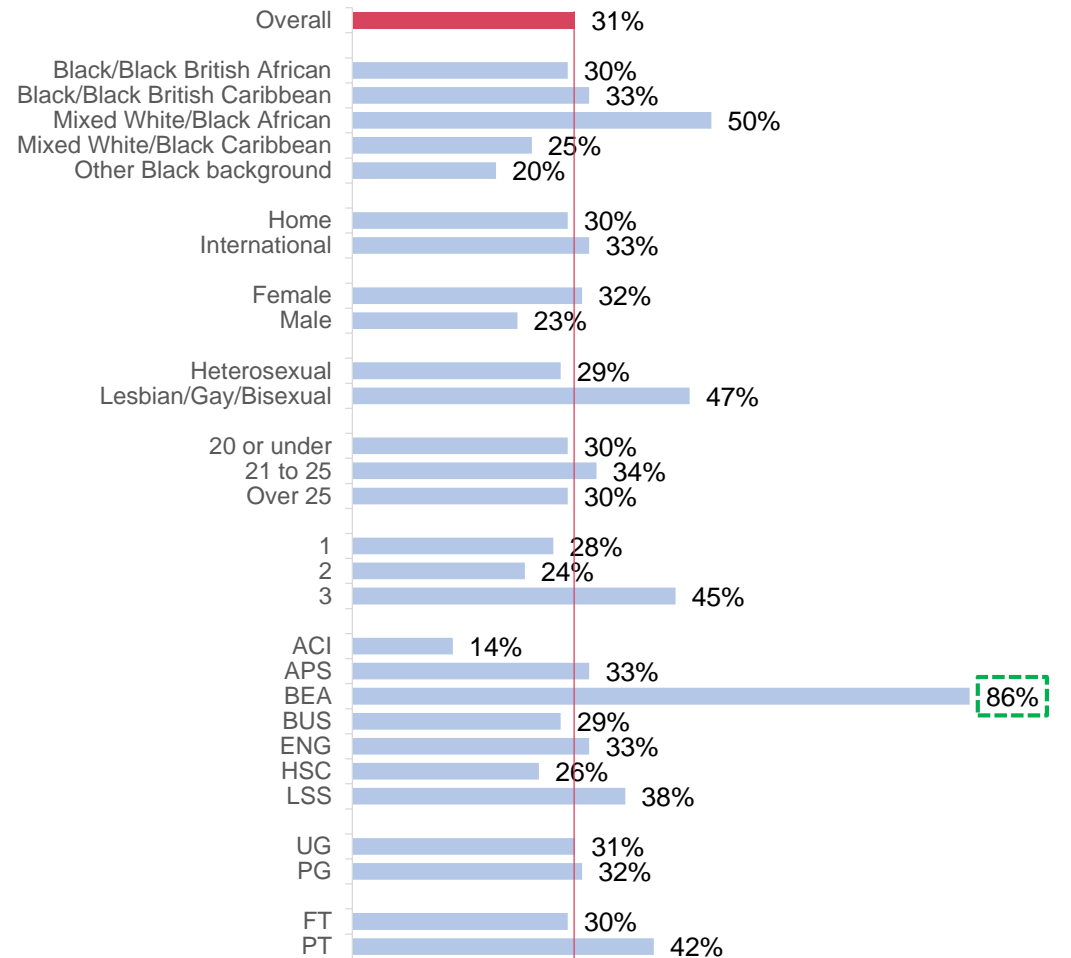
Noticeably **higher** / **lower** than the average

While Service Use Was Higher For Those With A Disability Or Condition, Many 'In Need' Black Students Have Not Accessed LSBUs Support Services.

Has used DDS service (Disability/Condition Only)



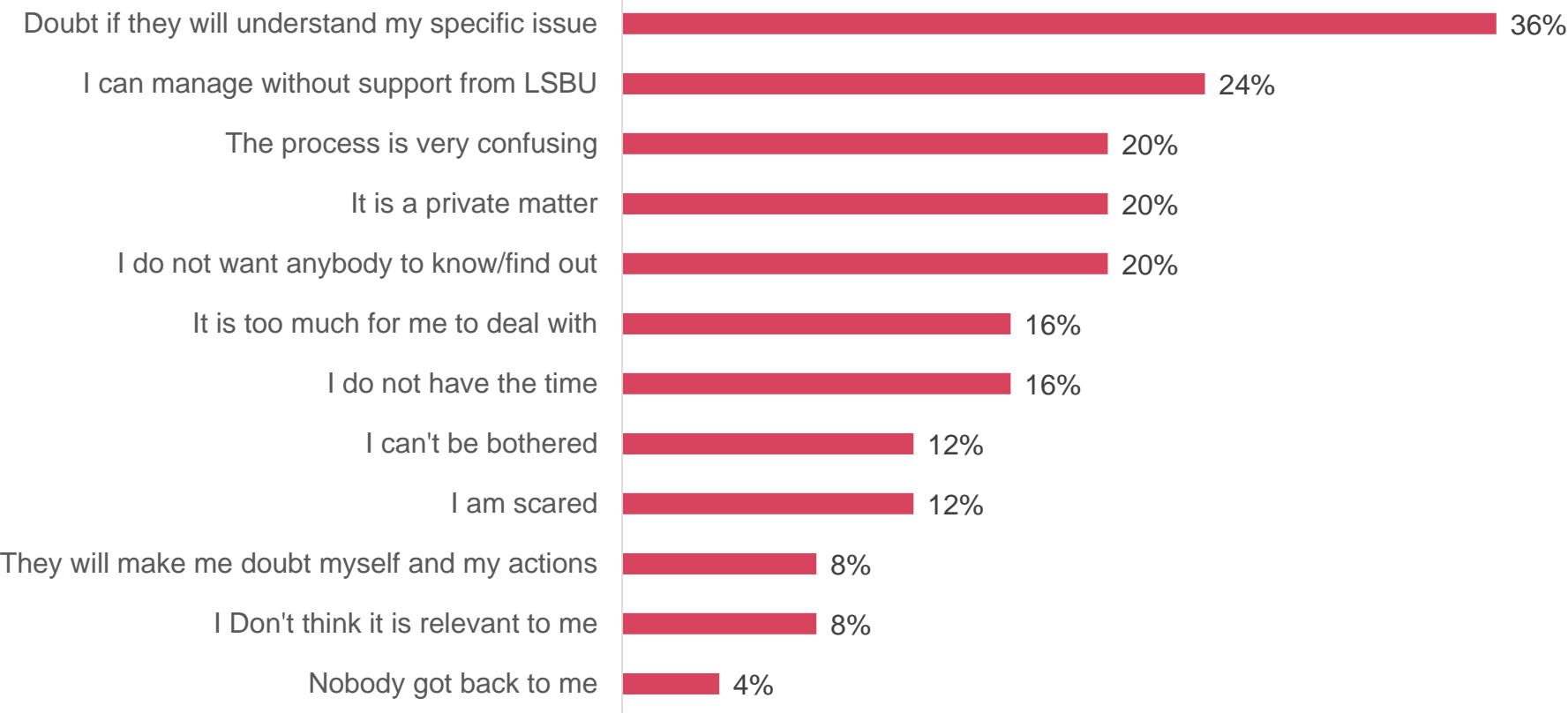
Has used MHW service (Disability/Condition Only)



Q. Have you used any of the following support services provided by LSBU?

Noticeably **higher** / **lower** than the average

Main Reason 'In Need' Students Do Not Access Services Is That They Feel They Will Not Be Understood, Followed By Feeling They Can Manage Alone.



Q. You mentioned that you had not used any of the support services available to LSBU students, what would you say are the main reasons for this? (NOTE: Base too small for breakdown by Demographic Data)

Suggestions For Increasing Service Use Amongst 'In Need' Black Students Focus On Improvements To Communication, Staff Presence And Availability.

Open Text Comments

Advertise what is specifically offered by them

There could be a one-to-one session where someone could drop in at lecture sessions from time to time and speak to students. Giving individuals the option to use the service and speak to someone without others knowing.

I would like them to support me

Learning support team, needs to be more available.

I think having regular reminders would be helpful allowing the students to be familiar with the service which is available. When students get busy they get in their own head, and that reminder could come at a good time for them to know there is support if they need it. :)

Pick people call in case of emergency

continue to advise students to use all the available resources

I don't personally think much more can be done, BUT I would say maybe have a more inclusive area in the UNI, the reception and the process of asking for help can be daunting.

As they didn't answer me in my time of need I cannot rely on them anymore so I will choose to go elsewhere .

Is it confidential?

Not sure. Maybe if everyone was checked it would be easier.

Call up often

I am Croydon campus and I Don't think they have support team down there and the cost me alot of money to travel I leave in East Grinstead it would be good if we can have students support there I am not good with online service

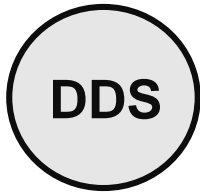
Make more information available and maybe have representatives to acknowledge students about it

Q. What could LSBU do to make you more likely to use the Student Support Service if you needed to?

Service Knowledge

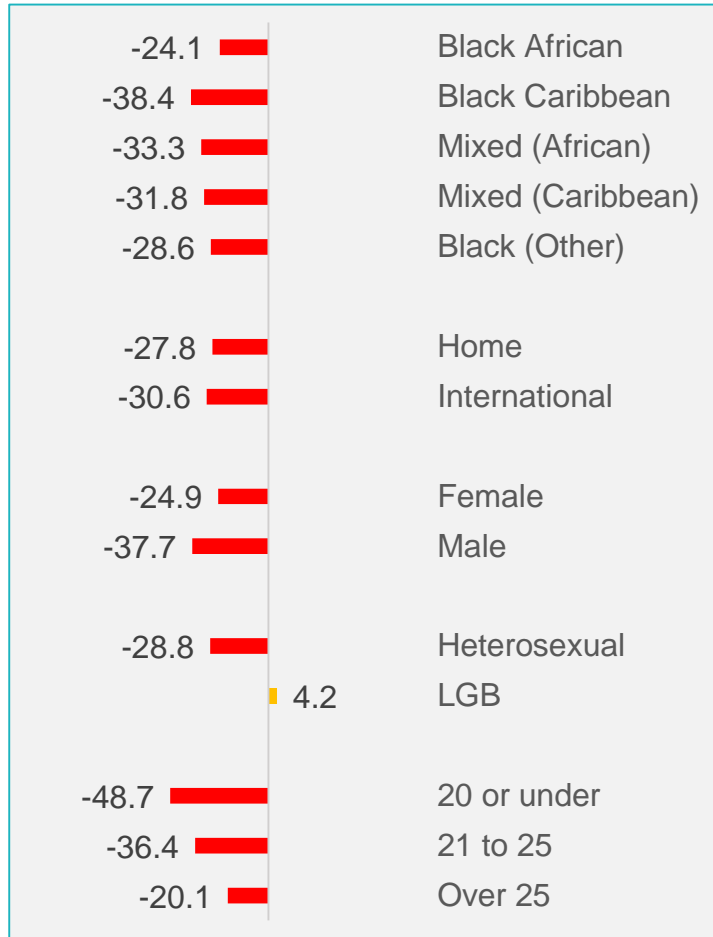
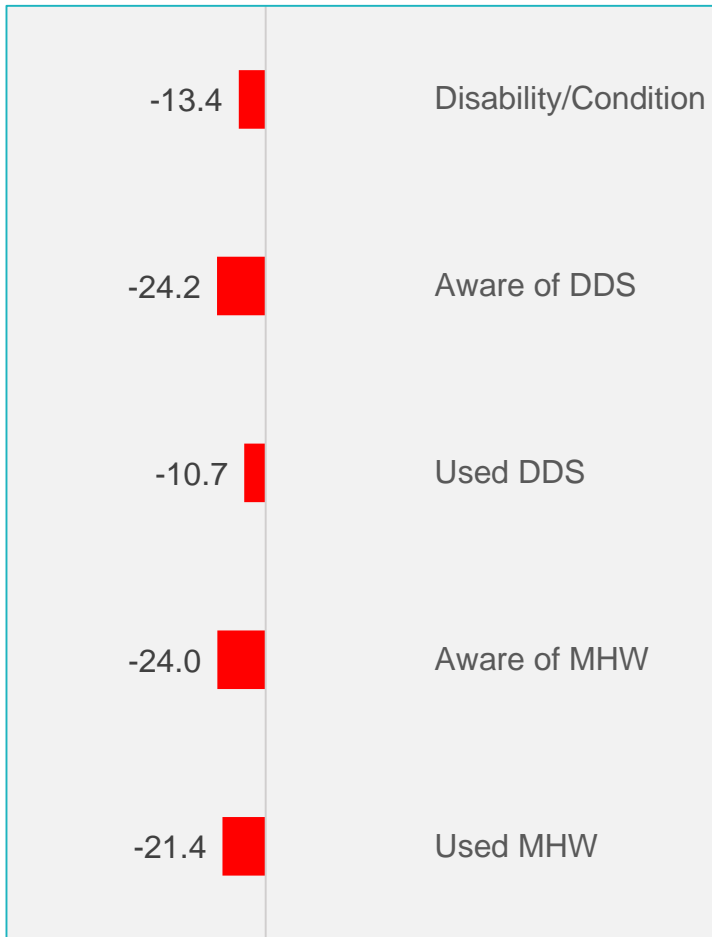
3

Understanding Of How DDS Support Works Is Poor Across The Board. Only LGB Students Score Higher Than Zero.



-30.0

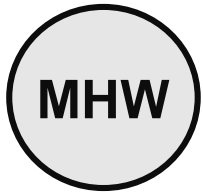
**N
P
S**



Q. How well do you feel that you understand how the following services could support you? (DDS)

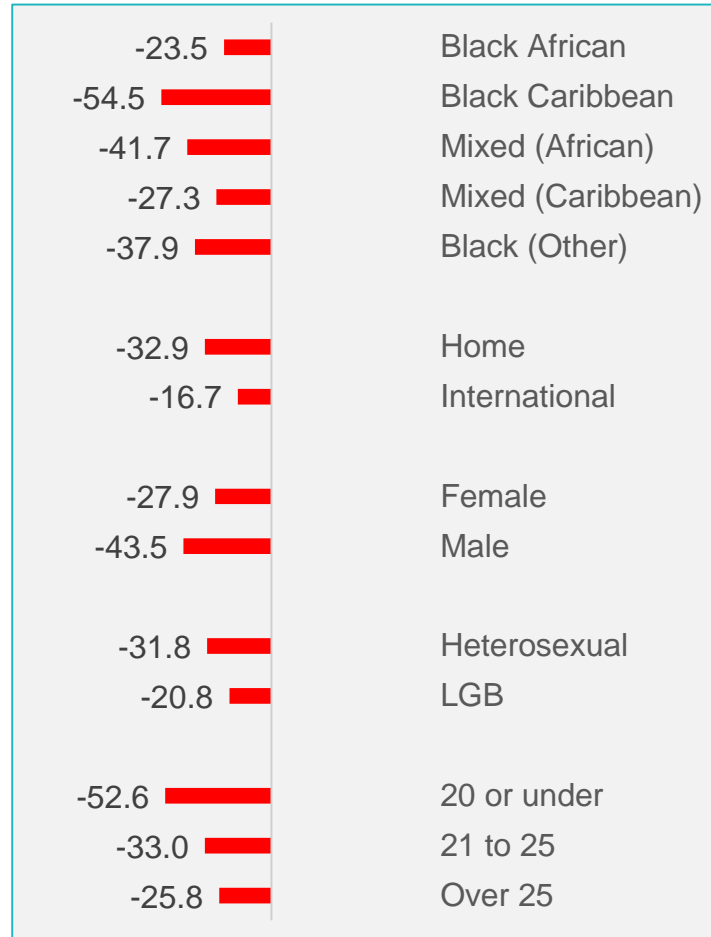
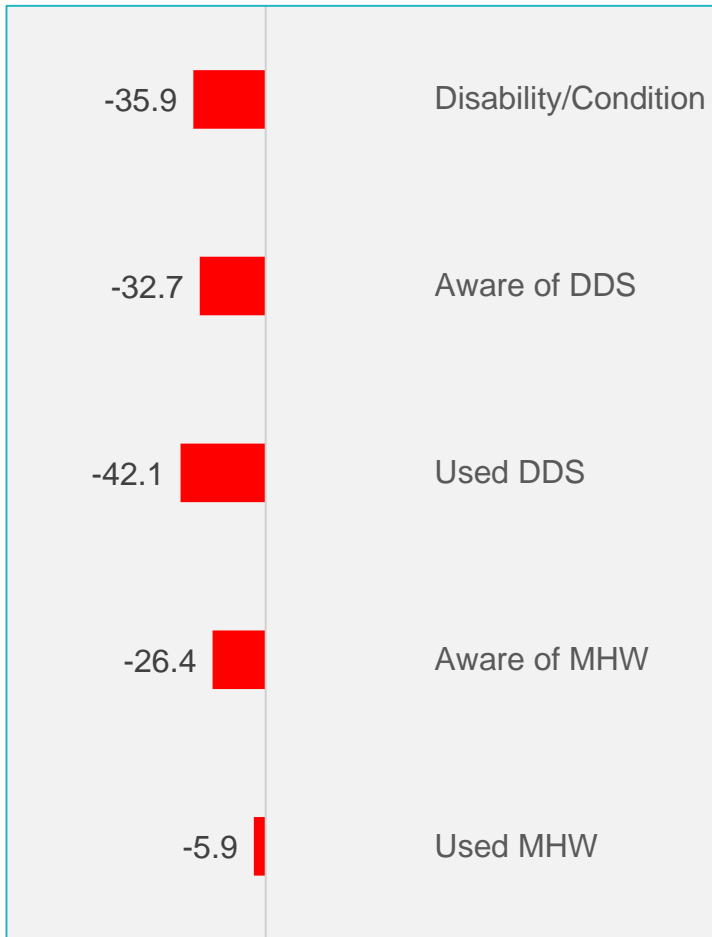


Understanding Of How MHW Support Works Is Poor Across The Board. All Groups Within The Black Student Community Need Attention.



-34.2

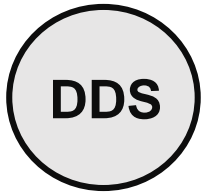
**N
P
S**



Q. How well do you feel that you understand how the following services could support you? (MHW)

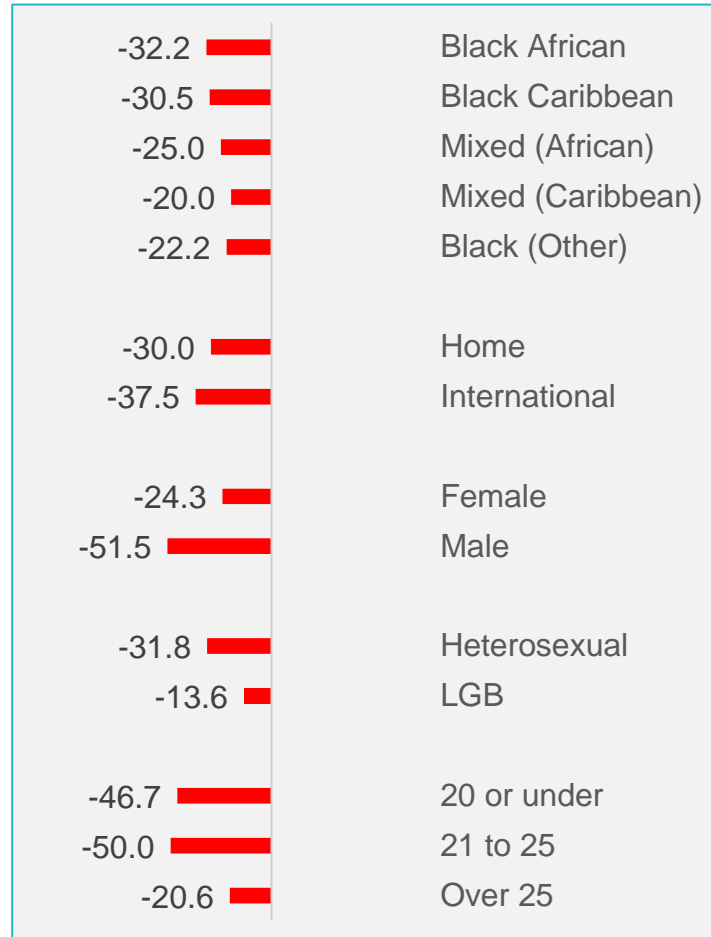
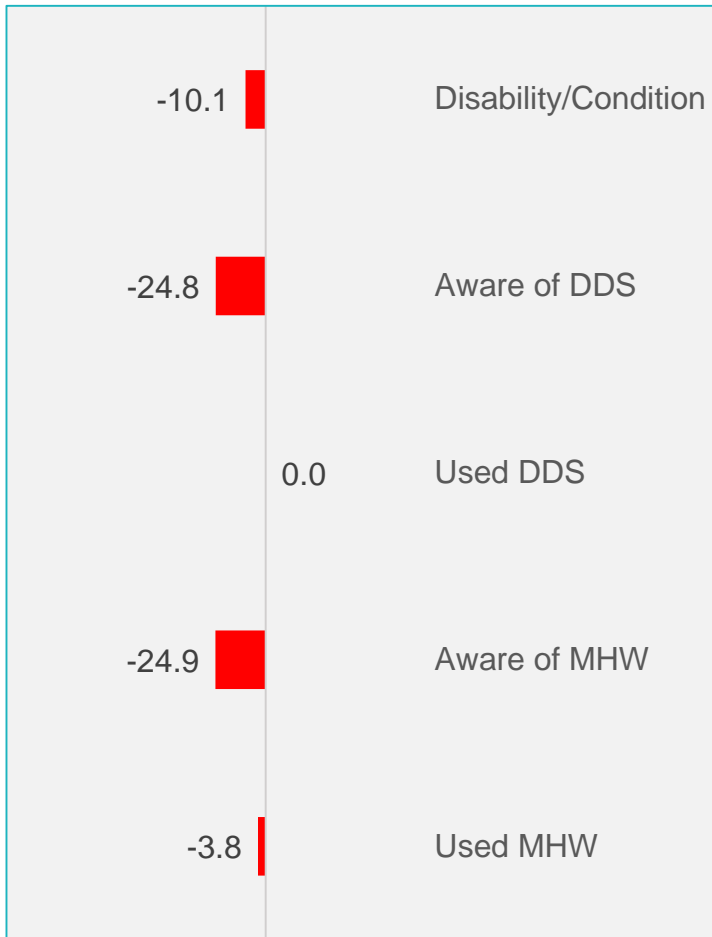


Black Students Are Generally Not Confident That They Would Know How To Access DDS If They Needed To.



-32.0

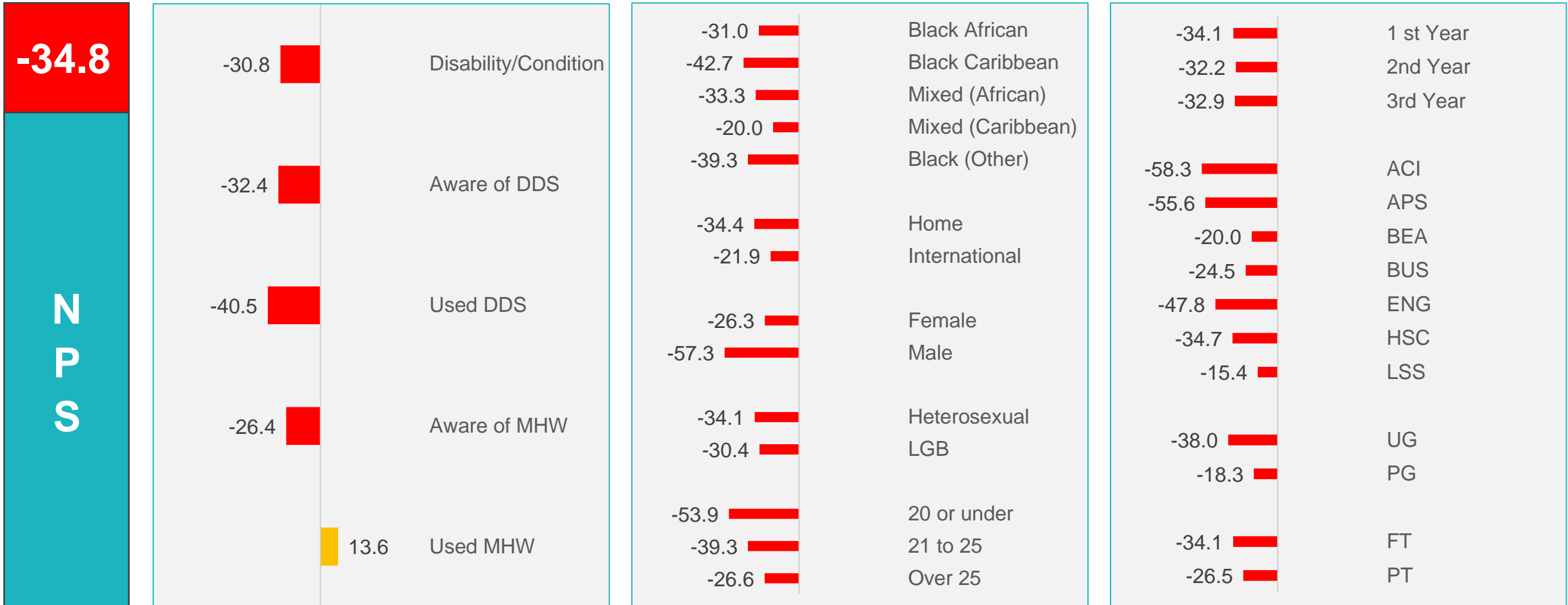
**N
P
S**



Q. If at any point you felt that you needed support from either of these services, how confident are you that you would you know how to access them? (DDS)



Aside From Those Who Have Already Used MHW Support, Students Are Very Unsure That They Would Know How To Access This Service.

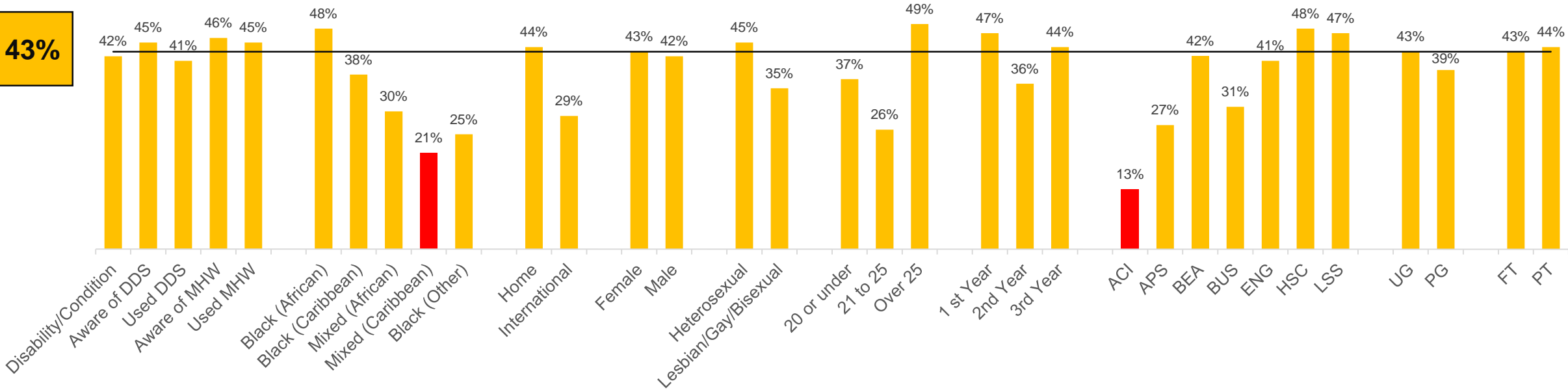


Q. If at any point you felt that you needed support from either of these services, how confident are you that you would know how to access them? (MHW)



Less Than Half (43%) Feel Enough Is Being Done To Promote Services. Mixed Race Caribbean Students And Those In ACI More Likely To Feel This Way.

43%

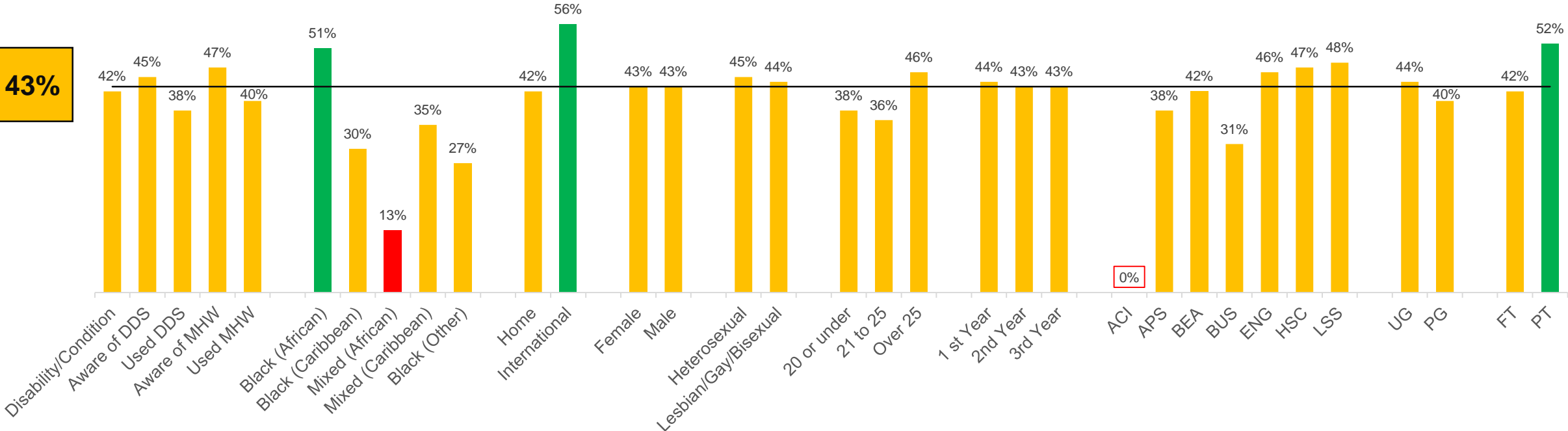


Q. "I feel enough is being done to promote the DDS or Mental Health & Wellbeing support services to the student population of LSBU"



Less Than Half (43%) Are Satisfied With Current Ways Of Promoting Services, Mixed Race African & ACI Students More Likely To Feel Dissatisfied Here.

43%

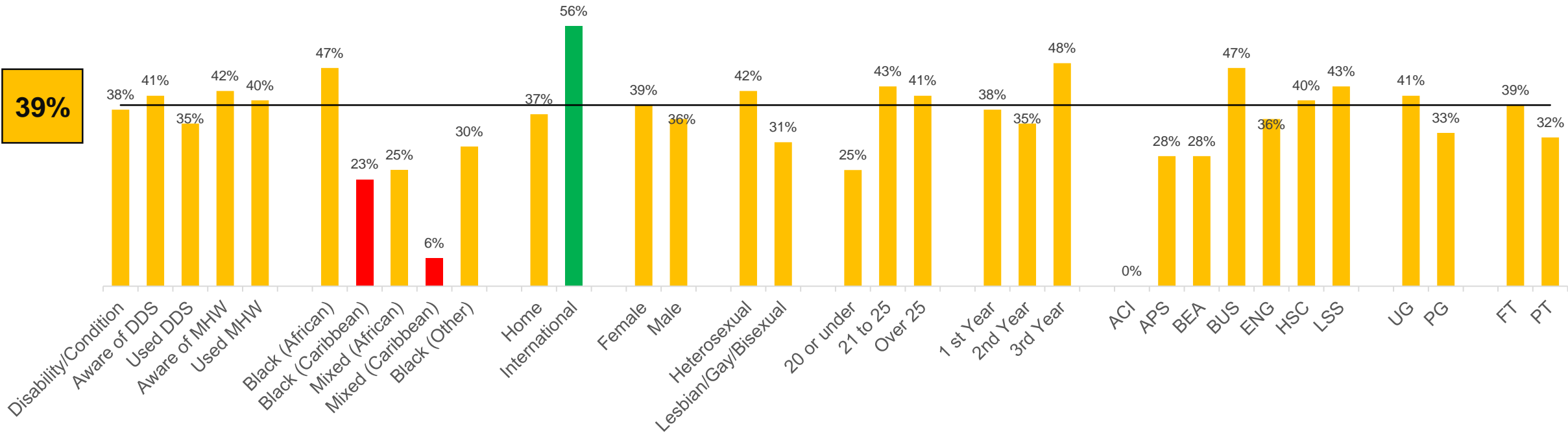


Q. "The current ways of promoting the services are adequate"



3/5 Feel Comms For 'In Need' Students Is Lacking. ACI And Black Caribbean Students More Likely To Feel This Way; International Students Less Likely.

39%

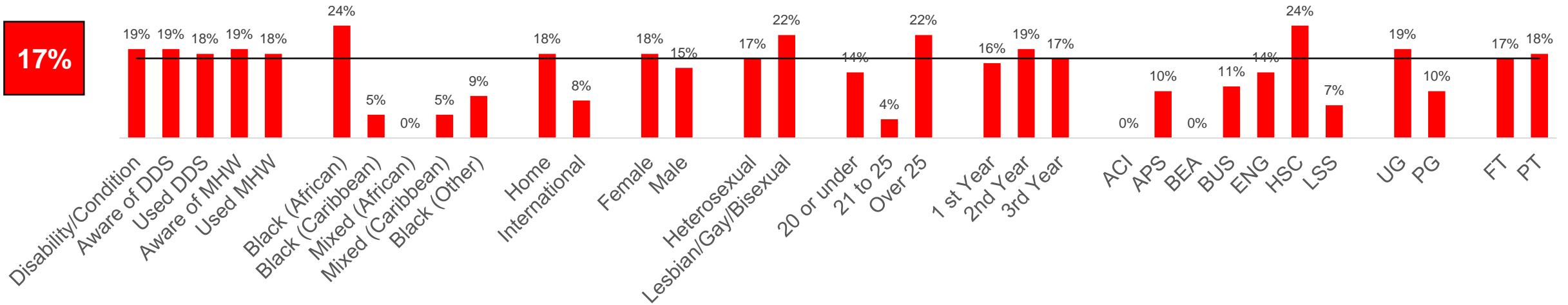


Q. "The communication is being seen by the people who need it most"



Black Students Are Unlikely To Feel Support Comms Is Too High – Previous Research Suggests That Over Is Better Than Under Communicating.

17%



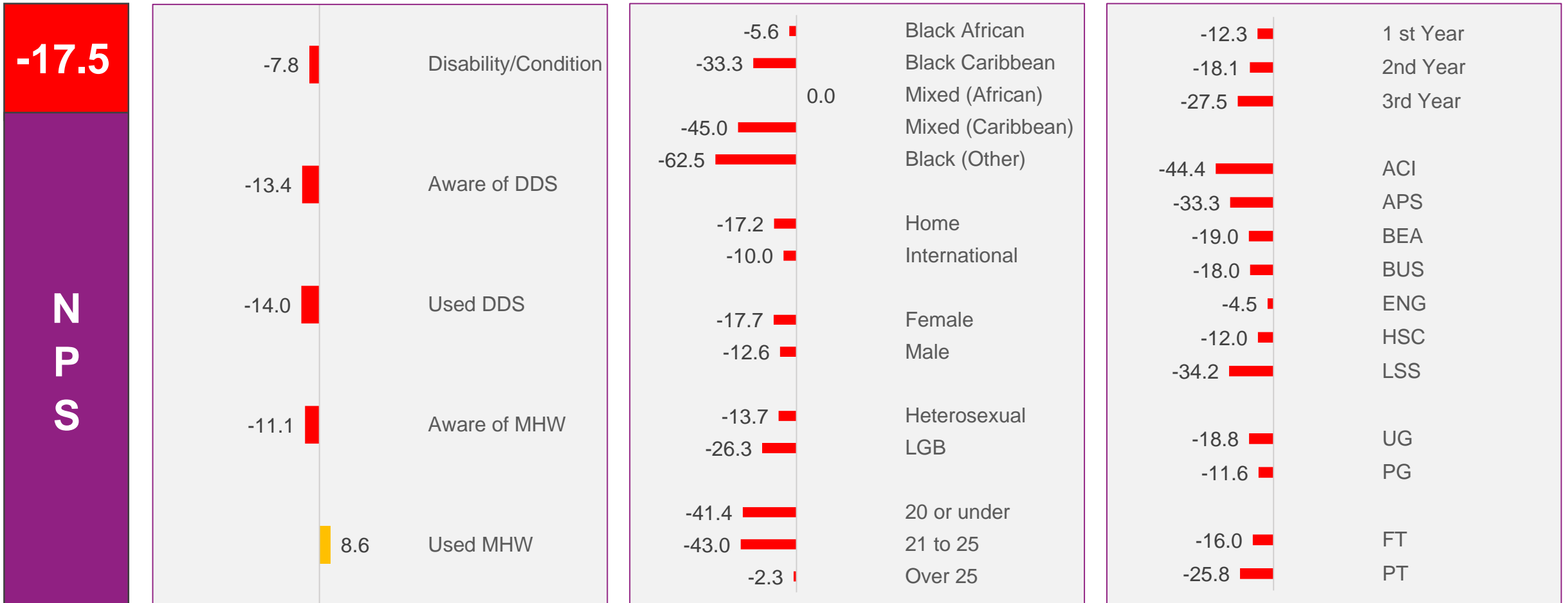
Q. “There is too much communication regarding the Student Support Services”



Support Experience



Overall NPS Is Low, Especially For: Younger Students; ACI, APS, LSS; Caribbean / 'Black Other' Ethnic Groups. MHW Users Are The Most Positive.



Q. How likely would you be to recommend LSBUs Student Support Service to a friend or colleague? (NPS)



16% Sought Support Because They Had Nowhere Else To Go. This Is The Situation Through Which Most International Students Seek Support.

- ½ seek support due to studying concerns
- 1/3 seek support early on due to a pre-diagnosed condition
- Those accessing DDS are more likely to have sought support early on, while those accessing MHW are less likely to have sought support early on
- International Students may need extra guidance or reaching out to

More likely to be the case for those with a disability / condition (47%), or those who have used DDS (45%)

Less likely to be the case for those who have used MHW support (25%)

More likely to be the case for International students (63%)

Less likely to be the case for those with a disability / condition (10%), and home students (14%)

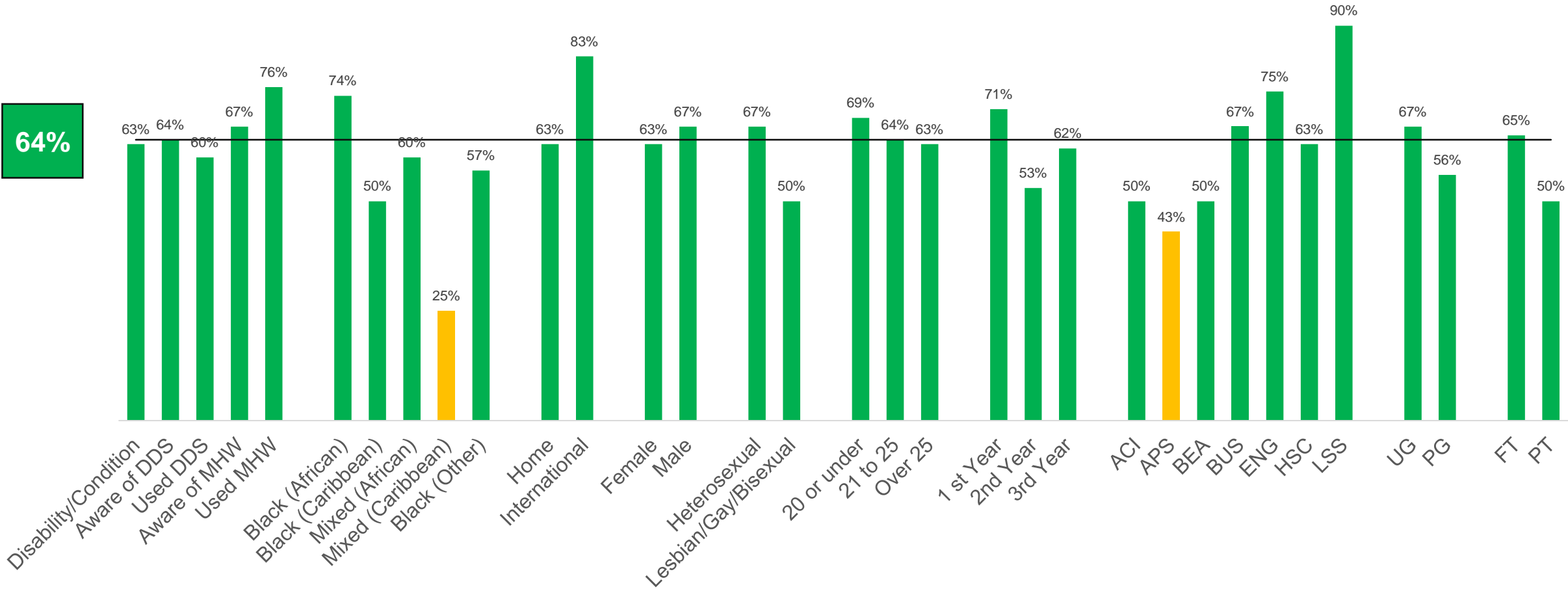


- I was having issues in class/studying and I wanted some advice
- When I started at LSBU, I had a pre diagnosed condition and wanted to ensure they could support me
- I had nowhere/nobody else to turn to

Q. Which of the following best describes your situation when you first contacted the student support service

2/3 Agree That The Support Info They Received Was Easy To Access. Mixed Race Caribbean And APS Students Are The Least Likely To Agree With This.

64%

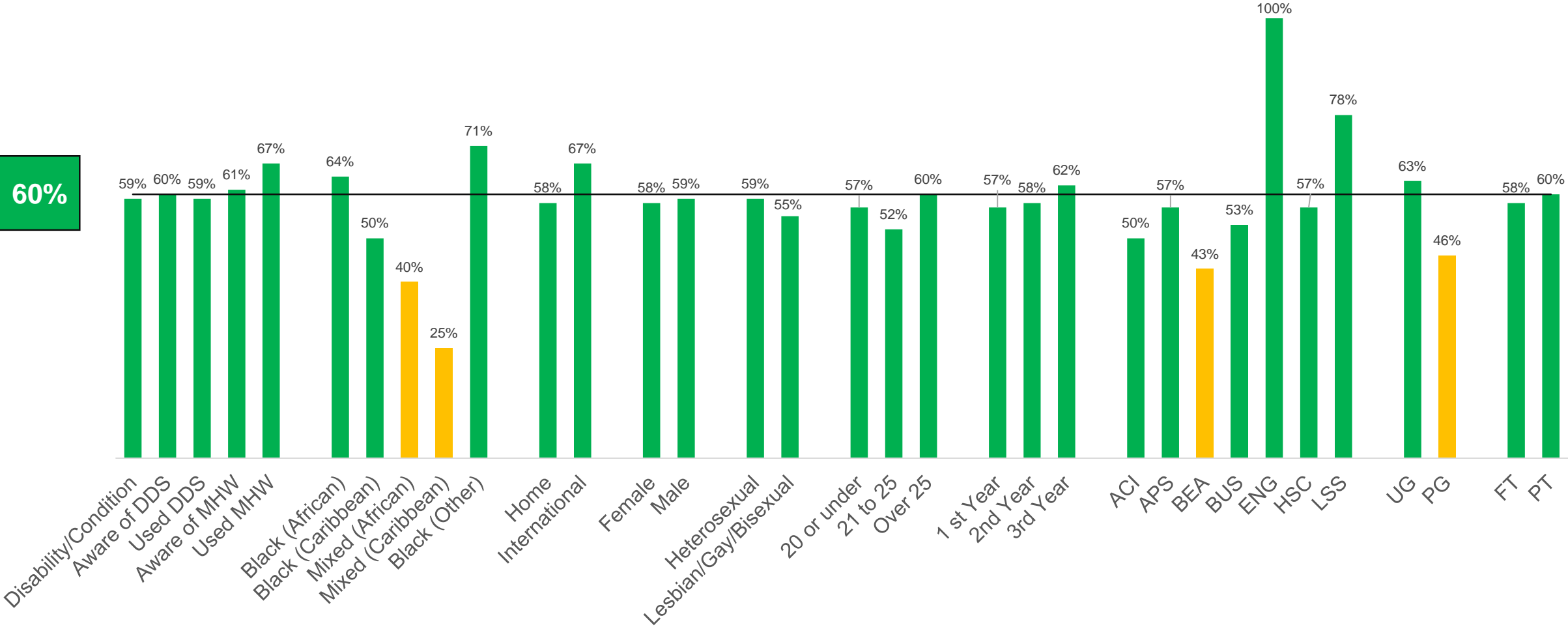


Q. "Information was easy to access"



3/5 Get The Support They Need When Accessing Services. However, Less Than 1/2 Of BEA, PG & Mixed Race Students Got The Support They Required.

60%

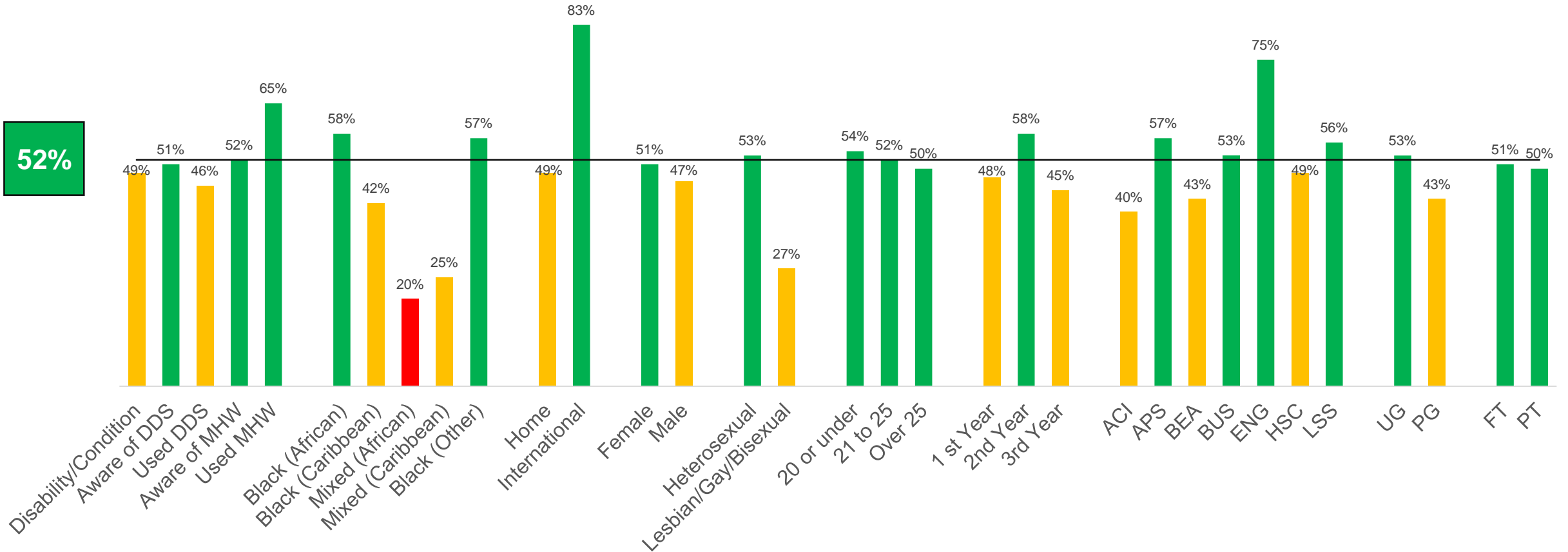


Q. "I was able to get the support I needed"



Roughly ½ Feel Support Has Been Helpful, This Is Noticeably Lower For Mixed Race Students, And Those Who Identified As Lesbian/Gay/Bisexual.

52%

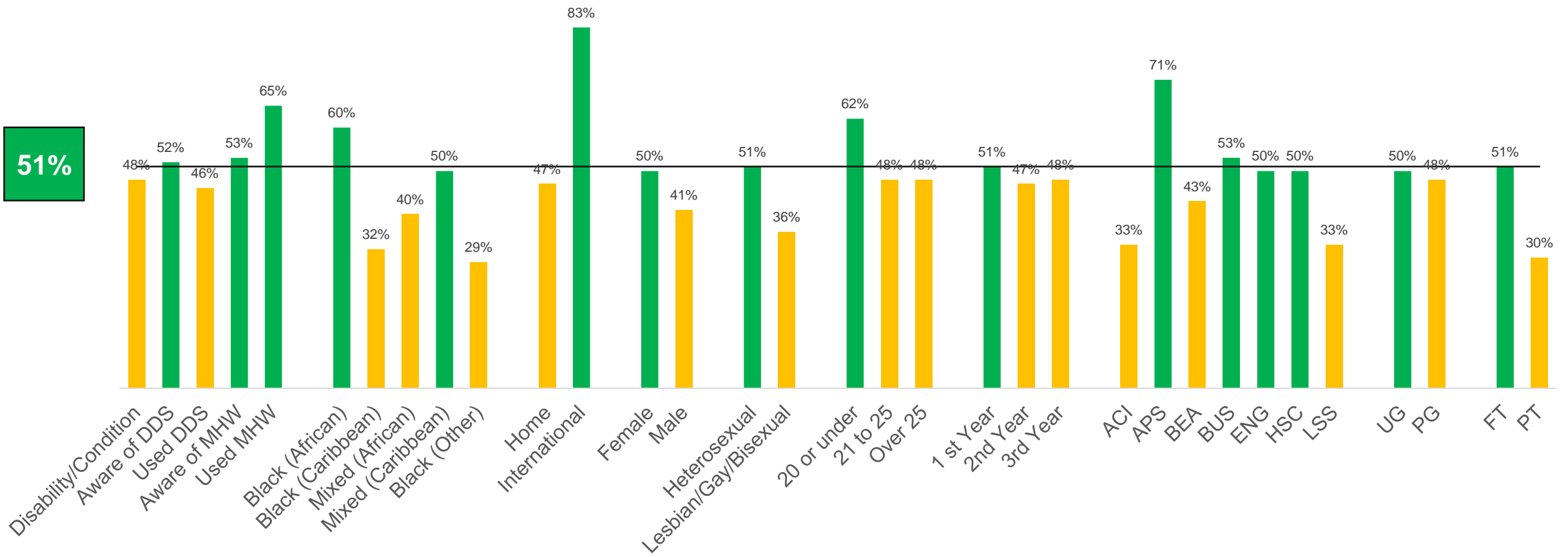


Q. "The support has helped me manage my condition"



Around ½ Feel That Support Services Have Provided Them With A Safe Space. International Students Are Noticeably More Likely To Feel This Way.

51%

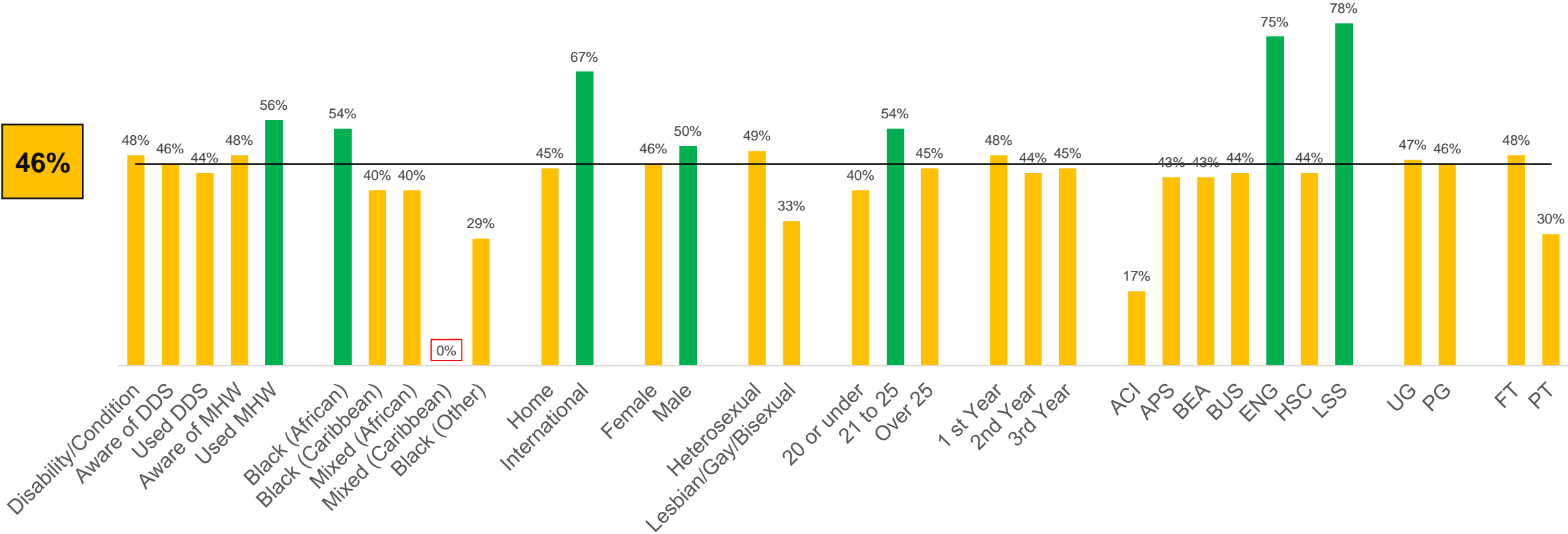


Q. "It has provided me with a safe space"



Just Under ½ Of Support Users Felt More Confident As A Result Of Accessing Services. ACI & Mixed Race Caribbean Students Less Likely To Feel This Way.

46%

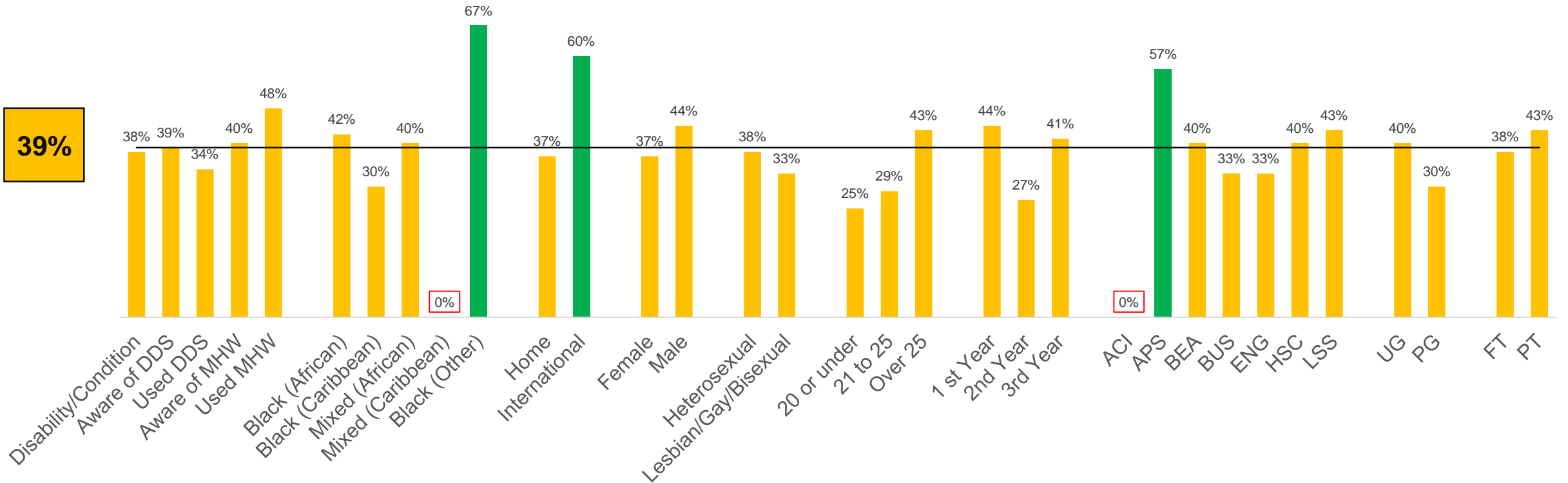


Q. "It has helped me to feel more confident"



Black 'Other', International & APS More Likely To Get Advisor With Similar Lived Experience, While Mixed Caribbean & ACI Students Much Less Likely To.

39%

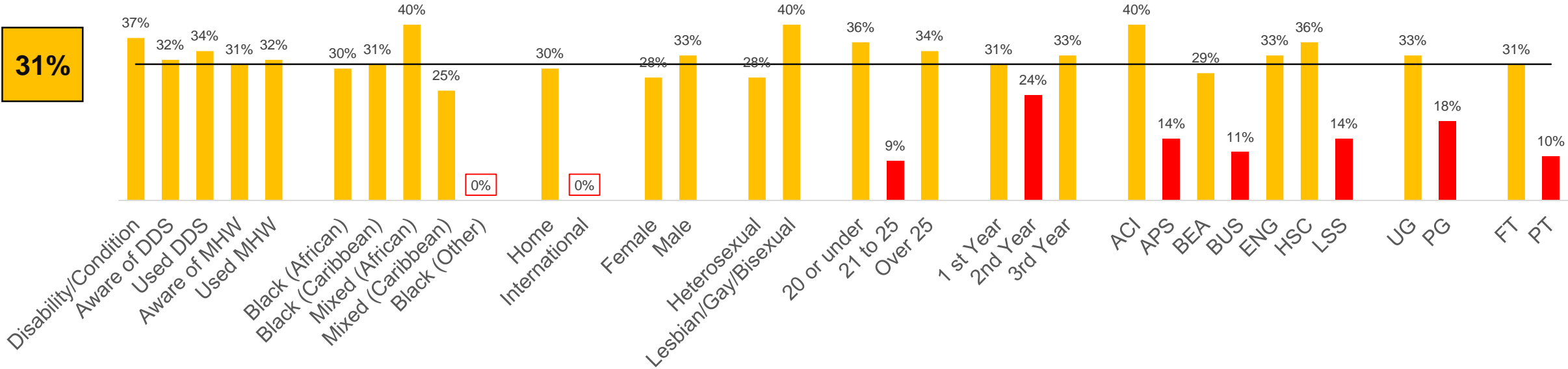


Q. "It has introduced me to an advisor with lived experience to support me"



Less Than 1/3 Are Matched To An Advisor Of Similar Ethnicity, With None Of Those Identifying As 'Black Other' Matched Up In This Way.

31%



Q. "It has introduced me to an advisor of similar ethnicity who I can connect with"

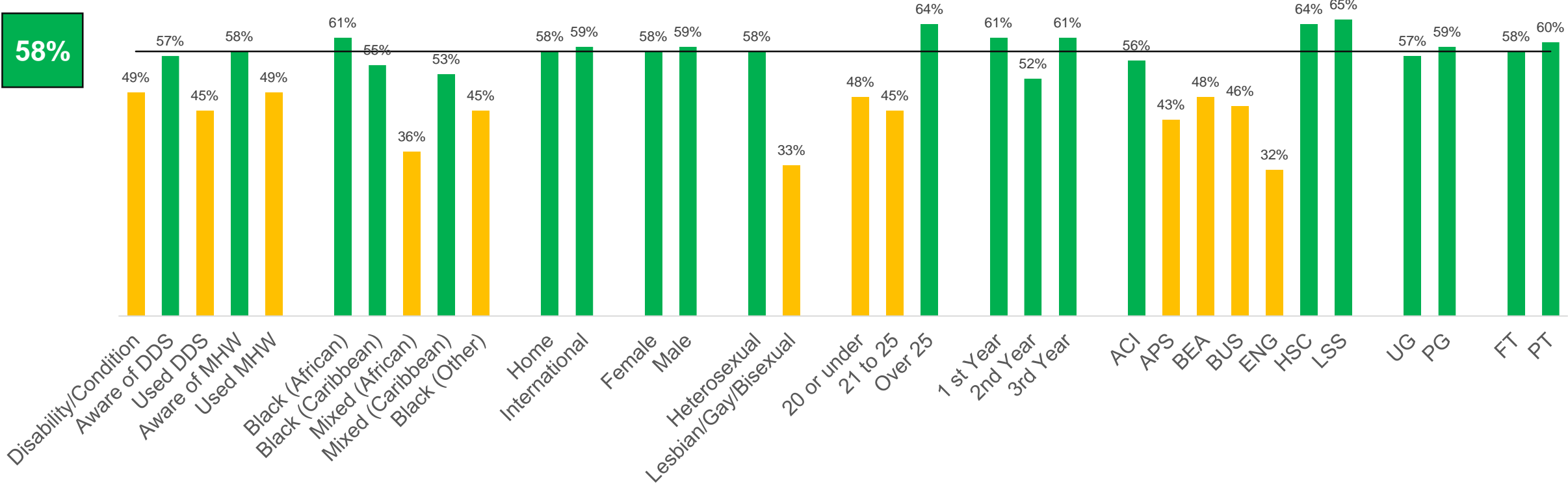


Personal Life

5

At The Overall Level, More Than Half Feel Their Studies Are Going Well. Although Some Groups Fall Slightly Below The Average.

58%

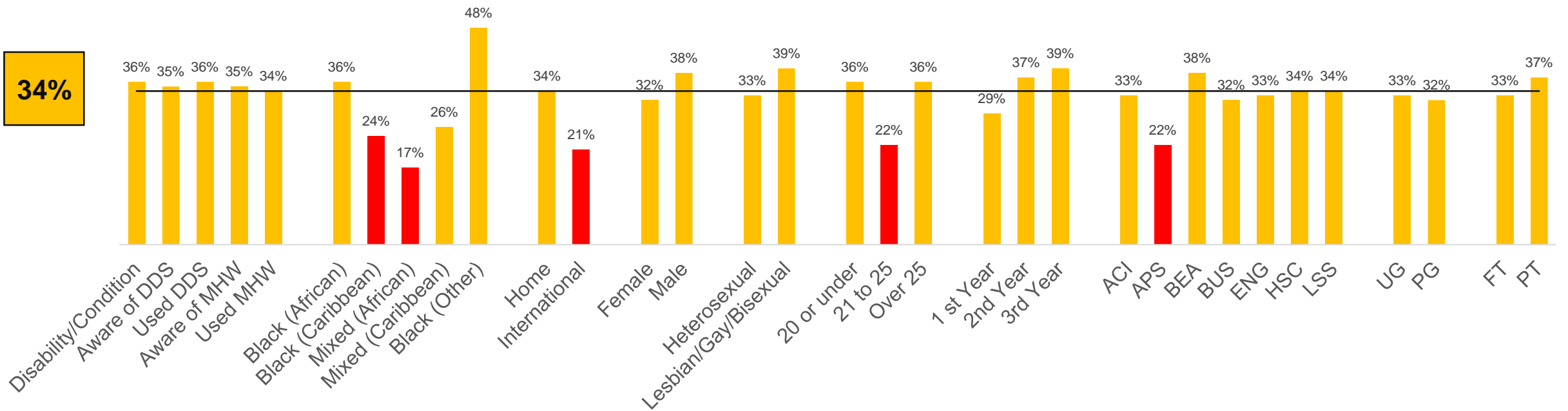


Q. "I am doing well with my studies"



Participation In Non-academic Activities Outside Of Class Is Low. Some Demographic Groups Are Less Likely To Participate Than Others.

34%

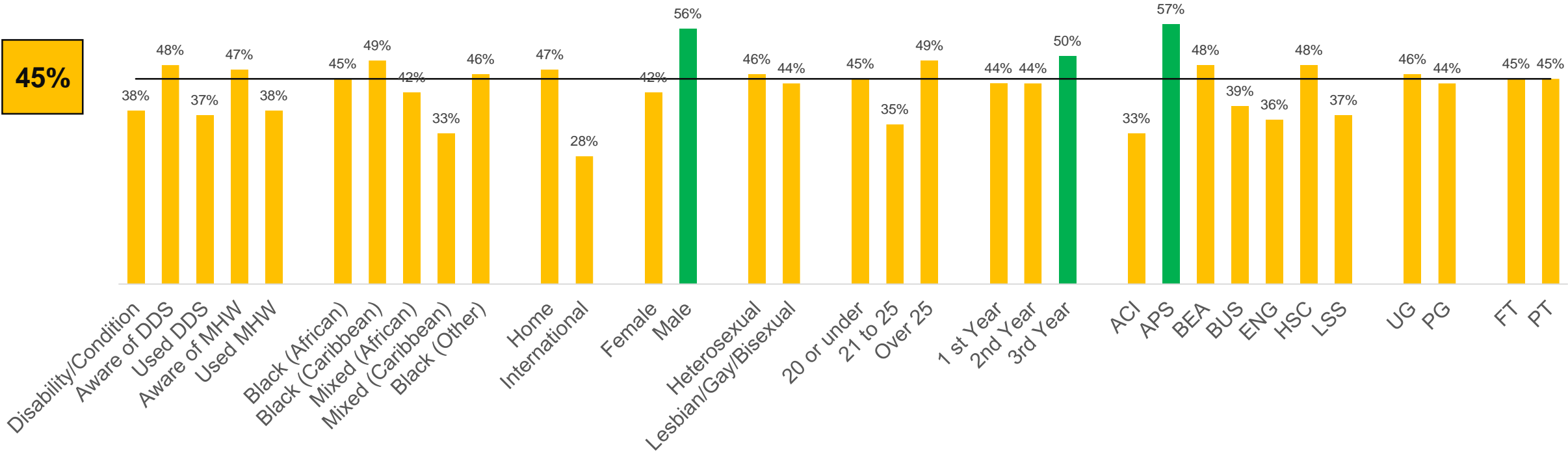


Q. "I often participate if non-academic activities outside of class"



When It Comes To Sports & Exercise, Interest Is Low For Around Half. Black International Students Are The Least Likely To Show Interest.

45%

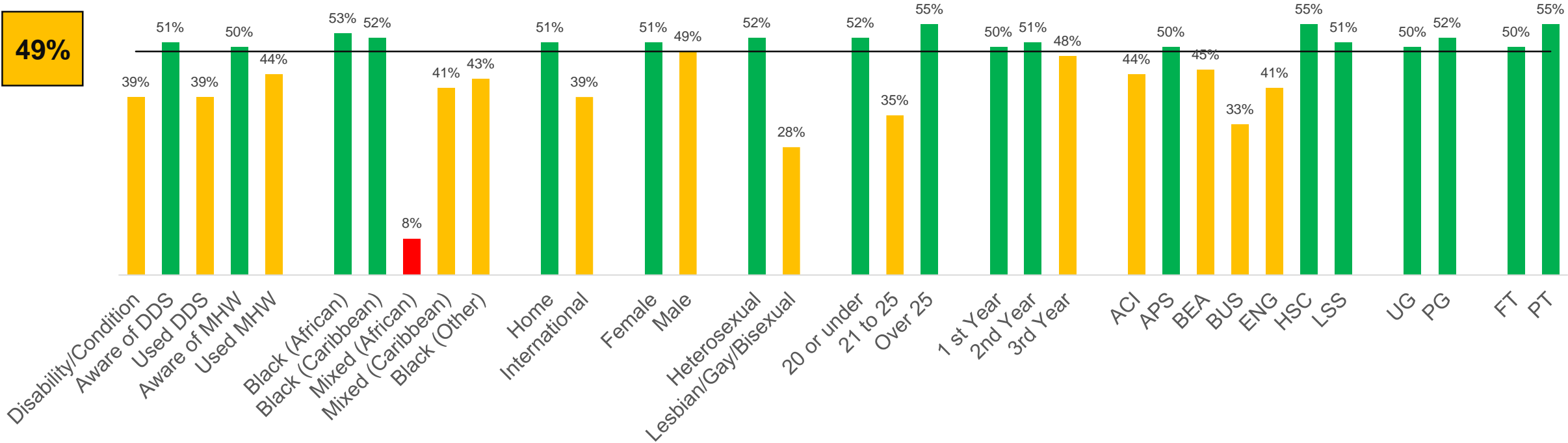


Q. "I enjoy playing sports or keeping fit"



Just Under Half Say They Have A Large Family Network. Very Few Identifying As Mixed Race (African) Say They Have A Large Family.

49%

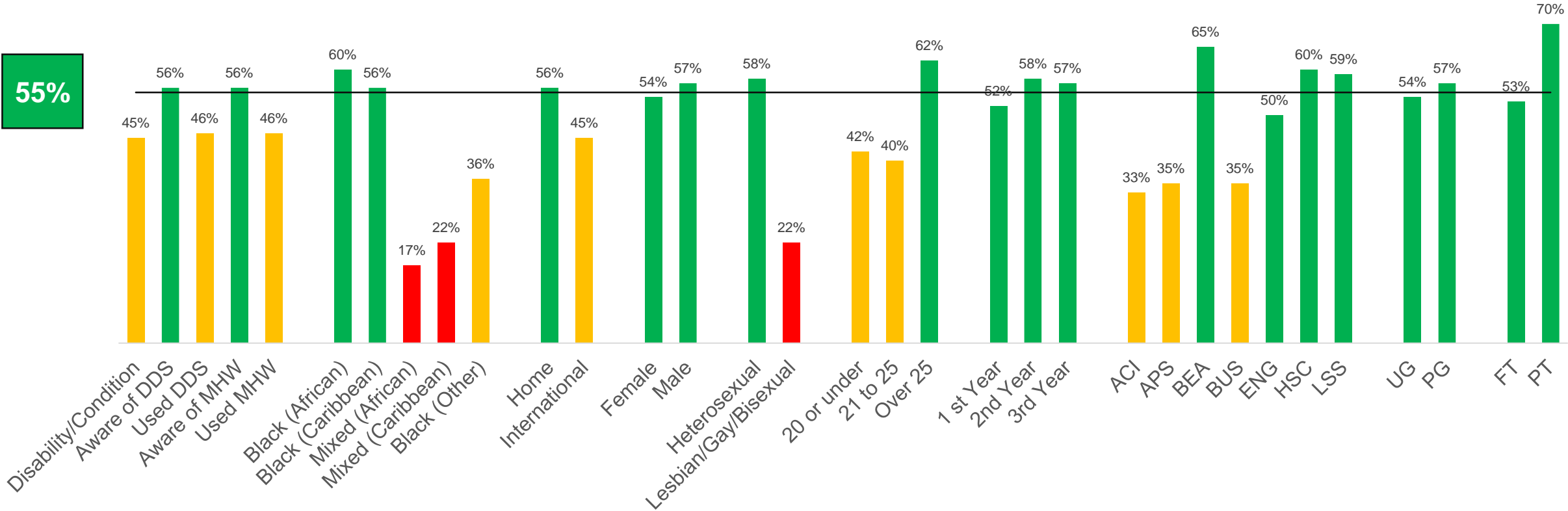


Q. "I have a large family network"



More Than Half Of Black Students Feel They Can Talk To Family About Any Issues. Mixed Race & LGB Students Are The Least Likely To Feel This Way.

55%

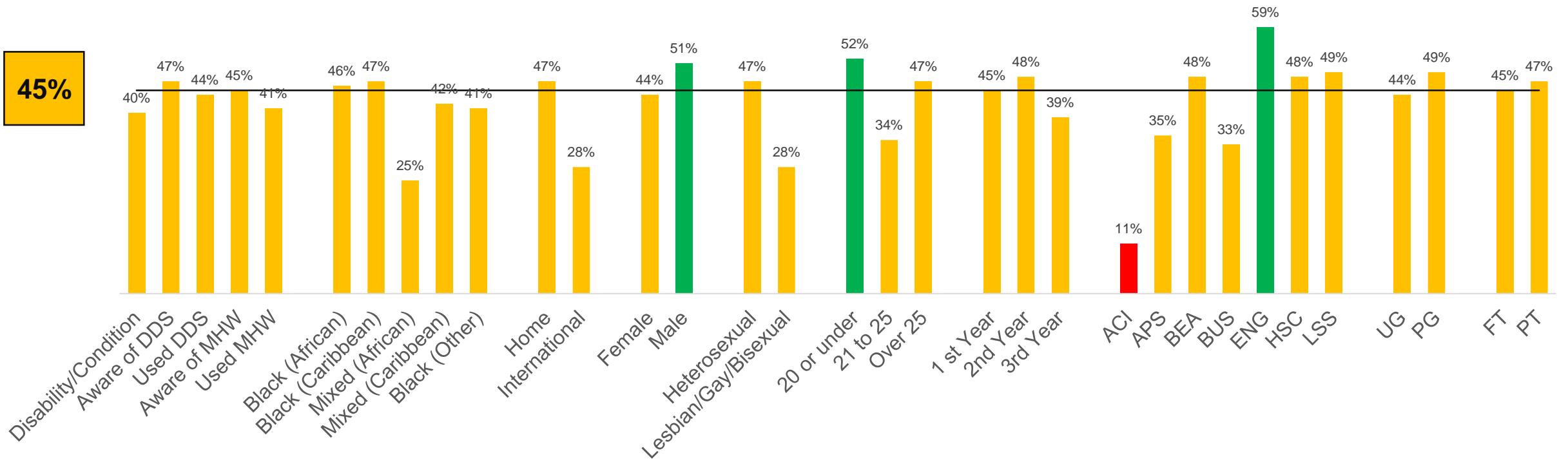


Q. "I can talk openly to family members about my personal issues"



ENG Students Most Likely To Have A Large Group Of Friends Outside Of LSBU, While ACI Students Are The Least Likely.

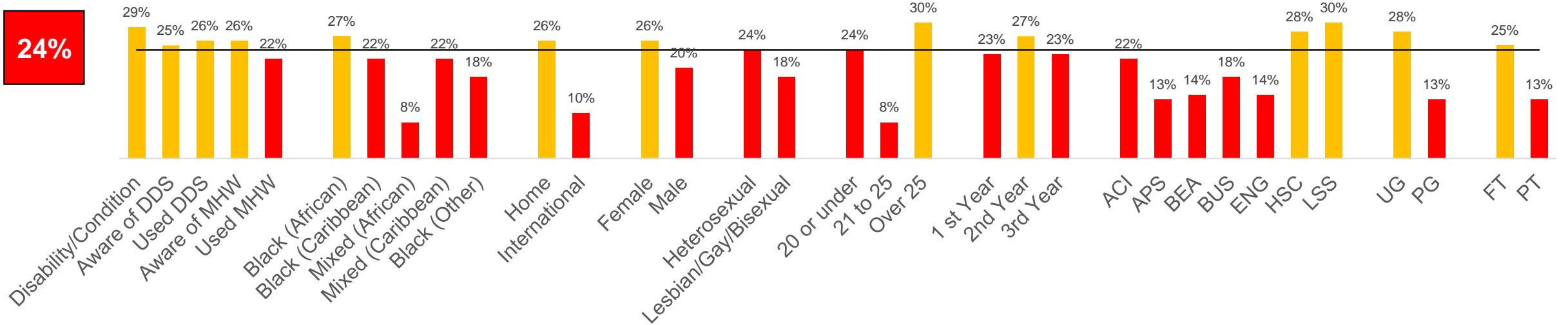
45%



Q. "I have a large group of friends outside of LSBU"

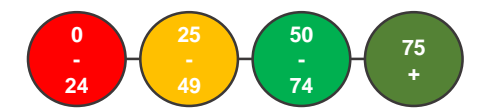


Only ¼ Of Black Students Have A Large Group Of Friends At LSBU, They Are More Likely To Have A Friend Group Outside Of LSBU.



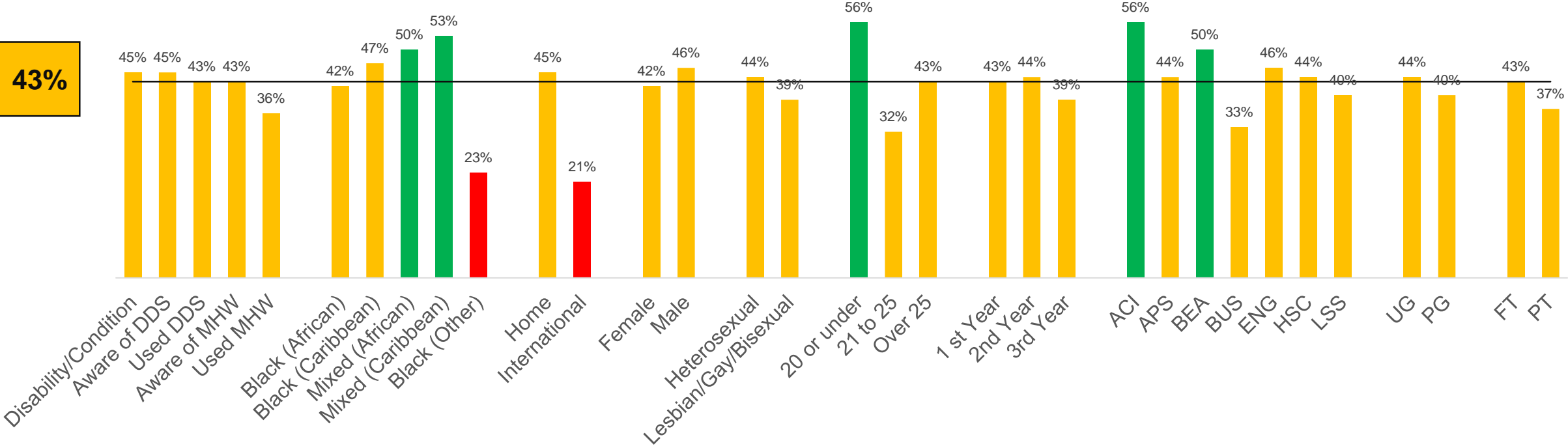
24%

Q. "I have a large group of friends at LSBU"



Under 1/4 Of Black 'Other' And International Students Said They Felt Close To All Their Friends. Under 20's & ACI Most Likely To Feel This Way.

43%

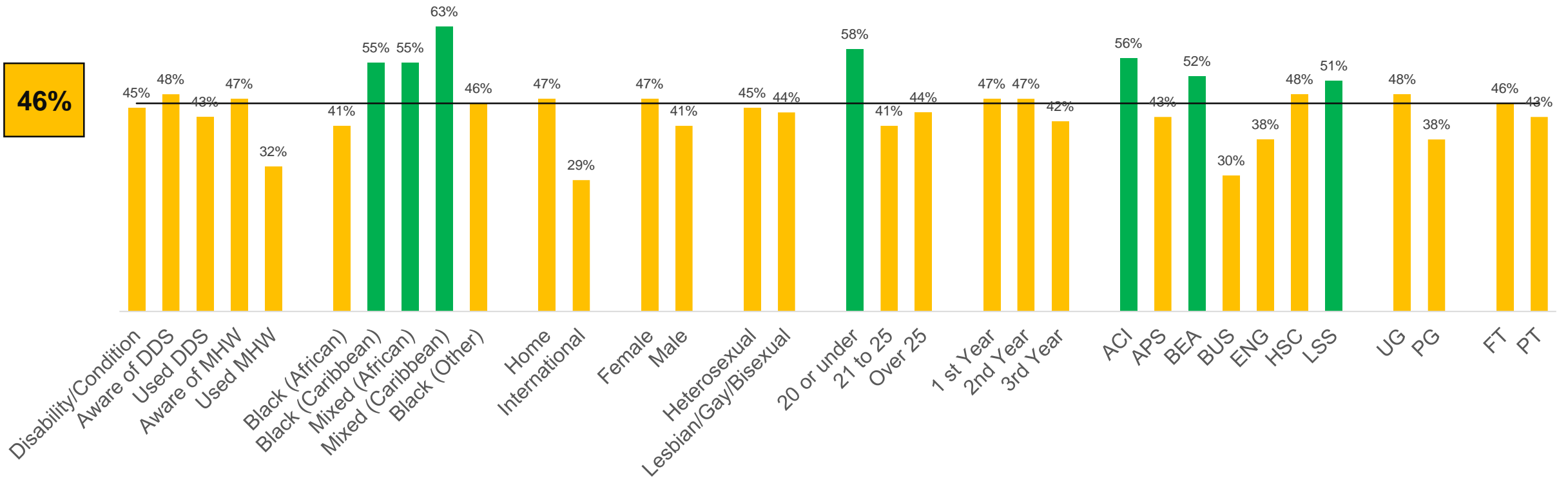


Q. "I am very close to all my friends"



Less Than Half Feel They Can Talk To Friends About Any Issues. Less Than 1/3 Of MHW Service Users, International & BUS Students Feel This Way.

46%



Q. "I feel I could talk to my friends about personal issues"



Conclusions & Recommendations

6

Awareness Of Support Services Is High Overall. However Knowledge Of The Support Available & Confidence In Accessing Services Is Low.

Are students aware of support?

Where do they first find out about support services?

- ❖ Most students are aware of support, with around 9/10 black students aware of DDS and MHW services
- ❖ Black Students are most likely to be made aware of support services through an academic staff member or via my LSBU
- DDS awareness is noticeably lower for those in **LSS** and **Mixed Race Caribbean** Students, regardless of whether they have a disability or not
- When looking only at those with a disability, awareness of DDS is also low also for **Male** students and those in **BEA**
- **ACI** are they least likely to be aware of MHW support
- That 1/3 students in **ENG** are made aware of support services through a poster, suggests that poster campaigns promoted throughout the school are effective in increasing awareness amongst black students

Do they know how services can support them?

Are they confident in being able to access services if required?

Are services being promoted / communicated effectively?

- ❖ Understanding of the support that DSS and MHW services offer, and confidence in being able to access these services, is low amongst black students
- ❖ Knowledge and confidence around accessing MHW support is slightly lower when compared to DDS, and this is most pronounced for those with a disability/condition
- Those who have already used MHW support tend better understand what these services provide and be more likely to say they would know how to access them if required, when compared to DDS users. However service knowledge is still lacking
- This suggests that overall service knowledge and understanding improves more when MHW support has been accessed, compared to when DDS support has been accessed
- Service promotion and communication is not being positively perceived by many black students. There is room to increase or target communication to those who need it most, such as for **ACI** students, where communication and promotion of services is seen to be lacking and the support need is highest (see next slide)

Hesitancy In Seeking Support Likely Contributing To Low Service Uptake, Especially Where Concerning MHW. When Received, Support Helps Around ½

Are students using support?

Why do those who may need support not use it?

- ❖ Service uptake is low overall, 25% of students have used DDS and 18% have used MHW. This makes sense when considering that 35% of those surveyed said that they had a disability or condition.
- ❖ However when looking only at those with a disability, service uptake is still quite low, especially for Mental Health and Wellbeing support (DDS 58% & MHW 31%)
- ❖ Barriers to access for those with a disability/condition often do not relate to the process itself, but the perception of how they will be seen, or around the perceived limitations of the support that they will receive
- **ACI & LGB** students more likely to say they have a disability/condition, and to have used DDS & MHW services
- Use of services amongst **Mixed Race Caribbean & Male** students with a Disability/Condition was low, especially where concerning DDS
- DDS use tends to be higher amongst **Mixed Race African** students
- **International** students the least likely to say they have a disability/condition
- A very high proportion of 'in need' students in **BEA** successfully accessed MHW support

What is the situation upon contact?

Are black students happy with their support experience?

- ❖ More often than not, once information around support is received, it is helpful and allows students to access the support they need
- ❖ However overall satisfaction with service experience is low (NPS -17.5)
- DDS users are more likely to seek support early on, when compared to those using MHW services
- Roughly half feel that support received has helped them to manage their condition, provided them with a safe space, and helped them to feel more confident
- **Mixed race students** tend to be less positive regarding their support experience, especially where concerning getting the support they need and being able to manage their condition
- Students are more likely to have a large friend group outside of LSBU, rather than at LSBU. Less than half of students feel they can talk to friends about personal issues
- Those from a **mixed race** family & **LGB** students less likely to feel they can talk openly with family members about personal issues
- **International** students may need a more proactive approach; they are more likely to experience difficulty in forming a social group, and often seek support because they have no-one else to turn to. However they also tend to be much more positive about the support that they have received

Note on advisor allocation: International students are more likely to have a more positive support experience, but they are less likely to have been connected with an advisor of similar ethnicity, and more likely to share a similar lived experience to their advisor. The opposite is true for mixed Caribbean and ACI students, two groups with a less positive support experience overall. This suggests that the lived experience of a support advisor may be more important than their belonging to the same or similar ethnic group (although ethnicity may also be a relevant or contributing factor to lived experience)

Recommendations.

- ❖ There is further opportunity, especially around MHW services, to promote an understanding of what support services actually provide / can help with to ensure black students understand what exactly is available to them
- ❖ Hesitancy in seeking services may be decreasing uptake amongst those who are in need. A more proactive approach may be required to help identify 'in need' students across LSBUs black community, and to actively ensure they are being reached out to and getting the support they need
- ❖ Academic Staff and My LSBU are instrumental tools in promoting services. Continue to ensure staff buy-in around importance of service promotion, especially in terms of education around what exactly is available
- ❖ Identify what is contributing to success of poster campaigns in increasing support awareness for black ENG students (e.g. specific posters used in ENG specific buildings, lecture theatres etc.). This approach may be able to be replicated elsewhere (e.g. for ACI) to boost overall awareness
- ❖ ACI students are more likely to say they are affected by a disability/condition, but have low service awareness and understanding where concerning mental health services. Consider how to more effectively target MHW support information to black students in this school. Look to BEA to see what is working here around access to MHW support, and if there is opportunity to replicate
- ❖ International students appreciate the support they get, but are more likely to feel isolated and not reach out. A more proactive approach may be needed where concerning the identification of black international students that are 'in need'
- ❖ The link between 'lived experience' and 'ethnicity' is not always clear when it comes to experience with support advisors. The lived experience of a support advisor may be more important than their belonging to the same or similar ethnic group (although ethnicity may also be a relevant or contributing factor to lived experience). Ensure that adequate focus is placed when matching students up to an advisor.

Greg Deadman-Gatt

Senior Manager,
Consumer Insight

deadmang@lsbu.ac.uk

Alex Potter

Senior Market Research Officer,
Consumer Insight

pottera5@lsbu.ac.uk