

**Friday 19 May 09:30 – 14:30, followed by a Board meeting
G05, Old Broadcasting House, City Campus**

09:30	Welcome and introduction to the Away Day on shaping our University student recruitment strategy	Chair & VC
09:40	Session 1: What frames our thinking on recruitment? An introductory presentation on the issues that influence our recruitment strategy with an opportunity for questions and discussion.	Dr David Ashton & Phil Harrison
10:40	Session 2: How do we position ourselves for success? In small working groups, governors, and members of UET will discuss questions about our future positioning in the undergraduate recruitment market. Governors have been provided with a slide deck of background information on our current position in advance of the discussion Advance reading: Data Packs 1 and 2.	Facilitated by Cielo Cartwright
11:40	BREAK	
12:00	Session 3: Marketing & Applicant Engagement Charlotte Renwick, Acting Director of UK Student Recruitment and Dee Reid, Director of External Relations will showcase how we currently promote the University and engage our applicants, followed by a governor discussion in plenary.	Facilitated by Stephen Magora
13:00	LUNCH & opportunity to see some of our marketing materials.	
13:30	Session 4: International Student Recruitment Joe Rossiter, Acting Director of International Recruitment & Partnerships will give an overview of what's on the horizon in relation to the growth of our inbound student recruitment to Leeds. In groups, governors will develop an analysis of strengths, weaknesses, opportunities, and threats to inform the recruitment strategy.	Facilitated by Nick Whitaker

Preparatory Reading

International student recruitment: geographical diversification of markets

Link: [International student recruitment: geographical diversification of markets](#) (right click)

Author - Janet Ilieva, Founder and Director of Education Insight

Last updated - Tuesday 20 Dec 2022

Reading time – c. 5 minutes

OPTIONAL for those seeking a deep dive:

International Student Recruitment: Why Aren't We Second? Part 2

Link: [WAWS 2 Final.pdf](#) (universitiesuk.ac.uk) (right click)

Authors – various, from Universities UK International and IDP
Connect

Reading time – c.30-45 minutes

14:30 Away Day conclusions & refreshments

Chair

14:45 Board meeting

See OnBoard



AGENDA

The meeting will be held at 09:30 in in G05 Old Broadcasting House, City Campus. Refreshments will be available from 08:30 and colleagues from IT Services will be in attendance until 09:30 in order to support governors accessing wifi.

INFORMAL SESSION (09:30 – 14:30)		Item	Led by
1	Apologies	Verbal	D Lowen
2	Shaping our University Student Recruitment Strategy – Programme attached.	Discussion	Dr D Ashton
<i>(There will be an opportunity for a refreshment break and a buffet lunch at an appropriate point during this session.)</i>			

BOARD OF GOVERNORS MEETING (14:30-16:00)

PRELIMINARY ITEMS		Item	Led by
3	Declarations of interest	Verbal	D Lowen
4	Minutes of the last meetings: <ul style="list-style-type: none">• 22 November 2022• 10 March 2023	HEC-2223-049 HEC-2223-050 CONFIDENTIAL	D Lowen
5	Matters arising	HEC-2223-051 CONFIDENTIAL	K Harvey
6	Chair's Action – <i>nothing to report</i>		

STRATEGIC MATTERS		Item	Led by
7	Chair's Report	Verbal	D Lowen
8	Vice Chancellor's Report	HEC-2223-052 CONFIDENTIAL	Professor P Slee

REPORTS FROM COMMITTEES		Item	Led by
9	Report of the Finance, Staffing & Resources Committee – 31 March 2023	HEC-2223-053 CONFIDENTIAL	A Gay
10	Report of the Audit Committee – 28 April 2023	HEC-2223-054 CONFIDENTIAL	N Whitaker
11	Report of the Senior Staff Remuneration Committee – 28 April 2023	HEC-2223-055 CONFIDENTIAL	C Cartwright
12	Report of the Chairs' Committee – 05 May 2023	Verbal	D Lowen
EXCELLENT ACADEMIC OUTCOMES, RESEARCH AND INNOVATION		Item	Led by
13	Report of the Academic Board – 26 April 2023	HEC-2223-056 CONFIDENTIAL	Professor P Slee
14	Academic Assurance Report	HEC-2223-057 CONFIDENTIAL	Professor P Cardew
15	Research & Innovation Update	HEC-2223-058 CONFIDENTIAL	Professor S Machold
16	Students' Union Report	HEC-2223-059	A Pinnock
SUSTAINABLE RESOURCES		Item	Led by
17	Financial and Capital Expenditure Update	HEC-2223-060 CONFIDENTIAL	P Harrison
GOVERNANCE & COMPLIANCE		Item	Led by
18	OfS Regulatory Update	HEC-2223-061 CONFIDENTIAL	C Thomas
19	Safety, Health & Wellbeing Update	HEC-2223-062 CONFIDENTIAL	T Lancaster
OTHER BUSINESS		Item	Led by
20 *	Schedule of Business 2022/23	HEC-2223-063	K Harvey
21	Any Other Business	Verbal	D Lowen

Details of next meeting:

The next meeting of the Board will be held on campus at 09:30 on 14 July 2023 venue to be confirmed.

■ *Shaded items indicate that the Board is being asked to make a decision.*

**Starred items will be taken without discussion unless a member notifies the Chair or Secretary in advance that she or he wishes the item to be open for debate*

Students' Union Report

Purpose of Report

This report is to summarise the work undertaken by the Students' Union and inform the Board of key issues and developments.

Action Requested

The report is for information and to note

Key Issues

This report provides an overview of the current work and activity of the Students' Union. Key issues to note:

- Freedom of Speech (Higher Education) Bill
- Launch of Students' Union Democracy & Engagement Review
- Student Executive Election Results
- Result of Students' Union Annual Survey

Appendices

Appendix A: Annual Survey Report

Author

Name: Ashleigh Pinnock, SU Welfare Officer (Interim President) & Neil Mackenzie, SU Chief Executive

Date: 11th May 2023

Approval Route

Name: Ashleigh Pinnock, SU Welfare Officer (Interim President)

Students' Union Report

This report will take a different structure as we reach the end of the academic year. This report presents the findings of the Students' Union's annual survey and the strategic priorities for the SU for the 2023/24 academic year.

Introduction

As we head towards the end of the academic year the past few weeks has seen a focus on celebrating the impact of our work with our own students and in the HE sector.

Just before the Easter break we brought nearly 200 students together for our Big Beckett Social to celebrate the year and welcome our newly elected officer team. This was a specific move away from more formal 'awards' style celebration events, that seems to have been far more popular with our students.

The SU President & Chief Executive were proud to attend WhatUni awards night alongside a delegation from the University. The recognition of the partnership between the University and the Students' Union is very welcome and deserved. While we were not the eventual winners on the night it was great to be able to celebrate our joint achievements and to learn from other great work taking place across our sector.

The SU has been delighted to be more engaged in Varsity this year and we will continue to deepen our relationships with Sport & Active Lifestyles in the future. Though we were of course unhappy with the outcome of the overall competition it was great to see Leeds Beckett winning both matches at the finale at Headingley Stadium. Harsh Bhatia, our Activities & Events Officer, was involved in all of the planning meetings and worked to engage international students in Varsity this year as well as working on volunteering projects to support the event.

Policy Developments

We have continued to watch with interest the progress of the Freedom of Speech Bill (Higher Education, which will have gained Royal Assent by the time of the meeting. We are disappointed that the Government has not listened to the lobbying from the HE sector around the need for a statutory tort, without the exhaustion of internal complaints mechanisms. We are also concerned about the inclusion of the work of Students' Unions under the direct regulatory auspices of the Office for Students and will await the detail of how the new Director for Free Speech intends to carry out this role. We have been working in partnership with the University on potential changes required within both policy and process as a result of the changes in the Bill, with a focus on updating the Code of Practice on Freedom of Speech.

Finally, we are proud and excited to have launched a major piece of work on the future of student engagement and democracy. The full tender document is available on our website – <https://www.leedsbecketsu.co.uk/resources/about/LBSU-Engagement-Review/>. This project is key to the future development of the Students' Union as the authentic and legitimate voice of all students across the University. We have sought to align our work with the University's civic vision in developing our project and have received a high level of interest from a wide variety of organisations. As a result of the work we are leading in this area the Students' Union has been

invited to take part in a roundtable with the Civic Universities Network later this month to discuss the roll of universities and students' unions in fostering and deepening civic engagement. We expect initial outputs of our project at the end of this calendar year, with any changes agreed to be the subject of a future paper to the Governors given its key role in overseeing the democracy of the SU under the Education Act (1994).

Results of Students Union Elections

In March the annual Students' Union elections took place to elect the executive team for 2023/24. A total of 2,943 (up from 1,096 in 2022) unique voters representing around 12.5% of eligible voters participated in the elections. This is a very encouraging increase in engagement and compares favourably with the wider students' union sector, for example this is a higher proportion of students participating in our elections than Leeds University Union achieved this year. For Leeds Beckett Students' Union this is the highest overall turnout for over a decade.

The students elected for 2023/24 are:

- Students' Union President - Dhruv Dev
- Academic Experience Officer - Silas Ozoya
- Welfare Officer - Blessing Odususi
- Activities and Events Officer - Harsh Bhatia

A full breakdown of the results is available here -

<https://www.leedsbeckettsu.co.uk/news/article/about/Meet-your-202324-Student-Leadership-Team/>

Students' Union Big Survey

Each year the Students' Union conducts a large-scale survey of all students as key element of our business planning cycle. It has been designed around the key themes within the Students' Union's strategy, but with a focus on understanding the student experience, rather than simply students' experience of the Students' Union. Over 3,000 students took part in the survey, both a large sample size and one that was broadly representative of the wider student demography. The results have been used internally by the Students' Union to develop business plans for the year ahead, and will be a key piece of data used by the incoming student officer team in setting their objectives and priorities.

The key themes that have emerged for the SU are around the need for continued work to support students through the cost-of-living crisis (in particular those students with caring responsibilities), and the need to prioritise work around ensuring that students feel a sense of belonging at the University (with a particular focus on home undergraduate students). These are the two priorities for the SU in the year ahead and our Board of Trustees have agreed to focus on resources on these areas.

Neil Mackenzie, Chief Executive

Ashleigh Pinnock, Welfare Officer & Interim President

Annual Student Survey 2022/23

Leeds Beckett University Abridged Report

Prepared by Phillip Buck, Research & Insight Analyst,
on behalf of Leeds Beckett Students' Union

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ABBREVIATIONS

Schools

BEEC: School of Built Environment, Engineering & Computing

CSE: Carnegie School of Education

CSS: Carnegie School of Sport

ETHM: School of Events, Tourism & Hospitality Management

HEA: School of Health

LBS: Leeds Business School

LLS: Leeds Law Schools

LSA: Leeds School of Arts

SHSS: School of Humanities and Social Sciences

Other

BAME: Black, Asian, and Minoritised Ethnic

LBSU: Leeds Beckett Students' Union

LBU: Leeds Beckett University

LGBT+: Lesbian, Gay, Bisexual, Transgender & others

SU: Students' Union

1) INTRODUCTION

1.1. Context

The Annual Student Survey was conducted by Leeds Beckett Students' Union (LBSU) during the 2022-2023 academic year to uncover the thoughts and experiences of students currently studying at Leeds Beckett University (LBU). Specifically, the survey was designed around the key themes of the Student Unions' (SU) 2020 strategic plan which aims to:

1. **We will positively impact the finances of our students.** By 1. Helping students to find more opportunities for fair paid work that fits around their studies. 2. Campaigning for increased financial support for those for those who need it most. 3. Work to tackle the cost of living.
2. **We will contribute to the success and development of our students.** 1. Facilitating the involvement of students in shaping their learning. 2. Providing opportunities for students to develop their skills and their confidence to thrive in their future. 3. Breaking down barriers to success and development faced by students.
3. **We will help to create a sense of belonging for our student community.** 1. Developing our spaces into inclusive and accessible places where students want to be. 2. Helping students to create thriving academic communities on their courses. 3. Ensuring we provide a range of social opportunities fit for all students.
4. **We will ensure that students feel supported.** - Working with the University to tackle the issue of student mental health and develop support services. - Ensuring support is available and accessible for students in the right place and at the right time. - Listening, through our democratic structures, to what our students want to co-produce innovative initiatives to support them.

1.2. Aims & objectives

The aim of this research is two-fold. First, it seeks to measure the success of the SU in delivering upon the Strategic Plan themes thus far. Second, and above all, the analysis will allow LBSU and LBU to continue working towards improving the student experience by gaining an understanding of students' opinions, lived experiences and ideas for change. Then utilising this insight to inform and shape future decision-making to better improve the student experience. Regarding this, the report addresses the following research questions:

- **RQ1:** To what extent does LBSU positively impact students' finances?
- **RQ2:** To what extent does LBSU contribute to the success and development of students?
- **RQ3:** To what extent does LBSU help to create a sense of belonging for the student community?
- **RQ4:** To what extent do students feel supported at LBU?

2) METHODOLOGY

2.1. Data collection method

The Annual Student Survey was open from the 21st November 2022 until the 23rd January 2023. There was a total of 46 questions presented to students, with 8 sections covering the opening, the core themes informing the strategic plan of the SU and the closing questions. (See Appendix A).

2.2.1. Question Design

Table 1 Survey Design

Survey section	Number of questions	Closed	Open	Mandatory	Optional
Data Protection	1	1	0	1	0
About You	12	11	1	11	1
SU Awareness, Engagement and Values	3	3	0	3	0
Your Finances	9	8	1	8	1
Your Success & Development	5	4	1	4	1
Your Sense of Belonging	5	3	2	5	0
Your Support	6	4	2	5	1
Before You Go	5	3	2	4	1
Total	46	37	9	41	5

2.1.2. Response items

Most of the closed-ended questions utilised five-point Likert-style response items, mostly comprised of agree-disagree spectrums with an assumed linear scale.

2.2. Sample

2.2.1. Sample recruitment

Every student at Leeds Beckett were invited to participate via email, supported by additional communications directly from their schools, academic and convenor networks, LBSU social media and the LBSU website. Participation was voluntary and a single £500 cash prize was offered as incentive for taking part, run through a prize draw.

2.2.2. Sample size

The survey totalled 3539 responses from students. Within those who answered, 490 respondents were omitted due to incorrect input of their student ID, which meant that their student status at LBU could not be confirmed. The total number of valid respondents was therefore 3049.

Sample attrition was clear at each stage of the survey. Hence, as displayed below in Table 2, the number of respondents at each stage gradually declined and resulted in an overall survey completion rate of 88% by the end of the survey for those whose student ID status was confirmed.

Table 2 Attrition rate

Question Area	Number of respondents	Completion rate
About you	2958	97%
SU Awareness, Engagement and Values	2897	95%
Your Finances	2836	93%
Your Success and Development	2805	92%
Your Sense of Belonging	2744	90%
Your Support	2714	89%
Before you go	2679	88%

2.2.3. Sample characteristics

The sample data comprised both demographic and student status information, as displayed below in Table 3 and Table 4, respectively. Some of the information was collected directly as respondents were asked a series of demographic and student status-related questions in the *About You* section, whilst other aspects were collected indirectly via the student ID database.

Table 3 Demographics

Gender	Count	%
Male	921	34.38%
Female	1703	63.57%
Non-binary	27	1.01%
Other	8	0.30%
Prefer not to say	20	0.75%
LGBT+		
Yes	349	13.02%
No	2137	79.77%
Other	47	1.75%
Prefer not to say	146	5.45%
Disability		
Yes	164	6.12%
No	2433	90.82%
Prefer not to say	82	3.06%
Ethnicity		
BAME	922	34.42%
White	1695	63.27%
Unknown	26	0.97%

Table 4 Student status information

Department	Count	%
Education	227	9.89%
Sport	283	10.56%
Events, Tourism & Hospitality Management	104	3.88%
School of Humanities and Social Sciences	435	16.24%
Arts	319	11.91%
Built Environment, Engineering & Computing	265	9.89%
Law	142	5.30%
Business	480	17.92%
School of Health	424	15.83%
Stage of study		
Level 0	25	0.93%
Level 4	708	26.43%
Level 5	476	17.77%
Level 6	536	20.01%
Postgraduate	934	34.86%
International student		
Yes	636	26.77%
No	2043	76.22%
Engaged student		
Yes	596	22.24%
No	2083	77.75%
Estranged student		
Yes	131	4.89%

No	2398	89.51%
Prefer not to say	150	5.60%
Parent or carer		
Yes	337	12.58%
No	2305	86.04%
Prefer not to say	37	1.38%

2.3. Analysis

The analysis and findings of the report are conducted across Chapters 3 to 9.

In doing so, each closed-ended question was subject to univariate analysis and presented graphically to illustrate a general overview of the responses across the whole sample. In addition, where appropriate, questions were broken down further in order to note any similarities or differences across sample characteristic groups. All open-ended questions were analysed using thematic analysis and word tabling to determine the most prominent of responses in themes.

3) Key Findings

3.1. Working alongside studies

When asked whether they worked alongside their studies the majority of respondents confirmed they worked alongside their studies (68.59%) and only 31.41% in disagreement.

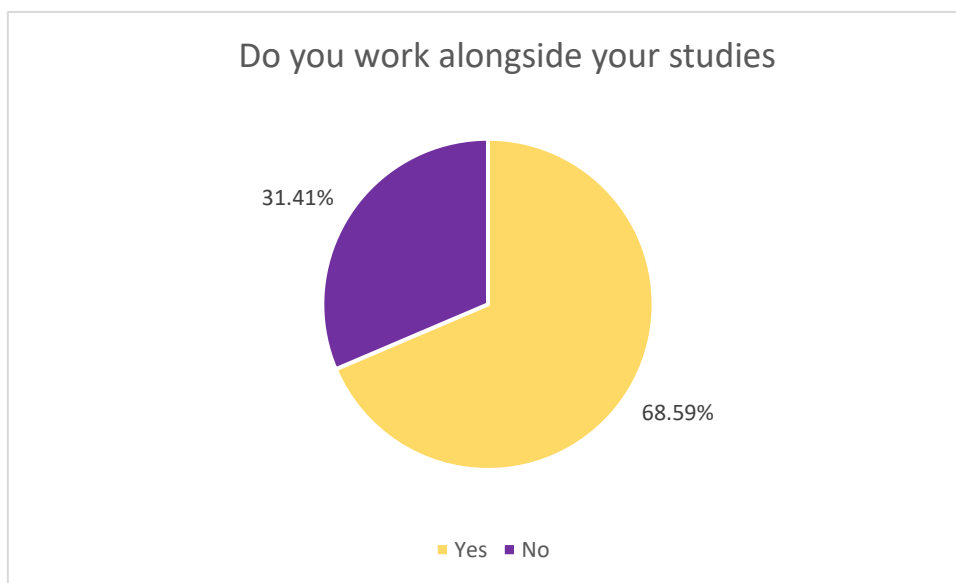


Figure 1 Do you work alongside your studies

Table 5 Do you work alongside your studies

Gender Identity

The difference between male and female students was minimal (less than 5 percentage points)

Disability

Disabled students had a minimal difference to the wider student population (less than 5 percentage points)

Sexual Orientation

LGB+ students have a minimal difference (less than 5 percentage points)

Trans

Trans students have a marginal difference (less than 1%)

Ethnicity

Global majority students had a minimal difference (less than 5 percentage points)

Fee status	International students had a minimal difference (less than 5 percentage points)
Parent or Carers	Student parents and carers had a minimal difference (less than 5 percentage points)
Family estrangement	Estranged students were 5% more likely to work alongside their studies.

3.2. Importance of paid employment whilst studying

When asked about how important being in paid employment was whilst studying, more than 50% stated it was extremely important, 24.34% very important, 17.81% as somewhat important and then 6.53% and 1.31% as not so and not at all important. With 74.36% in total between extremely and very important, rating it as high importance.

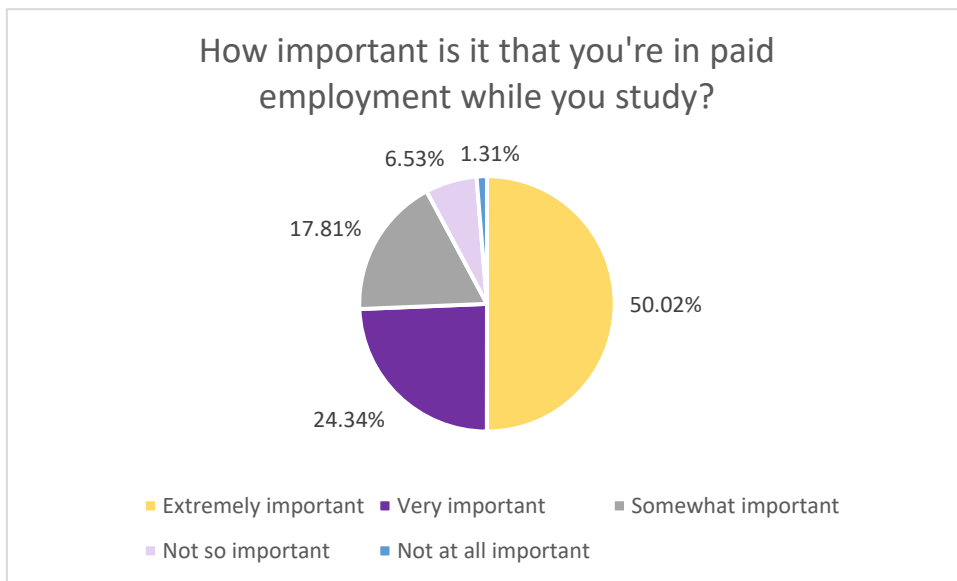


Figure 2 How important is it that you're in paid employment while you study?

Table 6 How important is it that you're in paid employment while you study?

Gender Identity	The difference between male and female students was minimal (less than 5% percentage points)
Disability	The degree of which that disabled students were 6.68% less likely to find this important
Sexual Orientation	LGB+ students had a minimal difference (less than 5%)
Trans	Trans students were 13.25% less likely to view this as important.
Ethnicity	Global majority students were 6.22% more likely to state that this was important.
Fee status	International students had minimal difference. (less than 5%)
Parent or Carers	Student parents and carers were 5% more likely to state that this was important.
Family estrangement	Students estranged from their families were 11.9% more likely to state that this was important.

3.3. Financial Support

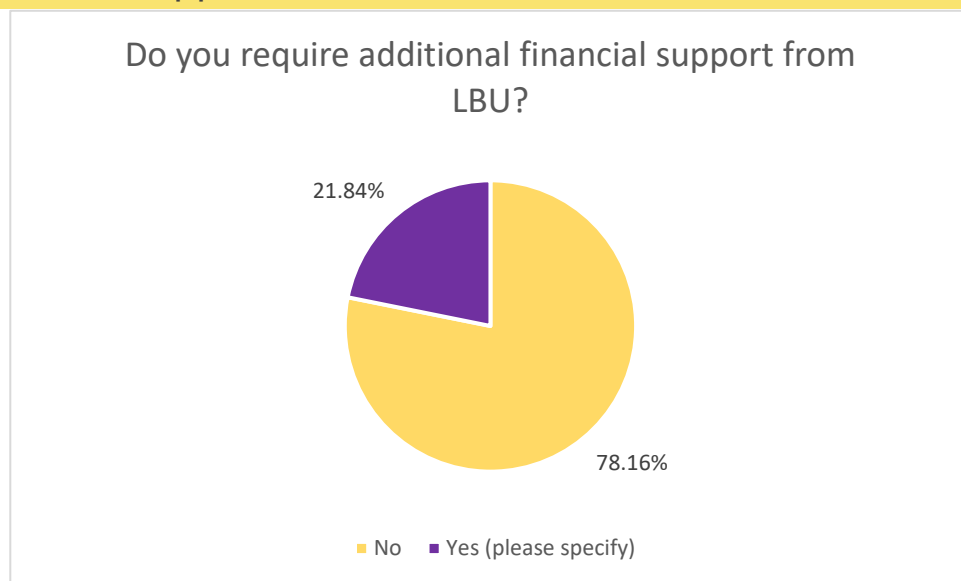


Figure 3 Do you require additional financial support from LBU?

When asked whether they required additional financial support from LBU, 78.16% of respondents said no, for the 21.84% of students that said yes, they were asked to reply what they needed financial support with, thematic analysis and collation of recurring themes follows with the testimony with the next question (as the commentary and responses are effectively the same). Individual responses will be listed immediately below.

Table 7 Do you require additional financial support from LBU?

Respondents who answered yes provided additional context with the following comments

Costs

The cost of my rent is higher than what my loan covers and my job pays for the rest

Can't even afford rent have had to borrow money off family members

The university needs to make food and drink available at a much cheaper rate. £1 hot drinks, £1-£2 meals.

Need hardship fund

It would be good to have a low-income bursary, but I can't find one

I have already had a hardship fund but still struggle to keep on top of finance and have enough to go to social gatherings

To attain more financial support would allow me to work fewer hours at my work so I can focus on my studies a lot more.

I have applied for the hardship fund

I've applied for a hardship fund; they haven't got back to me yet but hopefully I'll get some financial help from them

Have applied for fund as I am a carer and full caring responsibilities of care for an adult whilst also caring for my children

Reliance on loans

I have applied for a loan as my student finance wasn't great and only having one parent makes it really hard to afford everything as my mum is unable to help.

Difficulties for international students

More Scholarship and more flexible instalment payment terms

Better payment plans to pay tuition fees and more understanding staff working in the finance department.

Please make my remaining fees to payable in 7 instalments

Would be extremely helpful if they allow me to pay rest of my fee in two instalments.

I'm international student from Pakistan. Pakistan has been badly affected by flood. My father property business has been destroyed. And my grandpa has been passed away in

December. My family is not in position to send me money. I'm facing difficulty to manage my daily routine works and needs

Limits of maintenance loan:

Insufficient maintenance loan, loans are calculated via parental income, yet parents are not obliged nor are responsible for me finances. Despite being in work money is too tight and makes the option of accommodation or moving out completely impossible.

I am not receiving any additional financial support; my loan doesn't even cover my rent and I receive no money from my parents

during first semester with SFE loan I was just able to scrape with living

Yes, because I had less money from previous years with student finance.

Maintenance Loan is not enough to cover rent. Any bursaries will be helpful in helping me pay off some debt that has already incurred.

My student finance doesn't cover my accommodation cost.

Going through existing processes for support

"I have ADHD, and struggle to work enough to pay my rent and study at the same time, my parents can't afford to pay much more of my rent and I'm at risk of not being able to afford my second year rent however I am currently starting a new job and have applied for DSA now knowing I can so hopefully those circumstances will change"

Difficulties getting a job

"Currently, neither my partner nor I have a job. We applied to many jobs but received no good responses."

"I would love to work but can't work because I have 2 kids I care for, which have not been easy."

"I'm not getting enough hours at work so it's hard to find the money to survive while also at uni"

Feeling of restricted academic performance due to financial demands

The additional financial support would allow for myself to reduce the amount I am currently working at, in order to afford everyday essentials and travel to university, which would in turn allow myself to spend more time on my modules improving my grades further.

Pressures from placement

"Placements reduced the hours I can work, get minimal support from student finance and bills are becoming too much to afford"

Transport costs

"Please provide us a free bus service as we live in near Headingley and we have to walk to the city campus in rainy day also"

"Due to needing to travel to Leeds and pay for my course. The funding I get via student finance is not enough for me to travel every day to uni"

Postgraduate costs

"I fail to see why, despite being on a PhD scholarship, I must still pay international fees to the value of half my stipend. While my PhD colleagues who have EU/British passports owe the university nothing. This combined with the cost-of-living crisis adds massive stress to international postgrad students that will affect our quality of work and thus the output we can provide for the university itself. Why, if by winning the scholarship mean that we were the best appointment for the position as selected by the university, should we have to pay vastly greater fees than other students on the exact same award?"

3.4. Cost of Living Crisis

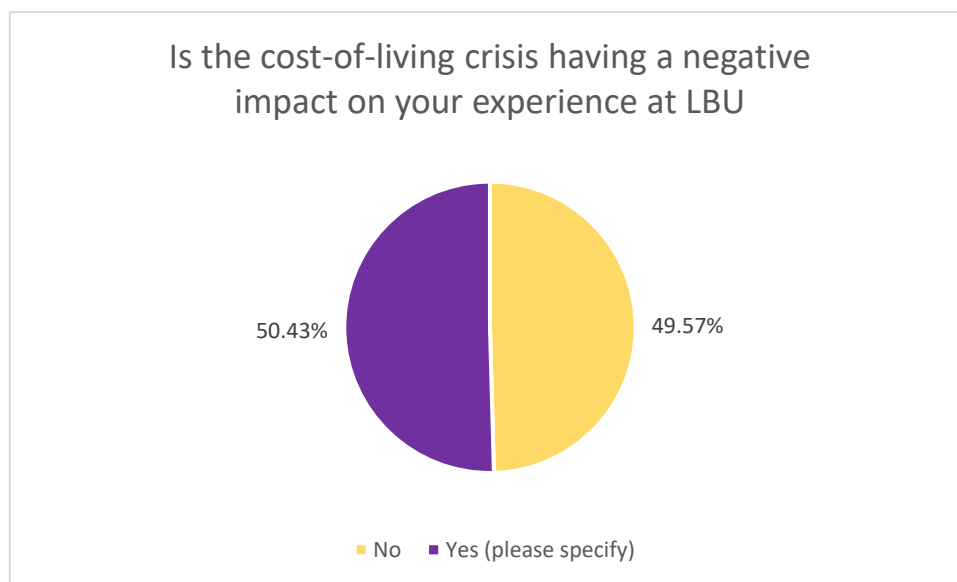


Figure 4 Is the cost-of-living crisis having a negative impact on your experience at LBU?

Respondents were then asked whether the cost-of-living crisis has had a negative impact on their experience at Leeds Beckett, with 49.57% saying no, and 50.43% saying yes. Those who said yes were then asked to comment to contextualise how.

Table 8 Is the cost of living having a negative impact on your experience at LBU and how?

Care costs

Unable to stay and study in library and with peers due to childcare costs, only making necessary journeys due to fuel costs, not partaking in peer group lunchtimes and events due to lack of money

I am a single mum of two kids, doing a full-time degree and working with the Careers Team, which is hard in itself. Especially when being a full-time student can result in not being eligible for additional benefits or the energy bill pay-outs that others on lower incomes have had access too. I have found being at university in my situation incredibly

difficult, and mature students so not get as much help from LBU as some of the other underrepresented groups in terms on grants and scholarships despite more that often having other caring responsibilities that younger students don't

Childcare support

I think the intensity of the course makes it difficult to work alongside the course (even part time) and perform well in your studies. Yet many mature students have bills to pay and children to care for, making working a necessity, especially in this current climate.

Having children and working full-time, more time has been invested on evenings into planning finances, paying bills and as such using this money to support my studies is not possible.

Transport

Parking and Travel into the university has been difficult and continues to become more and more difficult since LCC changed the parking ticket provider across all carparks.

I commute in so between the strikes and everything going up it is a bit worrying

Paying to park at university, not being able to afford lunches etc

Public transport has been made more expensive and so house student accommodation as I live away from home. Rent prices are too high.

I live in Bradford and drive into university 2 days per week. The cost of petrol and parking causes me great stress. I much prefer having face to face lectures, however when university is held via Microsoft Teams, I appreciate this as it saves money. The downside is that I miss out on the social aspect of uni and cannot concentrate as well at home.

More difficult to prioritise travel vs heating the home. Lectures are no longer online and the content is not accessible from home. If a lecture is missed you cannot catch up, but it is expensive to travel as I, and many fellow students, don't live in Leeds

Travel has become hard to afford

I cut on travel expenses, so I come to the uni less often than I have in the past years

I cannot afford parking

Travel, the increased rates of fuel has negatively affected the amount of which I would usually have in order to pay for parking and everyday essentials.

I can't afford anything; I have to walk to City Campus from Headingley because I can't afford the bus

Travelling 140 miles every time I come to uni means a lot of money spent on petrol and as I am studying don't earn much, so this is quite expensive for me

Can be stressful getting to uni, train fares are expensive and if lectures are cancelled it can be a waste of money. Furthermore, if the trains are cancelled I can miss valuable learning. Additionally, it is too expensive to drive and as far as I am aware there are no free parking spaces at uni which would be useful for us students, especially from low-income families as my mum cannot afford to pay for my petrol, parking, etc meaning it would be out of my pocket if I chose to do this.

I commute from home, I'm not in accommodations, never have been. I commute from Pontefract and trains are now unreliable. So trains and getting taxis or buses for nearly an hour and a bit. Effects my work, I have to fit extra hours in on top of university work.

Cannot afford rail, bus and in some cases essential taxi travel costs. Art material and printing costs are not in proportion to student income. Cancellations and rescheduling of classes/lectures due to strike action only ever cost the student.

Essentials

Increase in electricity bill and gas makes me want to minimize usage at the detriment of my comfort and wellbeing, thus affecting my reading and concentrate at home

The increase of utilities bills is causing extra stress

Cos of living is generally high, especially light bills and feeding.

Can't afford next year's rent and bills

I only have minimum maintenance loan and the cost of living is so high I'm struggling to make it last and afford food

Wary of foods that I'm buying

I have needed to cut down on food shopping and having the heating off in the middle of winter

I don't get a lot of money from my parents; they help in ways they can but it's hard to work around the rising costs when I don't make much money either.

Added stress in finding accommodation for second year, accommodation is very expensive in Leeds

I'm constantly worried about being able to afford food, travel is also an issue. The termly rent in my shared house has gone up from 1700 a term (which I struggled with anyways) to 2000 a term. We have to have blackout days and days where we don't use the heating to save on money and etc

To afford rent I must work more

budgeting was extremely difficult. had to budget for £10 for my weekly shopping. was desperately searching for a job and was able to find work at amazon however this severely impacted my time at university as I would have to miss lessons so I could go to work. ultimately decided to quit as my studies were more important but the cost of living was making everything else difficult and finding a job much the same

It took me 2 months to find a home after house hunting for long painful duration. After paying my rent, I am not able to meet my day-to-day expenses. Due to huge demand in jobs I'm not able to find a proper part time even after constantly applying for last 2 months

As my student finance has been reduced for next year, I am going to struggle to pay my bills from January onwards, and as they continue to rise, this is going to become more difficult. I'm trying to get ahead of the situation now by looking for extra work, which means sacrificing days that could be spent studying/revising/preparing for my exams in January. This means the cost-of-living crisis has the potential to impact my grades as I continue to sacrifice learning time to earn money so I can pay my bills/mortgage.

From rent to food, everything is so expensive here. And the prices are increasing gradually even more. This has negatively impacted my studies. From the 20 hours per week part-time job with low wages per hour, it is definitely not enough to cover the expenses. Due to this, I'm mentally stressed out and more concerned about how to cover my expenses rather than my studies. It has mentally affected everything now.

Impact on academic performance and experience

"Needing to undertake additional hours of paid work. This reduces time to focus on course work or for enjoying time to exercise or socialise."

I would have liked to purchase some books and also had to work more to afford everything which meant I couldn't spend as much time studying as I would have liked

I am in my final year of my fashion degree which is a course which expects you to spend a lot of money on fabrics/ sewing essentials/ paints / dyes/ stationary/ drawing kits etc and is also a course which takes up a lot of my time therefore I have no time to work part time in order to fund everything which is always required.

Difficulty in keeping up with increase in cost of living while trying to mitigate its effect on my academic experience

Increases have highlighted how under-appreciating the lecturing element of LBU are. Their strike actions have limited my educational experience along with a loss of perceived value for money. Also, my energy bills, diesel, food bills have increased along with associated costs for my children.

Impact on student experience

General cost of things becoming more, had to sacrifice social events

restricted chance to go to sports socials due to lack of money from increase bills and food prices. food budgeting can be pricey when combined with leisure

As I mentioned above that due to cost-of-living crisis I am mentally depressed. Because I have planned for many things before coming to UK, but the things are not working the way they have to be

I am not able to have the desired student experience that I previously thought would happen. As I need to work alongside studies in order to pay for bills, whereas there is never enough finance to really enjoy it socially or in other forms like hobbies

I'm in my overdraft and can't enjoy the uni experience because when I earn money it goes straight on transport to get to work, a never-ending cycle.

It does make it hard to enjoy my time, it is even harder to do so when I'm paying for an education that I am not receiving due to strikes and covid

As I am actively looking for work, it can be difficult sometimes to find meals and I've had to sacrifice social outings to prioritise things like food and toiletries.

Demand for employment

"getting part times is a must as I need to pay for travel, food and other activates as its all getting expansive "

"The cost of fuel to commute and food means I have to work more on days when I'm not at university"

Rent in Leeds and bills are so expensive which means I have to work on top of my studies (didn't do this last year) and therefore have less time for my studies and feel I cannot put as much effort in

Stress about finances, more pressure to take up more hours at work but nothing too bad- my studies have not been impacted

Though my studies are distance part time, it has become very important to have a job that pay enough to cover my daily living and studies at the same time.

It's to do with wellbeing, I'm having to take more time from uni than I would like to go work and that builds up stress as it lowers the time I can focus on uni work.

Rent and other expenses are hard to manage with working at minimum wage and that is maximum 20 hours a week. And most of the time can't work full 20 hours just because of due assignments

Impact on mental health

"Negative mental impact due to the increase in prices across products, which has led to deteriorating mental health and worries about life."

"Yes, difficulty having a social life when you are struggling for money and have to work a lot which negatively impacts studies and mental health."

"Hard to not be paranoid about how much I'm spending, even small essentials."

"Simply just going a hard time as I can imagine many others are due the cost-of-living crisis. Stress with paying bills and just getting through my day-to-day life will have an impact on how I perform in my studies. I try so hard not to let it affect me however sometimes it does just have a major impact and get me down."

Travelling to and from uni, paying bills in the house negatively effects mental health leading to me missing uni

My mental health this past year has been terrible. Trying to juggle work and my degree just to keep me afloat has been a real challenge and having to watch every penny as I have had to pay for my post grad loan this year, it's been very difficult.

Has a knock-on effect on my studies as my mind is always somewhat pre-occupied

It has made student life, both in and outside of university very difficult, especially for unemployed students. The teaching strikes that occurred during November because of the cost-of-living crisis were detrimental to every single student in the LSA building, as well as student's from other areas of the university as well - there was such a vast impact on student's mental health and overall ability to properly progress with any of their assignments (Myself included). Along with this, general costs have made student living unsatisfactory, many people I know have had no choice but to reduce the number of meals a day that they have, simply to pay their bills.

having to pay so much more just to afford to live is causing extra stress. I have been trying to find other work to afford the differences from previous years, but it is impossible and affects my day-to-day mood

Demands from placement

"I am unable to work as I'm on an adult nursing course and have a lot of placement so struggle to do everything I want with the budget I have"

I have had to really watch what I am doing and what I am spending. I feel like I'm constantly checking my bank balance.

My course means I have 170 days of unpaid placement and the course fees are now higher than the NHS social work bursary, so I have to work a paid job whilst in placement and completing my studies

I have almost maxed my overdraft due to paying for travel for my placement and not having enough time to be able to work alongside it. My family are unable to support me, and my student loan barely covers my rent.

Don't get paid for nursing placements. Husband recently lost his job

Reliance on parents

Running out of money sooner and having to borrow from parents (not everybody has that option)

For those who receive the minimum maintenance loan alongside receiving no help from parents financially, the increase in living costs has dramatically affected my already difficult financial situation

Postgraduate

As a PhD student you do not earn a lot, coupled with covid pandemic prolonging PhD studies has caused financial strain which has been exacerbated by the cost-of-living crisis. Forcing me to seek employment alongside my PhD, which in turn affects PhD progress, and stress / mental well-being

Therefore to keep up with the crisis I have to work more which disrupts my ability to do university work at a higher level with it being a master's degree. Overall my health both mental and physical takes a hit.

International Students

I feel burdened by the remaining tuition fee that I have to pay in full, since the university doesn't offer anymore instalment.

I am an international student, and everything is much expensive for us, finding a guarantor to rent an accommodation and if you don't have one you need certain companies that you pay to do that, we can only work 20 hours a week which keeps us from applying to many jobs, the currency rate keeps fluctuating and the money you get from home isn't just enough

I am very rigid when it comes to foods. I eat mostly African foods and it's quite expensive. Securing accommodation was a bit challenging had to stay in Airbnb for months and this has really affected me.

Bills for energy, winter gear and clothing for the weather are somewhat expensive. I understand that I was born in the tropics

Limits of Student Loan

The student loans are designed for a different financial time, I've no idea how we're expected to make the loans last

Table 9 Is the cost of living having a negative impact on your experience at LBU?

Gender Identity	The difference between male and female students was marginal (less than 2% difference)
Disability	Disabled students were stated yes at 18% percentage points higher than the rest of the student population.
Sexual Orientation	LGB+ students were 12% percentage points higher in stating yes.
Trans	Trans students had a marginal difference (less than 5%)
Ethnicity	Global majority students were 8% less likely to state yes.
Fee status	International students were 13% less likely to state yes.
Parent or Carers	Student parents and carers were 7% more likely to state yes.
Family estrangement	Students estranged from their families were more than 5% percentage points higher than the student average who said yes.

Respondents were then asked to select from multiple statements on potential responses to the cost-of-living crisis.

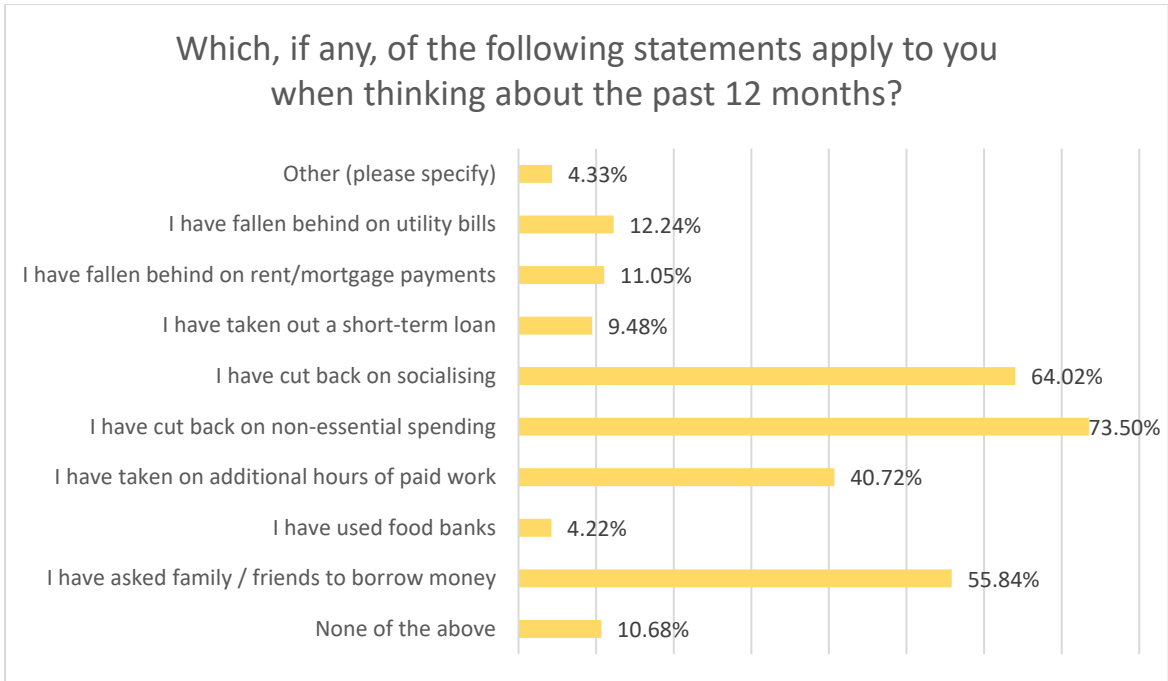


Figure 5 Impacts of Cost of Living

The most prominent responses being cutting down on essential spending (73.50%) and socialising (64.02%), followed by asking family of friends to borrow money (55.84%) and more hours of paid work being undertaken (40.72%)

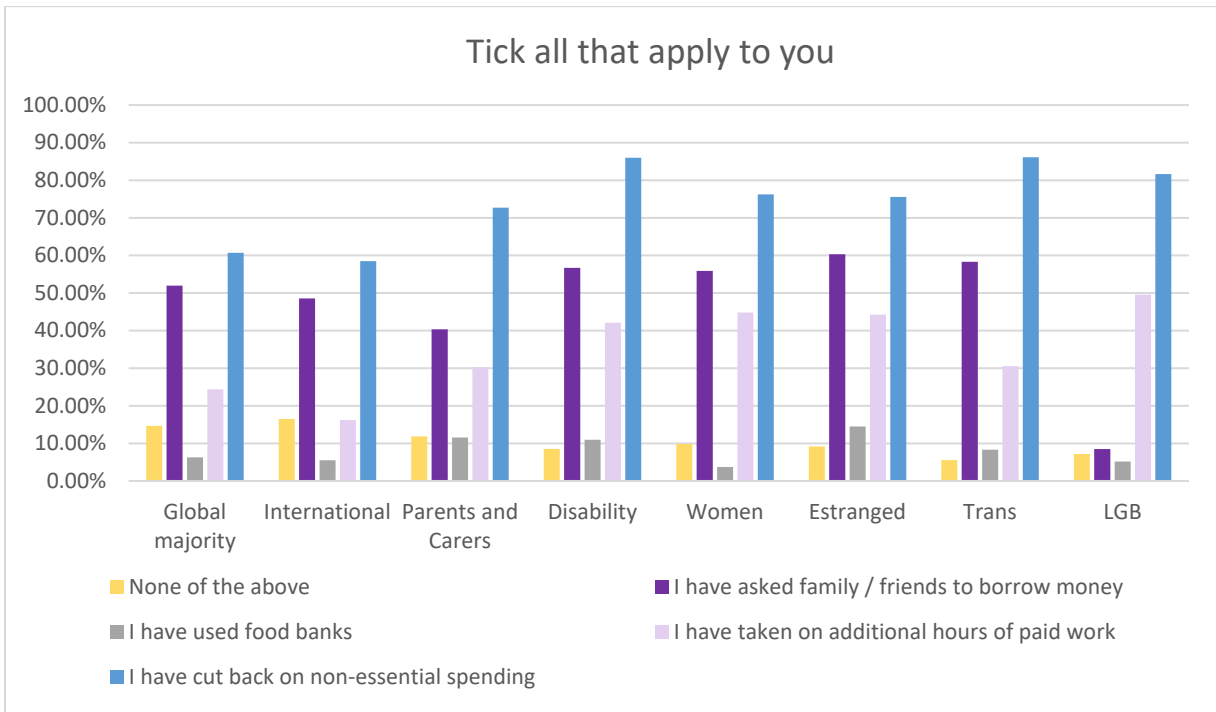


Figure 6 Impacts of Cost-of-Living Demographics I

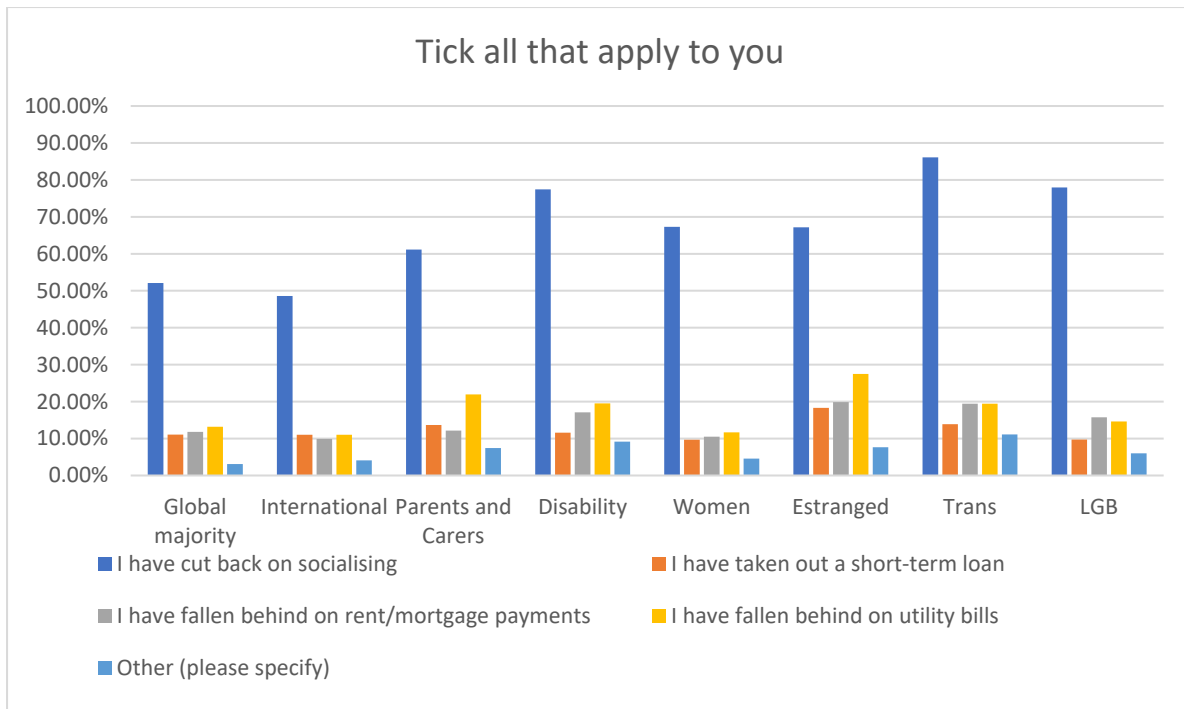


Figure 7 Impacts of Cost-of-Living Demographics II

Table 10 Impacts of Cost-of-Living Demographics I

	Global majority	International	Parents and Carers	Disability
None of the above	14.66%	16.51%	11.87%	8.54%
I have asked family / friends to borrow money	51.97%	48.58%	40.36%	56.71%
I have used food banks	6.28%	5.50%	11.57%	10.98%
I have taken on additional hours of paid work	24.38%	16.19%	30.27%	42.07%
I have cut back on non-essential spending	60.71%	58.49%	72.70%	85.98%
I have cut back on socializing	52.09%	48.58%	61.13%	77.44%
I have taken out a short-term loan	11.08%	11.01%	13.65%	11.59%
I have fallen behind on rent/mortgage payments	11.82%	9.91%	12.17%	17.07%
I have fallen behind on utility bills	13.18%	11.01%	21.96%	19.51%
Other (please specify)	3.08%	4.09%	7.42%	9.15%

Table 11 Impacts of Cost-of-Living Demographics II

	Women	Estranged	Trans	LGB
None of the above	9.86%	9.16%	5.56%	7.16%
I have asked family / friends to borrow money	55.90%	60.31%	58.33%	8.48%
I have used food banks	3.70%	14.50%	8.33%	5.16%
I have taken on additional hours of paid work	44.80%	44.27%	30.56%	49.57%
I have cut back on non-essential spending	76.22%	75.57%	86.11%	81.66%
I have cut back on socializing	67.29%	67.18%	86.11%	77.94%
I have taken out a short-term loan	9.69%	18.32%	13.89%	9.74%
I have fallen behind on rent/mortgage payments	10.51%	19.85%	19.44%	15.76%
I have fallen behind on utility bills	11.69%	27.48%	19.44%	14.61%
Other (please specify)	4.58%	7.63%	11.11%	6.02%

From those who directly responded under Other, these were the responses

Table 12 CoL Impact comments

Reliance on credit

Transferred existing credit card debt onto 0% interest as struggling to make repayments. Credit card is only used for food shop and fuel. Only making essential journeys.

My credit card balance has increased due to not having enough money to get through the month

I have had to use credit cards to buy my food shopping and pay bills I now have 6 credit cards at the start of last year I had two that had very little on them.

Extremely in debt with my overdraft as I struggle to work with my arthritis

Klarna

£2000 in my overdraft

I have gone into my overdraft, I never thought I would ever be nearly £1000 in debt at 19 but here I am. I don't ask for money from either of my parents because they're not able to afford to give me any.

Employment

Financial crisis caused due to unavailability of jobs has resulted in situations of not being able to pay my bills.

Missed opportunities

missed my AU membership because I had no money.

I have used onsite facilities such as the library and the gym less than I would like due to cost of petrol and public transport

Had to stop climbing

International Student costs

As an international student, it has been really difficult for me. After paying 75% of my tuition fee I barely have enough for rent and upkeep.

Cutbacks on essentials

I have cut back on having balanced meals- just get the basics e.g. more pasta, less veg/protein

Have had to cut down my eating

Tried to reduce energy usage and food bills

Cutting back on food not in a starving way but in a 'we're living in a cost crisis I better watch where my money goes' way

Seeking additional support

I have asked for food on my local church.

Staff at the Salvation Army has been of great help in terms of food for the children and bills.

Importance of financial support

I get an NHS grant of £5000 a year but without this I would be really struggling

Accessed hardship funding

Transport

The student rail card offers very little financial respite - a single train journey to Leeds can cost as much as £12 - depending on what providers are NOT striking/facing staff shortages/experiencing considerable delays

3.5. Housing

Respondents were then asked to select from multiple statements about their housing experiences and whether this has had any academic impacts.

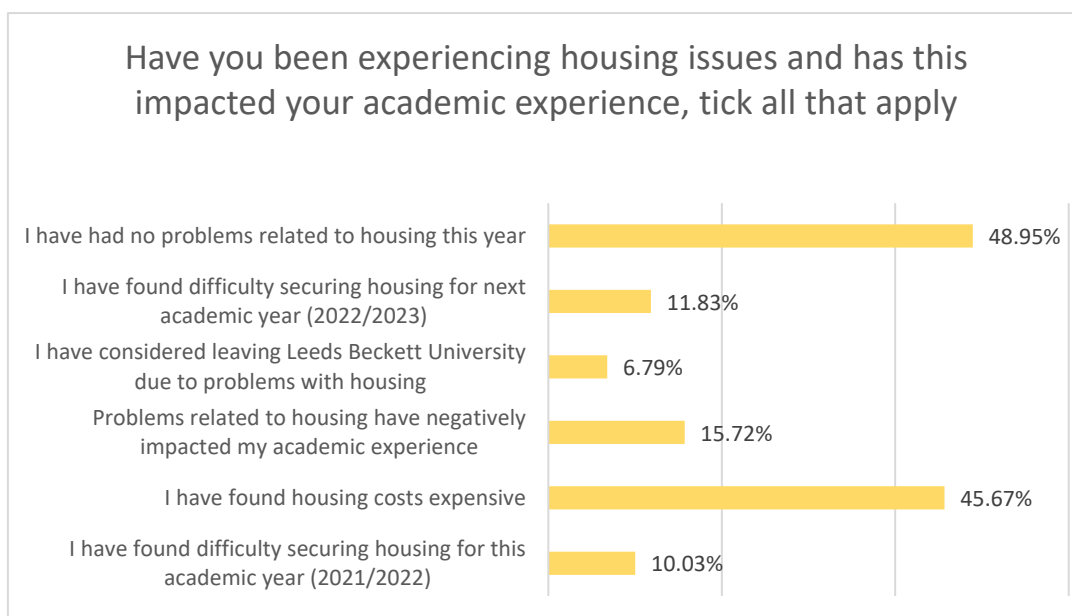


Figure 8 Experiences of any housing issues

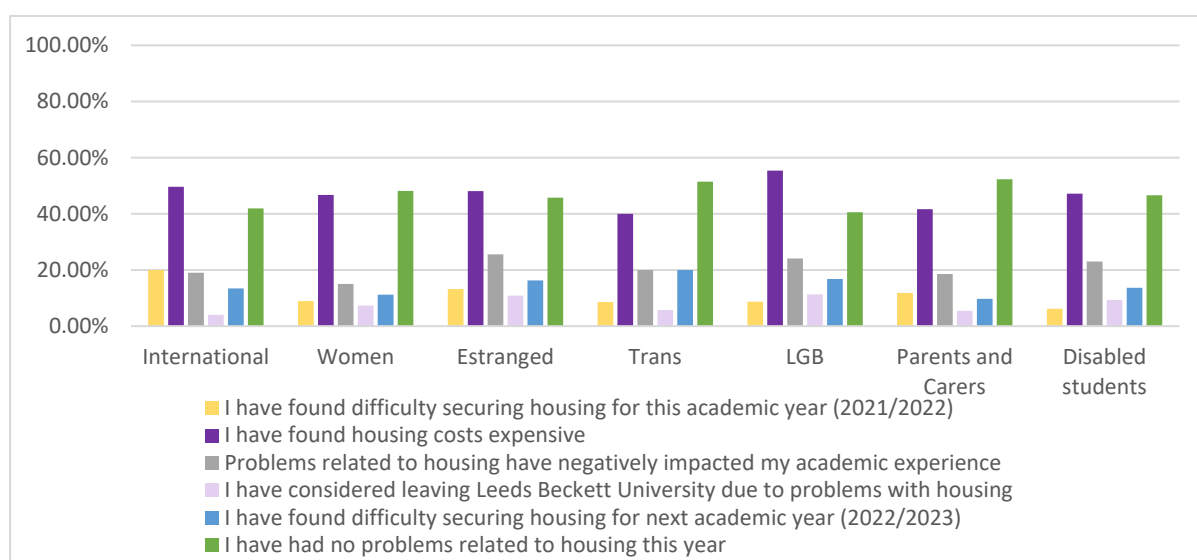


Figure 9 Experiences of any housing issues demographic split

Table 13 Experiences of any housing issues demographic split

	International	Women	Estranged	Trans	LGB	Parents and Carers	Disabled students
I have found difficulty securing housing for this academic year (2021/2022)	20.00%	8.93%	13.18%	8.57%	8.70%	11.85%	6.21%
I have found housing costs expensive	49.60%	46.73%	48.06%	40%	55.36%	41.64%	47.20%

Problems related to housing have negatively impacted my academic experience	19.04%	15.04%	25.58%	20%	24.06%	18.54%	22.98%
I have considered leaving Leeds Beckett University due to problems with housing	4.00%	7.31%	10.85%	5.71%	11.30%	5.47%	9.32%
I have found difficulty securing housing for next academic year (2022/2023)	13.44%	11.20%	16.28%	20%	16.81%	9.73%	13.66%
I have had no problems related to housing this year	41.92%	48.17%	45.74%	51.43%	40.58%	52.28%	46.58%

Students who responded with some form of housing problem were then asked to elaborate in a further, logic-based prompt question.

Table 14 What problems have you experienced with housing

Difficulties securing housing

It was very difficult getting a house and it took me a very long time before I was able to secure one.

I went to over 20 viewings and no landlord will rent because I didn't have any credit. It was so frustrating I had to stay in a shared house for 3 months.

It was very difficult to find a house in Leeds. I lived in 3 hotels when I initially moved to Leeds, before I gave up looking for accommodation in Leeds and moved to Bradford where I found one

Difficulties with housemates

I did not enjoy living with housemates in student accommodation during first year and I found it hard to afford a place where I could live alone to help me focus and studying better without distractions, especially with the bills going up.

Costs

The price of housing for my second-year homes are completely out of my budget

Either the cost is high or the place which we get to live will be 40-50 minutes away from campus and that too being difficult when train and bus are on strike

The rent is more than my student finance have no help from family with finance

I find it expensive to live near the university, so I have to live in Bradford in order to find affordable housing and for this reason I have to travel a lot.

Not exempt from Council Tax = £1600 per year. Full Rent = £100 per wk. Energy bills = £65+ per week.

There are difficulty to find new house. And if we found house so the prices of houses are very high is compare with previous years.

International students

Landlord and Agents taking advantage of International students paying high deposit/ 3-6 months down payment for rents also requesting for a guarantor

Requesting for UK guarantor from someone that just got in from another country

Standards of housing

Finding a house that is comfortable and clean has been difficult for my budget.

Mouldy/damp house, can't afford heating to sort

the accommodation I pay for has mould (which isn't good at all when you get sick very easily) so I currently stay with my boyfriend in his accommodation.

I struggled to find a house for 2022 and It impacted my studies as started my course and was trying to find a house. I also struggled as there were problems with my housing etc my shower didn't work for over a month meaning I had to ask roommates if I could use their showers which made me uncomfortable, I also had to travel back home for the use of a shower which was extra expenses of travel that I weren't in a place to be spending.

The student house I live in is in very poor condition for the money we pay. There have been several issues with the property that have been raised with the company, but they have not been sorted. The landlord is doing a refurb on the property when we move out so is refusing to spend any money on the property until then.

Housing market

It's hard to contact the landlord sometimes. He also sells more houses, raise the rent. Means that less availability for students

3.6. Success and development

Upon being asked whether they have had the opportunity to shape learning on their course, respondents were offered a selection of responses which they could tick multiple of the following:

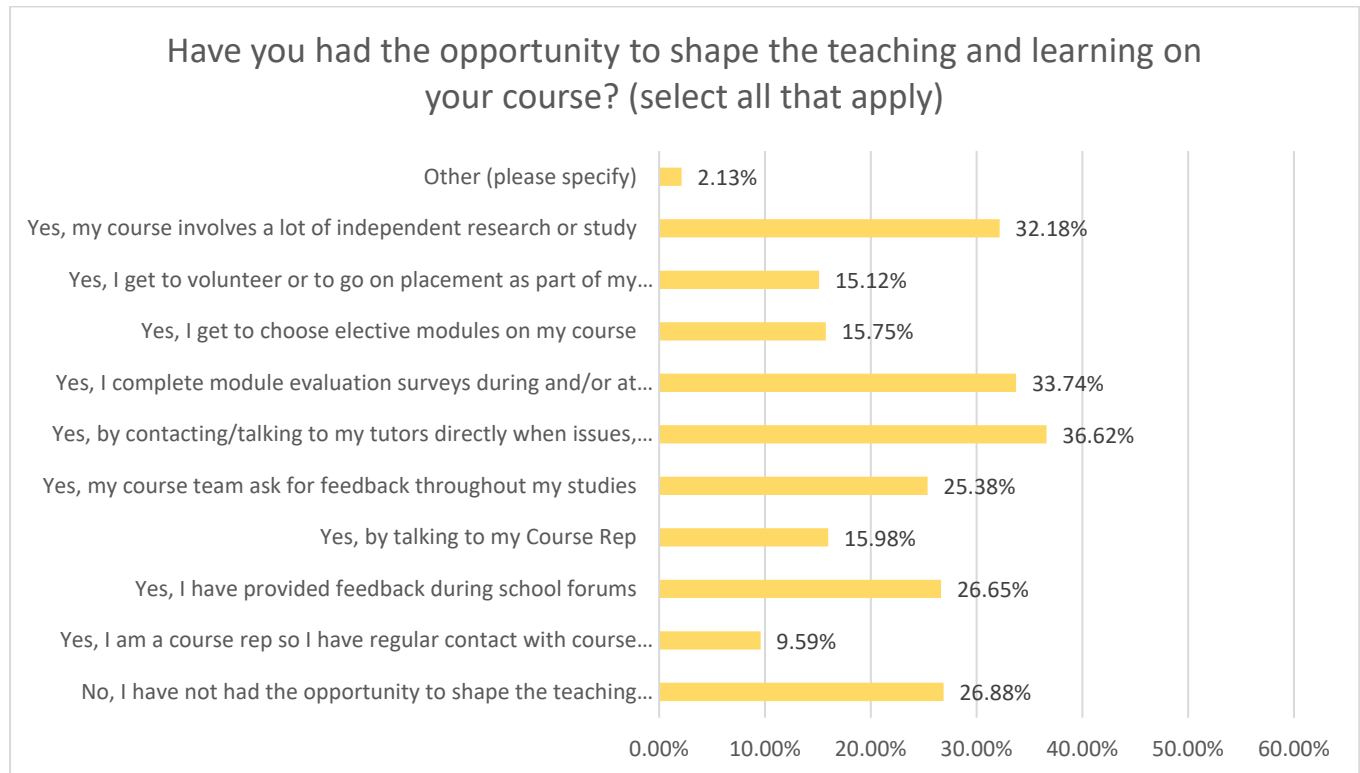


Figure 10 Have you had the opportunity to shape the teaching and learning on your course

The following responses are from students who chose 'Other' and wrote a response to contextualise.

Table 15 Have you had the opportunity to shape the teaching and learning on your course

Existing roles

Attend School Academic Board meetings as Global Majority Ambassador and contribute to discussions

I was a student rep in my bachelor's degree and did have a say in how the course was run

I was a course rep but had to stop as I got ignored, this is after I tried submitting a formal complaint.

I am a course rep, but our input was cut off and shut down by staff, so we have felt silenced

Speaking with staff

I spoke to my tutors about lesson structures and they've since changed how lessons are taught.

Postgraduate

PhD study is inherently collaborative with the supervisory team

Difficulty shaping teaching and learning

When asked if we could look at musical theatre aspects or complete a lecture on Barnum, was made to feel uncomfortable because of the teacher's dislike/opinion towards that subject

We had a class review however I feel like my complaints to the course rep go nowhere as I've had lectures tell me to be more confident when I suffer with depression and anxiety and I thought I was being confident so now I don't really know what that is.

Technically yes, but the organisation of the course doesn't do anything about the issues raised

The following is a separation of respondents based on which School they reside in.

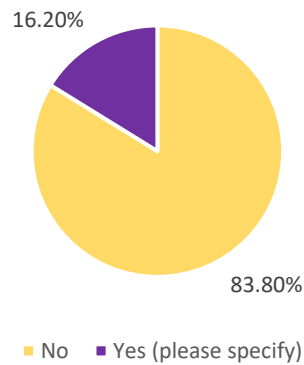
Table 16 Have you had the opportunity to shape the teaching and learning on your course

	BEEC	CSE	CSS	SHSS	SETH M	SoH	LSA	LBS	LLS
No, I have not had the opportunity to shape the teaching and learning on my course	30.57 %	15.42 %	20.85 %	26.21 %	25.96 %	20.05 %	30.72 %	33.13 %	43.66 %
Yes, I am a course rep, so I have regular contact with course staff	8.30 %	11.45 %	10.60 %	10.57 %	13.46 %	8.25 %	11.29 %	8.13 %	6.34 %
Yes, I have provided feedback during school forums	24.53 %	27.75 %	31.80 %	34.48 %	19.23 %	31.60 %	20.38 %	21.04 %	18.31 %
Yes, by talking to my Course Rep	12.08 %	19.38 %	14.13 %	14.71 %	11.54 %	32.78 %	19.75 %	6.67 %	1.41 %
Yes, my course team ask for	23.02 %	25.11 %	28.98 %	27.36 %	19.23 %	36.56 %	21.32 %	18.96 %	19.01 %

feedback throughout my studies									
Yes, by contacting/talking to my tutors directly when issues, concerns or suggestions arise	38.87 %	49.34 %	32.86 %	35.40 %	33.65 %	39.62 %	37.93 %	32.71 %	26.76 %
Yes, I complete module evaluation surveys during and/or at the end of term	35.47 %	27.75 %	47.00 %	40.23 %	14.42 %	42.69 %	19.12 %	28.96 %	30.28 %
Yes, I get to choose elective modules on my course	16.98 %	10.57 %	25.80 %	18.85 %	14.42 %	4.01 %	14.42 %	19.38 %	19.01 %
Yes, I get to volunteer or to go on placement as part of my course	8.68 %	33.04 %	15.90 %	11.95 %	24.04 %	24.29 %	8.46 %	9.38 %	7.04 %
Yes, my course involves a lot of independent research or study	28.68 %	38.33 %	33.22 %	31.49 %	30.77 %	32.31 %	34.17 %	30.42 %	30.99 %
Other (please specify)	3.77 %	0.44 %	0.35 %	1.84 %	5.77 %	0.94 %	5.02 %	1.88 %	1.41 %

3.7. Success and Development – Barriers to opportunities

Do you feel you face any barriers to engaging with opportunities to develop and succeed and what are these?



When asked whether they faced any barriers to engage with opportunities to develop and succeed, and if they did face barriers, what were they, 83.80% of respondents said they faced no barriers, and 16.20% said

they did face barriers. The following comments are contextualisation of those who said yes:

Figure 11 Do you face any barriers to engaging with opportunities to develop and succeed and what are these?

The following comments are from respondents who chose yes:

Table 57 Do you face any barriers to engaging with opportunities to develop and succeed

Childcare

Available time commitments due to childcare and fulltime course mean I struggle to find additional time to engage with opportunities.

Time and location. Although my course is part time I also volunteer AND have unpaid placement. Don't live in Leeds and have childcare obligations, so the help to find paid part time work cannot help me, but I knew this when I started the course.

Because I have full time care of a child while trying to balance work and studying in a way that does not affect my mental health, I do not have the time to engage in any extra opportunities

Financial

The main barriers were financial and access to funding streams, this is been corrected with the SU race equality work at present.

Less socialising due to high house rents so I have to work as well to make both ends meet.

Financial insecurity means that pursuing opportunities can be much more difficult, especially if they involve travelling for interview. Financial instability also makes leaving current employment to pursue something else extremely difficult without getting into

debt to bridge the pay gap that often occurs between the last paycheck at one job and the first paycheck at the next.

I feel anxious within how much I spend money wise. So, I feel as if this restricts me a lot within getting involved.

During my phase 3, I still paid a great amount for petrol and do not qualify for the financial support again due to my mum earning over £25,000 a year, even though again she is struggling herself and even more so to support me.

Money, I'm unsure if I will be able to pursue my master's degree as I may not be able to afford rent next year.

The barriers usually are me thinking if I engage into opportunities you guys provide, will I have any money left in my savings account? Furthermore the other barriers I face is just leaving my family and boyfriend behind, I feel bad.

My diet has decreased due to high living costs, which keep me up at night. This decreases my motivation and ability to focus.

I sometimes cannot afford to drive up to use the facilities such as the library

Employment

As a law student experience to increase the chances of getting a training contract after uni is essential however because I am having to work alongside uni to afford to live I am struggling to find the time to be able to do it

I am only in uni 1 afternoon a week, I work the rest of the week in Huddersfield so I'm not available to partake in the extra stuff

my employment contract seems to forbid me from developing my teaching skills

I miss out on volunteering opportunities as I can't afford to take any days off work

Having to work more in order to pay my bills and live so takes up a lot of my free time

I work between 48-60 hours per week (night shifts) and regularly attend lectures and seminars exhausted.

The barriers are the fact it's so hard for students to find a job Leeds Beckett should put up a plan for every student with different companies that they are guaranteed a job instead of just doing these campus events, there okay I guess but there needs to be an incentive why should I work an 18k-25k job role when I have a degree or masters. It's not fair, all that hard work and for what.

Societies

There are not enough societies that are inclusive to all sports, only popular ones

Not knowing people, I would probably join societies if I knew people on them or if there was more casual sports teams. I would have liked to try women's football but not competitively.

Limits of learning materials

I have found that while there is a great deal of opportunities through the skills for learning hub, there has been little on there that is relevant to further study and

advanced skills such as advanced writing for postgraduate study, advanced literature evaluation etc. I think this would be really helpful not just for myself, but for those doing a masters degree or even those on an undergraduate course aiming to work to a higher level

Not enough subscriptions. Especially Harvard business review needs to be purchased since you can only view a few articles a month despite needing more to gain a first and it provides amazing articles. Course reps are also not well known to students so unsure who to raise this to.

Mostly hardware related problems. As the University iMac computers have become extremely slow in terms of accessing software and sending files, I am now considering on saving money to purchase a laptop so that I can reliably have all of my work with me without having to wait 30+ minutes for small files to upload on the iMacs.

I find some of the online PowerPoints boring and I was not aware the online course would be re-recorded

Accessibility

Social anxiety gets in the way and I thought the student union would be less complicated and anxiety inducing

The only barrier is a lack of advance time to get visibility of course timetables ahead of course start dates. This is important for people that are part-time students and need to manage their employer.

I don't feel there's much visible support for mature international students; I feel it's unclear where/how to get help/advice when not formally diagnosed with disabilities but experiencing some difficulties

I feel the programs are designed to suit full time students but not part time distance students

Due to my autism I study a lot at home. Online lectures/recordings are not available anymore, so I miss out on valuable learning opportunities.

it is hard for me sometimes to be a part of stuff with having ADHD

I have a RAP and I wasn't told I could get extensions on exams and essays because my tutors aren't aware

I am awaiting diagnosis and evaluation for autism and ADHD. Not having a formal diagnosis makes it difficult to articulate why I get brain fog and blocked mentality often. I also suffer with ongoing mental health issues which often make it hard to do work

Sometimes as I'm an electric wheelchair user

Socialisation

Yes as I am a shy person it is hard for me to indulge with people.

These barriers are actually for me to overcome. I am slightly introverted in nature, so I have had difficult time making new friends in the past. But this time around, I am determined to be better and overcome my fears. Hopefully I can succeed in that during my study period.

being a mature student can be a lonely experience, if there was some way I could have interacted with fellow mature students it could have helped in my studies and made my university experience more enjoyable, it is a shame that I have not made any lasting friendships

Social anxiety attached to gender dysphoria

Placements

Opportunities aren't made clear. We were also told we would get work experience through the university for second year by module tutors and then it was cancelled with no other opportunity for placement given

Little to no help given

Due to a required amount of volunteering hours with my course I have had to cut down on hours at work leaving me with limited money

My course doesn't really offer anything in terms of placements or work experience which is a vital element employers look for once you graduated. They want someone with at least one year's work experience and without university support it's hard to find work experience. I have looked and enquired many times with no joy.

Placement is difficult with little to no money and not being able to work alongside this, but it is mandatory for professional development

International Students

Being a full-time international student gives us less time/ more workload in a short period of

How to speak English fluently is one of my challenges. I have no problems with reading or writing, but it's hard for me to express my ideas.

As an International student I found very hard the assessment though I am trying to complete it, but I think for international students the 'MyBeckett' app needs to explain how to go with it before starting the course.

Language and cultural barriers

Job fairs introduced or hosted by LBU were not really helpful for international students like me

Course based

Tutors are set in their ways and refuse to accept criticism as they see this as personal rather than general feedback for the betterment of the course

It does feel as though, despite best efforts, once complaints or suggestions are made from myself and other students (whether course rep's or not) they are responded to but not properly acknowledged or resolved. There are not many changes coming from what the students are reporting.

My course being online limits the contact I have with people on my course and what I can do as a rep

Some staff have been reluctant to organise online meetings, have been late or have missed them and prioritised students who could get to campus during the train strikes
Course is not tailored to give opportunities to all students and only the select few

Timetabling

Strict timetable for teaching where in person lectures don't benefit distance required to travel.

Time constraint. My Masters is very demanding, and I rarely find the time to engage more with LBSU activities.

Mature students

I feel there is little on offer that appeals to more mature students and most things are directed to younger students

I don't feel there's much visible support for mature international students; I feel it's unclear where/how to get help/advice when not formally diagnosed with disabilities but experiencing some difficulties

I started in Higher Education at the age of fifty, and sometimes my age gets in the way of opportunity

Marginalisation

I have experienced homophobia and transphobia from students and tutors and taken that to the highest form of my university

Cultural

I have to plan things around my 5 daily prayers, so I sometimes miss out on some opportunities

Table 18 Do you face any barriers to engaging with opportunities and if so what are these?

Gender Identity

The difference between male and female students was marginal (less than 1%)

Disability

Disabled students had a significant difference compared to the wider student population, a 25% difference. 40.85% felt to face barriers to engaging with opportunities.

Sexual Orientation

LGB+ students had a 5% percentage points increase in facing barriers to engaging with opportunities.

Trans

Trans students had a 14% percentage point increase in facing barriers.

Ethnicity	Global majority students had a minimal difference in facing barriers (less than 5%)
Fee status	International students had a minimal difference (less than 5%)
Parent or Carers	Student parents and carers felt 10% more likely to face barriers to engaging with opportunities.
Family estrangement	Students estranged from their families were 9% more likely to feel to face barriers to engaging with opportunities.

Respondents who had answered yes were then asked a logic-based follow up question about how could these barriers to engaging with opportunities to develop and succeed be overcome?

Table 196 How could those barriers to engaging with opportunities to develop and succeed be overcome

Childcare support

Assistance with childcare costs. Additional work opportunities for evenings and weekends as a course/student ambassador.

Hopefully things will improve once I find paid employment, but of course then I'll have less time and energy especially since getting enough rest is essential due to my disability. More childcare options would help, or even maybe some sort of system to pair up or club together with other parents at the uni.

Financial

If I got enough funding to not have to work as well as study

Make things cheaper at the uni.

If there's less rent and students are not bound to work, then they can attend seminars etc

Lower outgoings and/or increased incomings to allow for savings rather than living paycheck to paycheck. Having savings would allow confidence to pursue other opportunities with confidence that you can pay for essential living costs and not get into further debt.

Monetary help, if I could successfully start working that would help make me feel more secure and less anxious about spending.

Student finance giving loans that actually cover cost of living

More financial support for PhD students or more realistic time frames for fully funded PhD (I.e. 4 years paid, rather than 3) otherwise you have to complete your PhD whilst getting funding from elsewhere (I.e. part/full-time work)

International students

LBU should liaise with companies for job sponsorship opportunities for international students that perform excellently. This would really encourage people like me in similar situation.

Academic

More interesting speakers coming in to share their opinions on topics covered within the course

maybe recordings of any lectures given? we don't inherently get lectures - all our time is studio time - but we do get talks before things like explanations of assignment briefs, assignment pointers etc that I could benefit from.

Greater provision for workshops, courses, or online sessions surrounding a higher or more advanced level of work in areas such as research, academic writing, literature searching and evaluating, critical thinking etc. Topics such as time management and support relevant to advanced students would be beneficial also

the course rep should be known to everyone so we can tell them what we think the lecturers should know

If my course offers some work experience with partners or companies who are willing to take on apprentices or student for volunteer work experience placements

Placements

By offering more placement closer to Leeds

Nothing that Leeds Beckett could help with. The additional placement hours are an NMC requirement.

They should consider more giving students on placement more support regardless of parent's wage, this doesn't always mean that they can support them.

Financial support e.g. travel fund as I am having to pay for my travel to placement (I'm not allowed to select or have any input on which school I attend, and the average distance is 90min) and there is no help with paying for this

Support

Develop more support and ask students what they'd want from that and what the best way would be. It's us that know best because we need it. You get pasted around when you reach out to anyone because it doesn't seem to be anyone's job.

Helping or being aware that students who've not been in becket before doing their masters are not aware of the huge difference in the leap between masters and bachelors. As well as the strain of being full time students. Addition support or related to assessments or to be prepared for the masters course would be nice. There is support but each uni is different and it's to alter or set the expectations fit to the uni would be useful

Better mental health support for students - I have been on a wait list for counselling for months

LBU needs to accept it is a customer services provider. I pay a great deal of money for an unacceptably low level of support.

I think more of the lecturers/advisors on our course being more proactive about student struggles. For example, I said to one of my lecturers about how I was struggling with my writing and they said they could see signs of dyslexia; they noticed this from year 2 and I am now a year 3.

Extra support for trans and non-binary students

Tutors and lecturers reading my RAP and using it for example I need print outs on blue paper, not a single lecturer has done this yet

Communication of some sort- at the moment there is nothing. Maybe a designated Twitter page for disabled students, letting us know if doors are broken, or lifts are out of order, or toilets are out of order etc, so we can at least try to get in to uni and be able to do what we need to do.

Housing

Bring housing prices down and making it affordable

Time pressures

Not enough time to learn, a lot things to learn, Christmas time was assessment writing

Accessibility

Just start with having a conversation about whether these "open opportunities" are actually accessible for disabled people and if not then providing alternatives that are

I am so burnt out right now from having to pretend to be neurotypical all the time that I really can't tell you. It's the whole world's problem, not just uni.

Socialisation

Due to doing a foundation year, found it difficult to make friends on course as very few people on foundation year carried on.

Like I say maybe have a casual/fun side to each sport so there's no pressure to have previous experience.

Maybe to include more activities that brown people would enjoy and would accommodate to them. I don't drink so a lot of socials are not for me

Confidence

I need to learn to handle bigger crowd

I've a lack of confidence and facing difficulty to communicate. I need more confidence through more communication.

Well because I've got anxiety I don't like going somewhere unless I have every last detail, so I don't panic myself in public so maybe giving an easy location/ time and already have a few students but with a sign, so individuals know to go to them. But students with mental health don't go out to seek things we wait until they come to us so even on the first week at uni recording a video and getting lectures to make students watch it to show them the opportunity there and what jobs you offer as I spoke to a lot of students and they didn't realise you could get jobs within Beckett.

More opportunities

The demands of my course are always going to be a barrier to accessing further opportunities. The union offering nursing students more opportunities for

volunteering/promoting volunteering opportunities available would help, as it would give us one less job in finding volunteering work.

Continue to receive feedback from Global Maj students and implement quick practical responses as currently doing in the SU. Improve networking opportunities, provide more information of funding and bursary opportunities, etc.

I don't know, I'm a part time mature student who has to work and I don't live locally so there isn't much the uni could do to engage me further other than offering weekend stuff or helping with finances

Advertising in a way where more students are aware of the opportunities. Having more events on Headingley Campus. There are a lot of opportunities for sport's students on Headingley campus but not as much for other courses.

3.8. Sense of Belonging

The next section delves into the extent of which students feel varying sense of belonging, and to what aspect of the university experience they feel most connected to.

Beginning with their selection of choices as to whether they feel to belong to a student community, the highest being on their course at 59.76%, followed by at LBU (46.25%), then 20.19% within their halls of residence/neighbourhood. The lowest level of community was amongst their School (16.46%), and finally None of the Above had 16.65%.

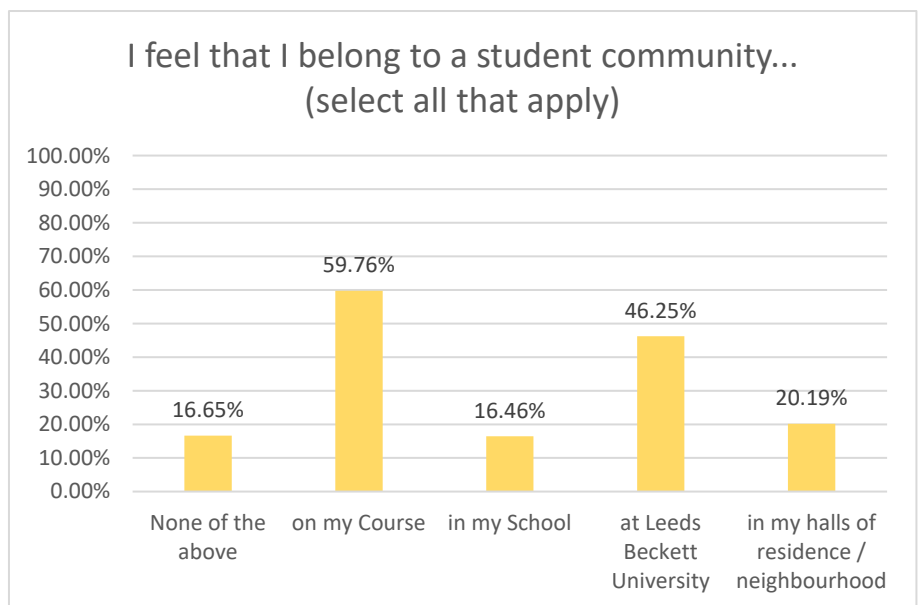


Figure 12 I feel that I belong to a student community

Table 20 I feel I belong to a student community - demographics I

I feel that I belong to a student community	International	Women	Global Majority	LGB+
None of the above	16.98%	15.80%	19.31%	16.33%
On my Course	49.21%	61.36%	49.24%	65.04%
In my school	21.54%	15.85%	18.87%	16.62%
at LBU	55.66%	45.39%	53.36%	42.41%
In my halls of residence/accommodation	13.36%	19.79%	13.99%	22.64%

Table 217 I feel I belong to a student community demographics II

I feel that I belong to a student community	Trans	Disabled	Estranged	Parents and Carers
None of the above	22.22%	27.44%	19.08%	21.66%
On my Course	66.67%	57.93%	52.67%	54.30%
In my school	16.67%	16.46%	18.32%	20.18%
at LBU	30.56%	32.93%	48.09%	43.03%
In my halls of residence/accommodation	2.78%	20.12%	13.74%	4.75%

Following tables by filtering based on course for community

Table 22 I feel I belong to a student community - by course I

I feel that I belong to a student community	BEEC	CSE	CSS	SHSS	SETHM
None of the above	23.77%	12.78%	11.31%	16.55%	11.54%
On my Course	54.72%	66.52%	65.37%	57.93%	52.88%
In my school	15.09%	18.94%	21.20%	12.64%	25%
at LBU	46.42%	48.46%	59.72%	44.83%	47.12%
In my halls of residence/accommodation	14.72%	14.10%	30.74%	25.52%	28.85%

Table 23 I feel I belong to a student community - by course II

I feel that I belong to a student community	SoH	LSA	LBS	LLS
None of the above	13.21%	13.79%	19.58%	30.99%
On my Course	68.87%	71.47%	48.75%	42%
In my school	14.39%	16.30%	16.67%	16.90%
at LBU	40.80%	37.93%	50.63%	39.44%
In my halls of residence/accommodation	12.03%	22.26%	21.04%	13.38%

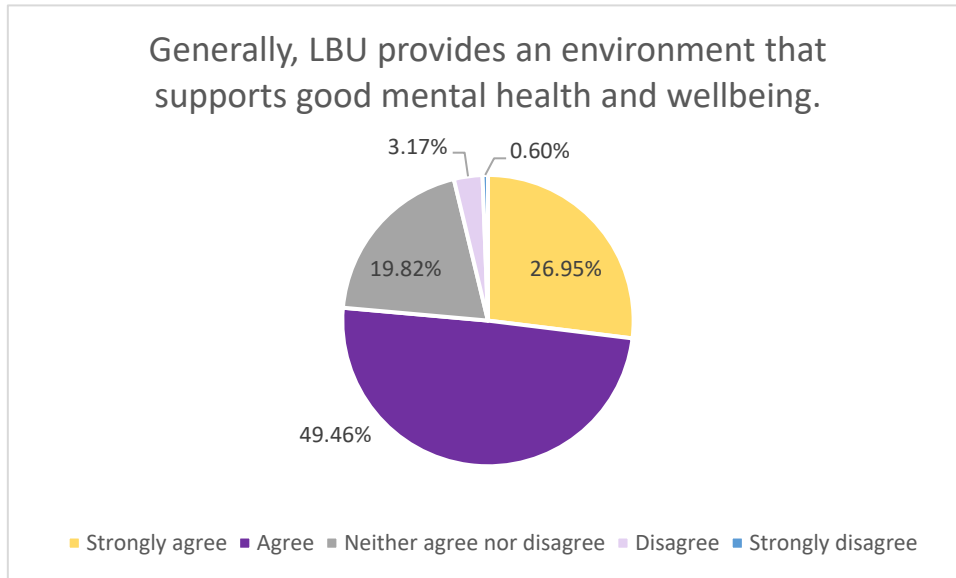


Figure 13 Generally, LBU provides an environment that supports good mental health and wellbeing

Respondents were then asked whether they agreed with the statement that, in general, LBU provides an environment that supports good mental health and wellbeing. 76.41% of respondents agreed, 3.77% disagreed, and 29.82% stated NAND.

Table 24 Generally, LBU provides an environment that supports good mental health and wellbeing

Gender Identity	The difference between male and female students was minimal
Disability	The difference for disabled students was minimal (less than 5 percentage points)
Sexual Orientation	The difference for LGB+ students was minimal (less than 5 percentage points)
Trans	Trans students were 10 percentage points less likely to agree compared to the wider student population.
Ethnicity	There was minimal difference between global majority students and the wider student population (less than 5 percentage points)
Fee Status	International students had minimal difference (less than 5 percentage points)
Parent or Carers	The difference for parents or carers was marginal less than 5 percentage points.

Family estrangement

The difference for estranged students was marginal (less than 5 percentage points)

Respondents were then asked what could be done to tackle the issue of poor mental health amongst students

Table 25 What could be done to tackle the issue of poor mental health amongst students

Internal Support

An increase in people we could speak to, not just about money.

Provide more wellbeing activities, more financial support, more academic intervention to avert crisis states. It's challenging as we live in global challenging times. More education around mental health and curbing the stigma attached to it!!

More signposting to support would be helpful, I don't think LBSU would be my high up on my list of where to go when I need help so maybe making it more obvious that it's somewhere that offers support

Have at least 1 free therapy session for those who wish to try and see how therapy works as not everyone can actually afford those sessions but could actually use them.

It's difficult to say as many struggles are due to external factors. More qualified councillors would be good to have on hand to deal with issues that students are having. But apart from that, a check-up survey might be good to send round to students

*Expand on your mental health services. I used your services as an undergraduate and found '***' really helpful, she was so lovely, understanding and helped me come out of my shell. I wish there were more people like her in the counselling sector. Please make the services more accessible for people, they are so important.*

Have access to counselling that doesn't have the barrier, of speaking to someone before you fill out a form with all your personal details before someone calls you. (how I have seen it done everywhere else and what fills me with a thousand times less anxiety is having a quiet room that you can go to with a receptionist, who can schedule a time and day to come for counselling.) Another thing would be access to quiet safe spaces for autistic students - currently I'm forced into whatever lecture theatre is empty when I feel overwhelmed

Reminding students about the help that is available to students to cope with mental health. Early prevention methods / programs to help students before it becomes a bigger issue for them

Training to staff on how to respond to mental health issues

Bigger well-being team so the waiting list isn't as long

Have more 1 to 1 meeting for well-being

I would say offer guided meditation classes at lunch time (even by doing this via YouTube on a screen) or a meditation space/lounge where people can go to meditate for an hour a day on their own.

Provide a survey that people can fill out at the start of the year for all students, so the university know who needs help and what kind of help

Beckett has lost all its mental health practitioners which means people can't attain any constant help.

Have private blocks where they are able to talk so someone without having to see them if they struggle with face-to-face communication, but still feeling their presence and there understanding

Add services visible on my Beckett instead of students having to search for them if they want help, students may not know that there is help from the university in regards to their mental health so if more advertising around campus or on my Beckett was there they may consider

Quicker waiting times. It's quite hard to get a mental health appointment.

I have submitted a form twice about an issue I am having regarding my mental health. I've had one email response and nothing else. I've had to fall on my tutor to help guide me with the situation which I didn't want to do. Mental health is an issue and those who deal with it don't seem to care.

More school counsellors - ex earlier point about long waitlists

The purpose of a wellbeing session for example, to be made clearer. What the guidance counsellor can do for you, as well as an explanation towards how, it is just an opportunity to speak to someone, not to get advice and guidance, and proper help aside from being referred to external sources.

Financial

Provide more financial support. The way student loan is calculated needs to change.

Raising maintenance loan with inflation

Likely address the things that all students are worried about: Material costs, Cost of living

Urge letting agents to not be so expensive - my rent is more than my parent's mortgage per month it's just ridiculous! Not the uni's fault though, but maybe some partnerships would change it? Also exam seasons are stressful, maybe the uni could offer something like free coffees at the libraries from certain days in these seasons to lessen stress and get more students to the libraries or a free lunch etc. Allowing people to take mental health days possibly

Academic Support

Start school a week earlier for international students and have classes teaching about essay writing and the like, as this is a UK form of doing assignments not everywhere

Financial help, informing students more about the assignment from the beginning. Whilst tutors say to start immediately, I always do this and then find that in the last week they give you loads of pointers and I realise I could have done it 5 times quicker if I waited until the last week of term. It would be good if a lecture could be pre-recorded on the assignment and posted onto MyBeckett from week 1

by engaging student who do not turn up as much, for me it's a negative loop where I won't go and then I won't know the stuff and then because I don't know any stuff I'm more reinforced to not go in as I'm scared to look like I don't know anything

Be more lenient with mitigations and extensions as some people can't cope with this as well pressure from assignments and exams.

Maybe not for all students, but more of a flexible timetable could benefit a lot of students, especially those that need to work whilst at university. Being able to choose which lecture or seminar in the week instead of having to attend a certain time may help some with stress of finding time to work.

Reading of RAP reports and cater to students needs

Have it be really clear for which specific people to talk to when you need. Or if someone's attendance starts dropping, along with asking why they haven't showed up suggest places to get support or self-help things as well

External support

Potentially the ability to be able to refer students to external services? i.e. counselling, the NHS' mental health services etc. I also think students with prolonged mental health issues should have a bit of leeway with assignments + classwork. I feel terrible when I can't do certain things and then that further doesn't help w mental health

Have more options to talk to people with ease, from experience with Beckett it's easier to find a private counsellor and avoid uni completely

More help with accessing external sources of counselling/therapy instead of just information about them. Additionally, more than 6 sessions from the wellbeing team if the student feels as though they need more and if it is possible to do so.

Accessibility

Maybe telling lectures to stop telling students to be more confident as soon as one told me I went into a depressive episode and I quit my job in Beckett as I felt like I wasn't confident enough to work behind the bar if my own lecture didn't believe I was confident. Lecturers do not care for mental health as it's been multiple lectures who have told me to be confident and I've had to say sorry I have depression and anxiety and it made me feel down about myself. Also, my first day at Beckett I had a panic attack and went home because the location of my lectures weren't explained, and I wasn't sure where to go so maybe having students out in a coloured top to help calm students nervous and give them tips for the lectures and explain where to go.

Academic

Counselling, having deadlines on different days so it gives chance to complete all of them, less breaks between classes as 3-hour breaks makes people go home

Some tutors don't always recognise this is an issue and as our course is continually assessed and based on attendance often people feel like they have to attend every one of our sessions and (20+hours a week) and the extra sessions held. Maybe also make the reading week compulsory as our course didn't have one and we were still being called in a lot of the time. I know a few course mates who have tried to speak about their mental health with tutors and not been met with any understanding

I think is different for students studying different courses. For nursing students like me, the program is very intense. Little or no time to take of your mental health.

Support for mitigation (not needing doctors note for mental health reasons). Wellbeing meetings for all students. Therapy dogs

Extensions as per RAP's were turned down and told to apply later; that's stressful with something like dyslexia and ADHD, being organised takes away stress

Better staff training to be able to give better advice and earlier recognise signs of mental health issues

I think that, by its very nature, this is not a problem that can be tackled by the SU, it's more of an issue for those who are in charge of the module content and course loads should be addressing. Otherwise, more support for those who had pre-existing mental health conditions (rather than support for those experiencing such issues for the first time) is crucial. I've always felt like the university's mental health resources are NOT applicable/ useful for students who have struggled with mental health issues for most of their lives. That is not to say that people experiencing these issues for the first time aren't important, but it's counter-intuitive that if you're "too mentally unwell" you won't find these services useful (as was the case for me).

Most students are having trouble with their mental status because we are all from different ethnic backgrounds and the system of which we have been taught is totally different from our previous experience, settling down with family and trying to get balance really contributes to most students having poor mental status. To this I would like to give more time to students to be able to adapt to the system and all especially the international students.

Best way is to catch it early, so take a look at any courses where the modules have a poor on time submission rate, as to the reason why the submissions are late will be down to the students feeling overwhelmed and flustered.

Peer support

Possibly more effort could be made to link students on the same course but in different years so you can make more friends and have support from those in older years as this is something I never had in first and second year.

Have weekly check-in workshops where students can have tea and talk about how they're feeling or ask about any struggles they may have.

Complete anonymous forums where students can talk about problems. A place to get things off their chest

Provide less stigma around asking for help. Have other students wanting to make friends who are willing to support others with mental health

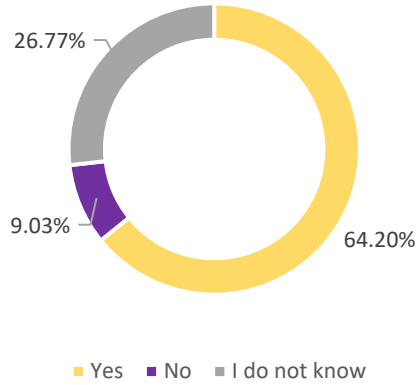
Post Covid

Just have patience as since Covid mental health has dropped and students are trying their best to keep on track

Postgraduate

Structure the year better for the master's courses. We had all summer off, which was mostly spent working. Then we have to condense a ridiculous amount of work into 12 weeks. The Christmas period has been very stressful, due to the workload, and caused issues with my partner. I've not had time to work, causing financial difficulty and leisure activities have been postponed.

Do you feel able to find and access the right support for your needs at Leeds Beckett?



Respondents were then asked whether they feel able to find and access the right support for their needs at Leeds Beckett. 64.20% of respondents replied with yes, 26.77% answered 'I do not know' and 9.03% answered no.

Figure 14 Do you feel able to find and access the right support for your needs at Leeds Beckett?

Table 26 Do you feel able to find and access the right support for your needs at Leeds Beckett?

Gender Identity

The difference between male and female students was minimal (less than 5 percentage points)

Disability

Disabled students had minimal difference to the wider student population regarding the Yes response (less than 5 percentage points) but stated No at 5 percentage points higher.

Sexual Orientation

LGB+ students had minimal difference to the wider student population (less than 5 percentage points)

Trans

Trans students stated yes by 7 percentage points fewer.

Ethnicity

Global majority students had minimal difference.

Parent or Carers

Students' parents and carers had minimal difference.

Fee status

International students had minimal difference.

Family estrangement

Estranged students had minimal difference.

Students were then asked a logic based follow up response for those who answered yes, asking where they found this support.

Table 27 Where do you find this support

Peers and fellow students

Friends and lecturers

I find support in my friends and partner. NHS services are very strained, so I do not get support.

With Course reps and online

Student WhatsApp groups which we set up ourselves help us to all keep up to date with what we need to do and when.

Teaching staff

Through tutors

From my academic advisor and course administrator.

Through my tutors.

Support staff

Student Support Section through the West Africa Team

Disability team

Disability services for dyslexia test

Through the well-being program/MyHub

Disability service, they helped me to receive my ADHD diagnosis at last and I am so grateful

Online systems

Leeds Beckett website

Posters and My Beckett notifications

through online resources such as the website and links and tools.

MyHub is a good place to start

MyBeckett has links to everything that I could need such as student support

Student Wellbeing

I have had counselling with the student wellbeing service.

Student wellbeing - via self-referral I can book an appointment

LBSU Advice

The SU advice help desk, online and by telephone.

<https://www.leedsbecketttsu.co.uk/advice/>

Support processes

Mental health support – RAP

Through my reasonable adjustment plan I have a specialist mentor and study skills support. I also have an academic advisor (tutor) provided through my course

Signposted

The library, asking at any uni facility and through emailing tutors/course leaders

I have a leaflet with the name, emails, and location for each place I can get support for specific things such as mental health, financial help, and physical support

The final question was an open-ended question inviting comments, asking respondents what would make your life better at Leeds Beckett:

Table 88 Finally, what would make your life better at Leeds Beckett?

Academic

I would just like additional support with essay writing and financially

Working closer with other students on my course. There is a culture on the course of people working at home rather than utilising studios. It would be great to be able to learn from each other in these environments.

Making sure all lectures are still recorded and put on MyBeckett as I find in person lectures difficult to follow

The lectures tend to have large gaps on occasion finishing between 11am and 1pm and starting again 4pm. If there is a large gap I think the last lecture could be offered online rather than waiting around campus for hours.

Lecturer check-ups, I've had many issues with the feedback on lecturers, gave the bare minimum on feedback with assignments which made it difficult to improve my work in the first year

Regular updates and reports from tutors on ways to improve work, not just a straight mark of pass or fail. For instance, it would be helpful to understand where we have gone wrong in assignments so next time we can make an attempt at rectifying this for further betterment. This especially relates to first years so in the latter years, progress is made.

More support regarding financial means. University understanding that students need to work and may not be able to attend but this shouldn't affect their attendance.

Module leaders saying do not apply for mitigation in the second semester or you will not graduate - pressure to just deal with your problems as there are knowing your lecturers have said this.

Extension provided due to being overwhelming from all the workload from Work and School

More obvious information from the SU

Lecturers caring more, actually learning our names/ checking in on us/ helping us with our work/ understanding our needs. I was frowned at by a lecturer and made to feel bad because I had to leave 15 minutes early from my tutorial because my parking ticket was going to run out.

Coursework workload being reduced

I would like more in person teaching as all of my lectures are still online, compared to other courses who are all in person, which seems slightly unfair and lazy from teachers

Having a one-week break in the middle of the semester (maybe six or seventh week).

Deadlines dates not being set so early after holidays (Christmas)

If the enrichment placement hours could be reduced or do away with it entirely. It takes my time that should be invested in other academic activities. The enrichment placement has no credit unit.

Supporting part time students (access to facilities on my course is limited to certain times and it is difficult to plan it into my work schedule because I live in Manchester)

As an international student, I feel the communication between tutors and students should be more. Because in the end, they are facing lots of issues, especially during research. Other than this whole experience at LBU was great. And the effort our course administrator put into it to help us was commendable.

It's a great asset to have access to recorded lectures but it would be even better if we could also have them live in the theatre rooms.

Better quality of teaching (some modules teaching standards are rather poor compared to other modules). Also flexible exam windows to help manage stress levels - for example I had 3 exams due in on the same date and time this year

more inclusion and support for the degree apprentices. Left on the side due to being part timers.

Student experience

More time on campus

More events

Meeting people who will be of great impact in my life and also earning a reasonable pay.

In campus Asian food and snacks

The initiation process can be improved further, with more sessions being held on how to get used to the place and the academic style here.

More opportunities to socialise and make friends with others, raise further awareness on Mental Health, have more pop-up shops/stalls/open days

Getting the Student placement of my dreams.

If the student's union could make lecturers more aware of student struggles. Some lectures lack empathy or fail to recognise how difficult it can be for students financially.

More trips. More opportunities. More societies

Costs

Just to be able to afford the type of socialising that sports societies provide

Further understanding on cost of living for example cheap events out on and better advertising so they are busy

Getting cheaper rent.

What frustrates me is how expensive attending the Headingley can be. We are students however if I want a sandwich and a drink for the new CSS building its nearly £5. During my final year the use of the library is great, but if I stay for any longer than a few hours it's another £4/5/6 for parking and walking is quite far, amounting to £10 days minimum which stops people from turning up to lessons as well as the student union and other things. Parking also only pay by the hour, but they know a lecture or seminar is only 1 or 2 hours, so if I have a 10am-11am, I have to pay for 2 hours of parking because by the time I have left it's been an hour. This is so frustrating because we are students, turning up for our 10k education and they cannot make parking free or at least pay for 30mins.

If I had more money in order to travel to campus more often.

Athletic union membership is costly, it should be reduced I think.

I enjoy my time at Leeds Beckett. I am content, though genuinely worried that I may have to quit due to financial obligations and hardship.

Lowering vending machine prices, increasing vending machines in campus

Cheaper coffee/ hot drinks/ drinks from the vending machines could be cheaper. Crisps in the hive are nearly £3 which I think is too expensive to say it's for students who struggle with finances

For tuition fees to my course be met by the NHS bursary so we don't need to work in paid employment alongside full time placement for several months at a time.

If it wasn't so crippling financially

More financial support towards things we need to carry out our studies, I.e. books we can't access online or in the library, technology used to carry out our research and essays & the opportunity to get free teas and coffees to keep us warm in the winter months

To have enough of a loan to pay for my basic needs so I can focus on my course

More things like eco soup to help with the cost of living

Fee payment in instalment should be offered.

If student loan wasn't based on parents' income so I could get full student loan and be able to work less and focus on my studies and also have money to socialise

The student unions campaigning for fairer student finance payments. In line with the cost-of-living crisis which has affected nearly every student. Students have the right to campaign for more support in this situation just as much as any other industries taking on strike action

Balance of time

A support for the balance and juggle as a fulltime mature student and a parent.

More personal time to study and to have time to myself, due to the fact that I work night shifts so finding rest during the weeks is hard due to uni. And I know other students have same issue.

Library

Improved online library resources. So many of the links for books/articles just take you to another page or aren't accessible. I am paying a lot of money so there should be open access to all the books I need especially the ones recommended for the course, as a bare minimum.

Nothing although the changes to library online were not good change and negatively impacted my use of the library and my course mates agreed

Easier access to readings of books you need, for example if there were full copies of books on my Beckett .as I find it hard to find them.

Timetabling

To have timetables better arranged as some people have a 4-hour gap and live away from campus

Having an easily managed timetable, next term timetable is a disaster like a chessboard

Less last-minute information about module timings/ days we are at uni, in order to be able to plan work and other factors around attending university. Being responded to about my complaint email. Otherwise, my lecturers are fantastic and so are the people on my course.

More financial support, more societies, the timetabling to be less spread out over the week so I don't have to pay for unnecessary days for my child to attend nursery. And for the timetables to be decided and sent out a month sooner before each new term so I have time to plan and arrange childcare with my child's nursery. I almost had to find a new nursery because I didn't know what days I needed to put my child in for, which caused a lot of stress

Different times for lectures and less expensive items

Having my new timetable earlier and have a consistence and clear responsibilities list during the years.

The ability to adapt my timetable so that I can increase availability for study time and paid work

Mental health support

Dogs. I am not kidding, having a therapy dog would be really good. the conservatoire has one and the people I know who need her benefit really well.

To feel a better sense of care from Beckett. Even after I asked for an extension due to depression (which I was gratefully granted) no one checked up on me or signposted me to any additional help.

More mental health support and funding

Employment

The Student Union should also interact more with agency and companies so that more Leeds Beckett University students will get engaged in part-time roles

More general employment/training opportunities... I want to learn a trade skill for example, but there is no direction in obtaining them without forking out 20K+ when I know there are alternative means.

Communications and finding information

I would love to see the situation whereby students mail, or request will be attended to without delay.

Better communication between lecturers, students, and placement providers.

More direct communication from the SU such as SMS and mail, as keeping up with emails and updates on Beckett websites is often challenging and easily overlooked among studies.

Easier communications with the SU and not having to be redirected multiple times via email or phone calls. Shorter waiting periods and for their office hours to be extended past 2pm as work and other commitments make it hard to contact them during their office hours

Knowing what is available to me within the Students Union as a master's student from the beginning of my course

More obvious information from the SU

I feel more social events and campaigns on campus for everyone to get involved. More visibility from the student union in the rose bowl building canteen could have a stall or member there

When I first started as a fresher I did not understand how to use MyBeckett or blackboard at all. I think some guidance on how to use this may be helpful.

Make finding information easier with a general search button on MyBeckett. For example, if I wish to find the form for the hardship fund or to access student wellbeing it should be a one-click process or made clear as to where the form is

More knowledgeable about things that are going on I.e. leaflets emails texts

Inclusiveness

Like I said before, I would prefer it if people started to use more gender-neutral language to refer to groups, asking people their name and pronouns and not assuming someone's gender.

Have more options for Eastern Europe students

I think mindfulness about the challenges of visibly Muslim women when seeking placements and other opportunities for learning

Activities to get familiar with UK culture for international students

More food options that are halal/ vegetarian and cheaper options for vending machines and drinks on campus.

If my birth name wasn't accessible to people who don't need to see it through the Email service and wasn't put up on boards when they show the register

Housing

Finding suitable accommodation in affordable halls of residence (perhaps postgraduate halls??) close to the university and all the facilities!!

More assistance in the accommodation area. Because I'm not happy with where I'm staying, my experience at Leeds Beckett has definitely been negatively affected

Services

Just offer a wider variety of activities and encourage them. Improve the employment help part of the website as for a while I had no way to book a session or contact anyone. This is because many people had booked, and the contact numbers were not working at that time.

better IT communication, service outage, service disruption and poor communication are constant across the entire Headingley campus and the SU is never aware or responsive. In a 14-day outage I expect the union to be demanding answers and information on our behalf and all that was done was a link was posted on twitter. Shameful.

Socialisation

More social events

Better sense of inclusion and belonging. I don't know many people and only associate the city Leeds with studying, rather than a university experience. I think making people better aware of social events to meet people etc would help.

More activities and camping so student get more chance to socialize and make friends.

Eco soup could run socials - people get together and save money on food

Spaces

For the Carnegie school to be open at weekends.

Lights in Beckett park at night - it's dangerous

Better student spaces, better community activities, just anything to make socialising easier

There is a microwave in the City Campus Hive, but you are not given a plate if you ask which seems a bit petty, especially as there are facilities available for eating food.

See studio space comments. Greater (i.e. more hours) and freer (not always supervised) access to workshops - e.g. the Print workshop.

Lockers are in the CSS building which are only accessible during specific hours - would be good to have lockers that are 24/7 accessible.

Microwave and hot drink making facility within Studio in the art campus. The previous coffee shop in the lobby has closed and buying food daily is not an option anymore, the only microwave accessible is in Rose Bowl, a 10minute walk away from the building.

The parking, specifically Rose Bowl as that's the closest car park to all my classes. I feel like parking needs to be improved as in the afternoon there is never any spaces, and the cost of said parking adds up especially when you spend 8hrs doing modules in the library costing upwards to £12.20 a day.

Headingley campus doesn't seem to be as up to date as city

A microwave on my campus - I'm in the broadcasting tower and we don't have one, but it would mean I could meal prep and have a hot meal at uni.

Strikes

No strikes. Refund for final year of undergrad as it was online because of Covid and poor support from tutors.

No strikes

More responsibility from the university, regarding making up lost learning time due to tutor strikes. Although I fully support strikes and industrial action, I feel the impact of this should be considered when applying for extensions on assignments

If teachers acknowledged that strikes actually impact students, and if strikes happen we should be allowed extensions. You know, seen as we are paying for our education the minimum we expect is to be taught???

SU

I don't actually know where the student union starts/finishes physically. I know where the office is by the library and the bar but other than that I don't know where much is. Nothing was done to show me this stuff when I started in September because I'm a part time mature student, so I wasn't around all the undergrads are.

Support

I think if there was more support for mature students, especially those with children. I feel that we are an underrepresented group which falls through the gaps a little.

Not being messed around by admin errors etc. and being better kept up to date re. the course: I think there is a significant issue with staffing levels and admin resource/expertise which makes me feel the Uni are cutting corners to make money.

Transport

Better and more reliable bus routes to Headingley.

Having a Bike Hub.

Improve cycling storage for students. I think the fact that staff get to use the gated bike storage underneath the rose bowl, but student's area discourages many students from cycling. I cycle from a long way away and have to leave an expensive bike outside all day where it is prone to the elements or theft.

A nursing society would be amazing. Having a social aspect of the course and events aimed at the health school students would give people something to look forward to at the end of the semesters and help bring the different levels together for support.

I have had a really good experience at Leeds Beckett. I think it would be good to have some socials for master's students as a lot of the socials were focussed on bachelor's students and it makes us out of the loop

Nothing needs to be made better, but maybe a place for cheaper/ easier parking as I commute from home which is more than an hour away.

Travel from city centre

Minibus service to student areas to avoid needing a taxi.

Combination/miscellaneous

- Better integration and induction to the full campus
- Further foresight of upcoming student timetable
- Specific social groups /mixers/onboarding plans for mature students/part time students

Financial support - i.e. cheaper meals on campus or more support generally. I.e. period products should be more widely accessible. More vibrant student community at both campuses irrespective of your course. easier for me to travel to Headingley but my course isn't based there, so it's quite isolating at times. Having a research cafe space within the library or close to, especially for post-grads would help to increase this sense of community a bit more and make post-grad students feel more connected

Timetables released further in advance of the start of each term, enabling planning. Pay deal for the university workers, meaning strikes cancelled which would be better for students and staff alike. Better toilet facilities on lower/communal floors of Portland/Calverley etc. Cleaner microwaves on campus. Stickers or better-tinted glass on the revolving door in Broadcasting House as I walked into the glass on my first week (luckily more embarrassed than badly hurt).

I am vegan and there is a great amount of vegan food on offer in the Hive, Rose Bowl food could potentially have more on offer.

Better access to mental health support (reduce the waiting times for counselling), more support for estranged mature students (even though I am older it's not necessarily easier to be estranged from family), cheaper AU membership for sports clubs (I understand that the price is cheap to play a sport for the academic year however I know students who don't join clubs due to the financial commitments) and it is a shame to lose talented individuals because of financial implications.

4) SUMMARY

Your finances

Do you work alongside your studies:

- 68.59% yes.
- 31.41% No

How important is it that you're in paid employment while you study?

- 50.02% Extremely important.
- 24.24% Very important.
- 17.81% Somewhat important.
- 6.53% Not so important.
- 1.31% Not at all important.

Has LBSU helped you to find more opportunities for paid work?

- Yes 15.71%.
- 37.33% No.
- 46.96% Not applicable

Do you require additional financial support from LBU:

- 78.16% No.
- 21.84% Yes

Is the cost-of-living crisis having a negative impact on your experience at LBU.

- 49.57% No.
- 50.43% Yes

Which, if any, of the following statements apply to you when thinking about the past 12 months.

- Other 4.33%.
- I have fallen behind on my utility bills 12.24%.
- I have fallen behind on rent/mortgage payments 11.05%.
- I have taken out a short-term loan 9.48%.
- I have cut back on socialising 64.02%.
- I have cut back on essential spending 73.50%.
- I have taken on additional hours of paid work 40.72%.
- I have used food banks. 4.22%.
- I have asked family/friends to borrow money 55.84%.
- None of the above 10.68%.

Have you been experiencing housing issues and has this impacted your academic experience.

- I have had no problems related to housing this year 48.95%.
- I have found difficulty securing housing for next academic year (22/23) 11.83%.
- I have considered leaving LBU due to problems with housing 6.79%.
- Problems related to housing have negatively impacted my academic experience 15.72%.
- I have found housing costs expensive 45.67%.
- I have found difficulty securing housing for this academic year (22/23) 10.03%.

Your sense of belonging

Have you had the opportunity to shape the teaching and learning on your course?

- Other 2.13%.
- Yes, my course involves a lot independent research 32.18%.
- Yes, I get to volunteer or go on placement as part of my course 15.12%.
- Yes, I get to choose elective modules on my course 15.75%.
- Yes, I complete module evaluation surveys 33.74%.
- Yes, by contacting/talking to my tutors directly when issues arise 36.62%.
- Yes my course team ask for feedback during school forums 25.38%.
- Yes, by talking to my course rep 15.98%.
- Yes I have provided feedback during school forums 26.65%.
- Yes, I am a course rep, so I have regular contact with course tutors 9.59%.
- No, I have not had the opportunity to shape the teaching and learning on my course 26.88%.

Do you feel you face any barriers to engaging with opportunities to develop and succeed and what are these?

- No 83.30%.
- Yes 16.20%.

Your Support

Generally LBU provides an environment that supports good mental health and wellbeing.

- Strongly agree, 26.95%.
- Agree 49.46%.
- Nand 19.82%.
- Disagree 3.17%.
- Strongly disagree 0.60%.

Do you feel able to find and access the right support for your needs at Leeds Beckett?

- Yes 64.20%.
- No 9.03%
- I do not know 26.77%.

5) RECOMMENDATIONS

1. Your finances

- a. The SU should continue to develop means to support students' finances.
- b. The University should strive to ensure that all course-related materials and equipment are covered by tuition fees so that students are not faced with additional costs throughout their studies.
- c. The SU should strive to pinpoint students in need of paid work and provide the relevant support or opportunities needed
- d. The University should increase financial support to students from lower income backgrounds to better assist with the high cost of living.
- e. The University and SU should continue to work with relevant stakeholders to campaign for a more affordable cost of living for students.
- f. The University and SU should strive to find means to alleviate commuting costs, to find alternative means for the high demand for parking spaces.
- g. The University and SU should better communicate existing services and financial support supplied by the University.
- h. The University and the SU should directly liaise with the wider sector to lobby the government for an increase to student maintenance loans as a matter of urgency.
- i. The University should directly contact students from high-risk demographics that are prone to be acutely susceptible to the cost-of-living crisis.
- j. The University and SU should consult with student parents and carers on what services can be provided to alleviate the costs of care.
- k. With the increased cost of living and necessity of employment for many students, greater effort should be provided to help students find work, and to design the academic experience with the assumption that this increasingly will become a common student experience for the foreseeable future.
- l. The University should engage in more direct planning of student number impacts on the local housing market and availability.

2. Your success and development

- a. All schools should ensure that students are regularly provided with opportunities to shape the teaching and learning on their course. All schools should consult with their student bodies on how best to deliver resources, access to spaces and what accommodations may be needed regarding examinations and course-based work.
- b. The SU should endeavour to improve accessibility to and inclusivity of opportunities to succeed and develop so that all students who wish to participate can do so and/or feel able to, regardless of demographics, language barriers, time constraints, financial constraints, and mental health.
- c. The University should consider structuring lectures and seminars on a weekly basis to allow for days/half days availability for students who are in paid employment.

- d. The University should allow access to study and learning spaces for outside general hours.
- e. The University should consider the value of 'third spaces', spaces outside the classroom to allow students to socialise and work outside of their scheduled hours.
- f. The University should design its timetabling and course structure with the expectation that students may not be able to fully commit to 100% attendance due to the cost-of-living crisis. And design means to alleviate the impacts of this for students and teaching staff. With timetables released as early as possible.
- g. The University should ensure that accessibility is a priority in the design of their learning resources, and that students with additional support needs have those met in full. With work directly led in consultation with disabled students and the SU to make university processes and spaces more accessible and allow these students to better engage with opportunities.

3. Your sense of belonging

- a. The University and SU should strive to improve and expand available study spaces, especially group study spaces. With warmth and quality of internet connection as a high priority.
- b. The SU should seek to improve upon the student experience by providing more events/extracurricular activities and opportunities for socialisation.
- c. The University and SU should ensure students are well informed about physical spaces on campus, including what is on offer, locations, opening times and access points.
- d. The SU and University should endeavour to pre-emptively plan and prepare accessibility into the design of their spaces and ensure that inclusivity and accessibility is high on the agenda.
- e. The SU and University should strive to provide a variety of events that accurately portray and foster good cultural relations by showcasing the myriad of cultures and backgrounds at Leeds Beckett.
- f. The University and SU should strive to employ a more diverse workforce across the university, particularly academic staff, and counsellors.
- g. The University and SU should understand that with a myriad of diverse student backgrounds, that a one size fits all approach will not meet the demands of all students. And that multiple approaches to engagement, organisation of events and socialisation is necessary to fully engage students.

4. Your support

- a. The University and SU should continue working to ensure that the right support is always readily available and accessible for students at point of need, with clear communications and signposting so that students know where to go.
- b. Consistent with the School of Education, all Schools should implement a Pastoral Team to deal with general wellbeing concerns and/or signpost/refer to counselling/medical services where appropriate.

- c. All Schools should ensure that dedicated staff regularly and personally reach out to students to check up on their wellbeing.
- d. All Schools should ensure that academic staff understand and are attentive to student mental health.
- e. All schools must ensure that the balance of workload is designed so that deadlines do not overlap around similar points and are spread out evenly to balance workloads.
- f. Schools should collaborate with one another to ensure that best practice is shared.
- g. The SU and University should strive to improve awareness and understanding of all academic and non-academic support provisions available to students, including what is on offer, where the relevant support can be found and how to access.
- h. The SU should provide more opportunities and/or raise more awareness of opportunities for students to have their say about what LBSU should do.

5. Further comments.

- a. The cost-of-living crisis has had a keen impact on student lives and their academic experience. Existing academic practices cannot operate under the assumption that student behaviour will be similar to previous years.
 - i. Qualitative data indicates that disabled students' and student parents and carers have been heavily impacted by the cost-of-living crisis. And the university should directly consult with those students and the SU to determine what can be done to meet these student's needs.
- b. The student population is becoming increasingly diverse overtime with a myriad of differing cultures, needs and goals from their higher education experience. A one size fits all approach is not viable, and university services must be able to meet all these needs.



Schedule of Business

Purpose of Report

The report presents the Board's schedule of business for 2022/23 and will be considered at each meeting across the academic year and updated accordingly.

For this and future meetings members of the Board will be invited to contribute to the agenda, with items for future meetings added to the schedule.

Action Requested

The report is **for information and to note**

Author


Name: Kate Harvey, Secretariat Manager

Date: May 2023

Board of Governors – Schedule of Business 2022/23

07 October 2022 Away Day Deadline: 28 September 2022	25 November 2022 Deadline: 16 November 2022	10 March 2023 Deadline: 01 March 2023	19 May 2023 Deadline: 10 May 2023	14 July 2023 Deadline: 05 July 2023
<u>Approval of non-regulated tuition fees 2023/24</u>	Audit Committee Annual Report and Opinion	<u>Annual Review of Financial Regulations</u>	Financial Regs final approval (matters arising)	<u>Approval of Annual revenue & capital budgets 2023/24 (including SU block grant)</u>
October away day to focus on achievements in year 1 and priorities for 2022/23.	Internal Audit Annual Report & Opinion 2021/22	Sustainability Strategy	SSRC Annual Report	Board and Committee Memberships 2023/24
	External Auditors' Report for the year ended 31 July 2022			Corporate Risk Register – Annual Review (appended to the AUD Cttee report)
	<u>Financial Statements - Year Ended 31 July 2022</u>			Draft Schedule of Business For 2023/24
	Annual review & remuneration of Committee Chairs			<u>Strategic Planning Framework – progress update</u>
	Annual review & remuneration of the Chair of the Board			<u>Approval of non-regulated tuition fees 2025/24 (Check w C Renwick and S Richardson)</u>
	<u>Prevent Duty Accountability and Data Report 2022</u>			Estates tour: new health facilities in Portland and Calverley with James Milligan and Jim Boyne - space / design / impact /collaboration with the academic team
	<u>Financial forecast to 2025/26</u>			Draft Schedule of Meetings 2023/24
	Approval of risk management policy (appended to the Audit Committee report)			Operating Framework for Remuneration Reviews 2022/23
	Board Effectiveness Review			
	External Audit Letter of Representation			
	Sustainability Plan			

Standing Items	
1. Minutes of last meeting	9. Academic Assurance Report
2. Matters arising	10. Research Strategy Update
3. Chair's Action (note "Nothing to report" on agenda if no updates)	11. Health & Safety update
4. Chair's Report	12. OfS Regulatory Update
5. Vice Chancellor's Report	13. Update reports from Academic Board, Finance, Staffing and Resources, Audit, Governance & Nominations, Chair's and Senior Staff Remuneration Committees
6. SU Report	14. Schedule of Business 2022/23
7. <u>Financial and capital expenditure update report</u>	
8. Student recruitment update	
Longer Term Items	
1. <u>Health & Safety Policy (annual, March/May 2024)</u>	
2. <u>Annual Health & Safety Audit report (May 2024)</u>	

 Shaded items indicate that the Board is being asked to make a decision

* Starred items will be taken without discussion

Underlined items indicate reports that require UET scrutiny