



METHODOLOGIES

- 35 participants - in years 2 to 4 of their undergraduate studies (N=30) or enrolled on postgraduate programmes (N=5)
- Average age of 21.7 years
- 17 Students of White Ethnicity: 8 male; 8 female; 1 Gender Fluid person
- 18 BAME students: 6 male; 12 female
- Conducted between November 2020 and May 2021
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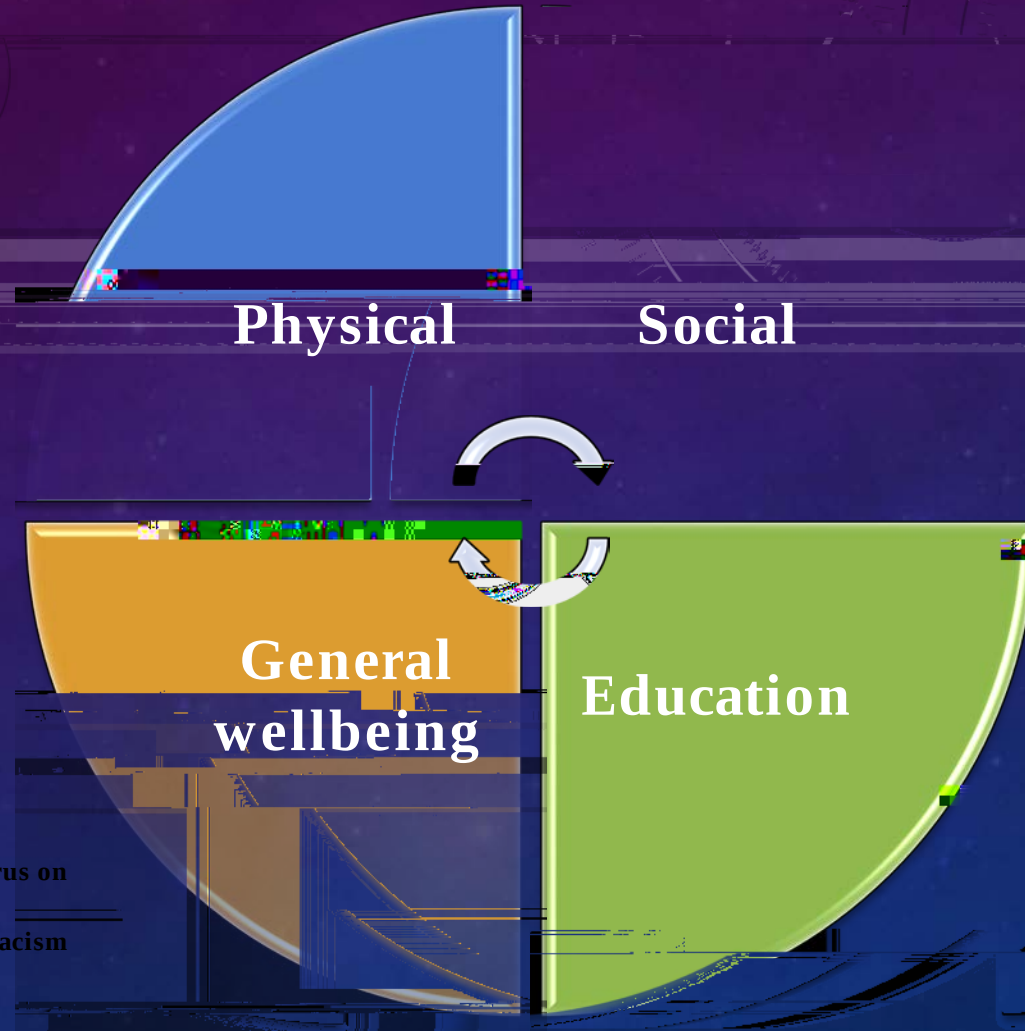
RESULTS

- Living at home- personal space
- Personal hygiene
- Self-care: Exercise/Diet
- Maintaining effective infection control practices for safety of self, family and others
- Vaccinations

Physical

Social

- Life at home with family
- Relationships with friends
- Using social media to connect with the world
- Communication from institutions and government
- Cultural festivals
- Concerns about BAME healthcare workers



- Initial response to pandemic
- Impact of news about the virus on news and social media
- Ethnicity & experiences of racism
- General wellbeing

- Managing Online lectures/ exam /disability
- Loss of experiential learning and student identity
- Return to campus
- Graduation-is it happening?

RESULTS

- Mental health issues prevalent in most students in form of anxiety, but BAME females were found to suffer the most from mental health illnesses compared to White students. BAME males tended to experience anxiety the most out of all the groups.
- White females were supported mainly by their families and did not have any financial worries. In contrast, most BAME females continued working during the pandemic whilst White females experienced a reduction in personal hygiene as they felt they had nothing to get out of bed for.
- Whilst a loss of student identity was experienced by all respondents, BAME females felt it the most, probably because of a lack of personal space in their family homes. They were also more concerned about passing the virus on to their extended families. This was not the case with the White students.
- BAME females also spent more time using social media than any other group.

RESULTS

- All groups agreed that communication from their host institution and government lacked clarity.
- There were mixed views about the level of learning resources and support provided during the pandemic.
- The use of pre-recorded teaching material was not seen to be value for money since the quality was poor and some were outdated.
- BAME students felt very strongly about preventing them from attending cultural festivals with their families as this was seen as targeting them unfairly as the cause of virus spread amongst certain communities.

IMPLICATIONS

- BAME females suffered from mental health problems more so than other groups, especially when living at home.
- The mixed views about the level of learning support and student mental health services provided during the pandemic indicate that Universities need to be better prepared about online education and that mental health services need to be aware of the specific needs of BAME female students and BAME students in general.
- Universities need to be better prepared for providing support for students who have suffered from racialized stigmatization

