



## STUDENT PERSONA EXAMPLES

These are your students. They are all well qualified and have chosen the University of Edinburgh as they believe it will enable them to accomplish their academic and professional goals. You're delighted that they have applied and are looking forward to welcoming them at the start of the academic year. Consider your role, and think about how you could enable these students to thrive.

### Anya

- Has badly broken bones in their writing hand.
- Gets by in group project work with help of other students.
- Concerned about individual practical work next semester.
- Finding it too difficult to write effective notes in lectures.

### Chris

- Home student, lives with a grandparent.
- Has a long commute to campus by bus, studies in that time.
- In receipt of a bursary.
- First in their family to attend a university.

### Delaine

- Does exceptionally well at individual coursework and exams.
- Shows little enthusiasm for group work.
- Will avoid classes if advertised as interactive.
- Low marks for assessed work that is peer-marked.

### Finn

- International student.
- Exceptionally good academic record, keen to maintain this.
- Has limited vision.
- Can read using a magnifier, but eyes can get tired.
- Finding their way around the campus is proving to be challenging.

### Hadley

- Little previous experience of using technology (for learning) and feels a lot of previous experience is assumed.
- Reluctant to ask for help as they worry it may reflect on their competence generally.
- Chooses options which require least engagement with learning technology
- Not engaging with online resources and tools.



### Jo

- Diagnosed with depression and anxiety.
- Hesitant to contribute to seminars; feels out of their depth.
- Fears participating in group activities and projects will show themselves as incompetent to classmates.
- Feels dissatisfied with work creating a cycle of low-motivation.

### Mel

- Recognised as having autistic spectrum disorder.
- Difficulties with communication and social interaction.
- Tendency towards literal thinking which can cause misunderstandings.
- Concentration issues: may 'hyper focus' on a task, or struggle to concentrate at all.
- Experiences anxiety and frustration.

### Nima

- Combines study with caring duties.
- Finds it hard to attend/be on time for early sessions.
- Has to leave at a set time each day.
- Tries to study during commute.
- Not taking part in extracurricular activities.
- Knows they need to study more but feels guilty about what time they do spend.

### Odell

- Finding it hard to transition back to study after taking a break.
- Worried about asking for help in case it looks like they can't cope with the course.
- Hoping if they wait long enough things will become clear.

### Sam

- Mature student.
- First experience of HE.
- Left school with no qualifications.
- Several years of work experience; realised they wanted to pursue a new career.
- Works well with other students but feels age difference prevents finding a social group leading to a sense of isolation.

### Umut

- Enthusiastic in taking a degree which they hope will lead them into their chosen career.
- Having difficulty relating to the programme in terms of its values and perspectives.
- Struggling to see themselves working in the profession (from the programme content, other students, academic staff...)
- Considering dropping out or changing discipline.