# KEELE STUDENT PERSONAS

This set of sixteen personas has been developed by students and staff. They are fictional characters representing, as closely as possible, the demographic proportions and full range of personal, family, academic circumstances and characteristics that we see in our whole student body, across all types and levels of study. While the student information should remain unaltered, the last two sections "Any other thoughts/comments/points to consider" and the issue log can be adapted to fit your particular purpose in using these personas to help ensure that, when planning policies and practices, the needs and perspectives of all our students are met and their behaviours and goals are better understood. The current version relates to our Covid-19 planning over the summer of 2020.

Imani Adegoke persona
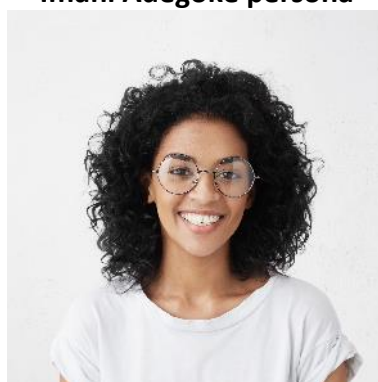
What is/are my……

Demographics			
Age	21	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	A-Levels
Ethnicity	Black	Home/EU/International	Home
Disability	Physical (visually impaired)	Faculty	FNS
Personal circumstances	Heterosexual, single; no dependants	Programme	Geography
Family circumstances	At family home out of semester	Study Level	UG
Financial circumstances	Dependent on family	Study Mode	F/T
Term-time residential status	Off-campus rental, shared	Year of study	3

Academic Background

Imani will begin her final year of her BSc (Hons) Geography degree in 2020/21. Her visual impairment has not stopped Imani achieving good grades and she wants to do well in her final year to help her get on to her preferred master's programme.
She needs assistive technology:
    175% zoom in order to read text
    Text to speech app and voice to text app
    Proof reader via student services

Personal Characteristics
Visual impairment Introverted

Lives in a rented house with three friends - they are all planning to return to the rented house. If not, though, what will be the impact on Imani/landlord? It may also cause her difficulties travelling to campus, as her flatmates give her lifts
Very organised
Muslin heritage and active in faith

Hopes for September
Finish her final year so she can progress onto a Masters

Welcome/Induction needs
Mobility training on campus one-way system?
Online induction needs to be compatible with software
Attend planned social events only
Will want to be involved in smaller events away from the SU

Typical Day
Imani brings her laptop to University as this has her assistive technology on it
Imani wouldn't use the University PC's
Uses the Keele app and finds it very useful

| Social Activities |
| --- |
| Prefers quieter nights out with friends |
| Avoids crowded and low light spaces e.g. nightclubs |
| Planned social events only, rarely has spontaneous nights out |
| Plans to join the Islamic Society |

Any other thoughts/comments/points to consider
Social distancing on campus?
Will need additional support from DDS e.g. mobility training on navigating new one-way system on campus
Social distancing and using public transport
Doesn't like large crowds or gatherings
Academic considerations – reasonable adjustments in place on her course e.g. materials that are accessible
Attitude to Covid-19 social distancing measures: keen to comply with guidance and looking for additional support and guidance to help her with this. Is also concerned about potential additional risk because she is black and he is aware of the disproportionate number of deaths from Covid-19 in black people in the UK.
She has also experienced some racism, (mainly microaggressions) on and off-campus, in the last two years and is worried that this may worsen in the current climate.

Issues log
1. Support for visually impaired students – clarity of offer, particular considerations for digital and online learning: will her assistance tech work across all on-line learning platforms?
2. Need to access library/study space on campus – or might prefer to stay at home and study if she remains on
3. Use of Keele App – pushing as much content and support through this as possible so it becomes a 'go-to' resource for students

4. Need for additional mobility guidance/support to navigate one-way systems and other routes around campus, need for EIAs to ensure mobility and social distancing arrangements work for disabled students
5. Need to ensure all online lectures are accessible and inclusive for disabled students and those utilising specialist technology
6. A BAME student – potential additional concerns in terms of risk assessment and safety on campus
7. Careers and employability support – particular need for final year undergraduate students, opportunities to highlight Keele masters course provision
8. Potential concerns about racism – need for a campaign focus and clear, well-communicated mechanisms for reporting and dealing with concerns
9. Access to prayer space needed

Stuart Briggs persona
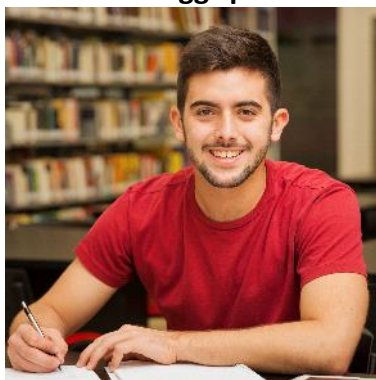
What is/are my……

Demographics			
Age	20	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	A-levels
Ethnicity	White	Home/EU/International	Home
Disability	ASD	Faculty	Nat Sci
Personal circumstances	Heterosexual, single; no dependants	Programme	Maths
Family circumstances	Lives with family in vacations	Study Level	UG
Financial circumstances	Supported by parents	Study Mode	F/T
Term-time residential status	On-campus	Year of study	FY

Academic Background
Took some time out after finishing A levels – didn't get grades needed at the time; has opted to enter at FY rather than resit A levels. Computer literate

Personal Characteristics
Quiet and doesn't like large crowds – they make him anxious and he struggles then to avoid his mood deteriorating. Wants to be with like-minded students - accommodation random, mass allocator tries to take hobbies into account when allocating. Works well until another student in the same flat declines their offer and we have to place another student in the flat as it is the only option left to us, if we are to get them on campus. Links with church - might be a boundary issue. Wants to learn more life skills – potential for being misunderstood by peers.

Hopes for September
To make some friends and settle in quickly.

Welcome/Induction needs

Attend Connect run by DDS
Meet new tutors and lecturers
Stuart can meet his student study buddy/mentor if he would like to – study buddy can show
Stuart around parts of the campus he will use the most/lecture rooms etc
Virtual tour of chapel, videos of intro from chaplains/faith socs
Might present at CMHS

Typical Day
Attends all taught sessions and adapts well to flexible digital delivery elements. Spends study time in Library or room.

Social Activities
Will want to be involved in smaller events away from the SU Will want to be involved in Chapel events Maths/Music societies

Any other thoughts/comments/points to consider
Accommodation consideration – wants a quieter area, concerned at kitchen arrangements - could be allocated in a Barnes 4 bed flat, which is the smallest grouping other than self-contained (which are limited). Similarly, Stuart may be the source of noise (using his keyboard) or due to love of quiet may be more sensitive to noise complaints. Again, this may need RA support but may need interventions from other team members – perhaps DDS Doesn't like large crowds or gatherings - this might be problematic for learning – lectures/seminars. Will need additional support through DDS Study Buddy programme through DDS Academic considerations - presentations in front of lecturers only? Tutors and School to make Stuart aware of any changes to rooms or timetabling at the earliest opportunity **Attitude to Covid-19 social distancing measures**: worried that it means he won't be able to go to the library as much as he'd like to.

Issues log
1. Particular considerations for ASD students – clarity on support required, consider additional guidance/implications re online social activities, social distancing 2. Need to manage parents' expectations – targeted communications needed and clarity on boundaries (any particular guidance needed for parents wanting to visit their son/daughter on campus?) 3. Tailored pre-induction activities for disabled and vulnerable students – additional guidance and support needed to help them settle in 4. Study buddy/mentoring scheme – particular need/benefits for vulnerable students who may struggle to settle in 5. Keele Connector Programme – highlight to students who would benefit, offer of work experience, coaching and mentoring to build confidence and skills

Emily Bunn persona

What is/are my….

Demographics			
Age	18	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	A-levels
Ethnicity	White	Home/EU/International	Home
Disability	Initially undeclared; invisible (anxiety and depression)	Faculty	Nat Sci
Personal circumstances	Bisexual; single; no dependants	Programme	Biology and Computer Science
Family circumstances	Lives at family home in vacations	Study Level	UG
Financial circumstances	Struggling; needs P/T work	Study Mode	F/T
Term-time residential status	On-campus	Year of study	1

Academic Background
Coming in via Clearing and didn't get into her preferred university. Not visited Keele before arrival – just keen to leave home and go to uni. Struggled with school.

Personal Characteristics
Perfectionist and self-criticises. Compares herself to others Finds it hard to be open about her sexuality Believes others won't like her Motivation is a struggle Feels tutors won't like her and think she's stupid Struggles with self-management and procrastination Prone to anxiety and depression Parents are in the military: she has moved house frequently since her early years and finds it hard to make friends

Hopes for September
To make some friends and enjoy her studies.

Welcome/Induction needs
Emily hopes that her enthusiasm for her studies will be awakened and to be given a chance to meet and befriend her fellow students.

Typical Day
Asleep and mainly nocturnal

Social Activities
Plans to join the e-gaming society

| Any other thoughts/comments/points to consider |
|---|
| Home life unsettled
Struggles with anxiety, depression and avoidant patterns of behaviour
Fan of online gaming – feels accepted
May find it easier to express her sexuality once she's at university - could find support from LGBTQ+ community
Won't check emails
Unlikely to engage with support – potentially even RAs or other peer support groups
Our concern may be for disengagement and need to keep in touch, motivate, encourage etc
Struggles with finances and the management of them
Accommodation may be needed, though this isn't clear. A number of prompts will be sent about need to apply for accommodation but these go via email, so she may be left with whatever accommodation is available, which could be off campus. Can view accommodation options online via virtual tours, and halls specific info. If she manages to get on campus accommodation, may need support from others to help settle in and make friends (RAs, flatmate agreements, block rounds, informal welfare checks) - how do RAs do this with restrictions?
May be eligible for DSA if anxiety is diagnosed
Attitude to Covid-19 social distancing measures: getting anxious about it all and she may struggle to get out and about to socialise because of this |

Issues log
1. Particular considerations for students entering through clearing, and/or who haven't previously visited Keele – need for additional communications/guidance between clearing and enrolment 2. EC processes – need for early guidance on students who may need to use this, clarity on when to use this vs support to study vs reasonable adjustments 3. Importance of student engagement monitoring and spotting early signs of disengagement, followed by early intervention and support 4. Managing fears, anxieties and depression; feelings of isolation must be a key theme within welcome and induction activities 5. Accommodation arrangements – potential need to engage pro-actively with first-year students who may benefit from on-campus accommodation, but who haven't applied (e.g. because they don't check their emails!)

William Clarke persona
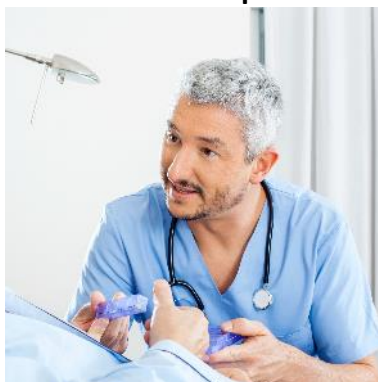
What is/are my……

Demographics			
Age	52	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	A-levels
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	FMHS
Personal circumstances	Heterosexual, married; 2 dependants (16 and 15y)	Programme	Nursing
Family circumstances	Lives in family home with wife and children	Study Level	UG
Financial circumstances	Self-funding	Study Mode	F/T
Term-time residential status	Commuter (30 miles round trip)	Year of study	2

Academic Background
William entered Nursing as a mature student, having spent the last 25 years running a business in partnership with his wife. He was able to realise his long-time ambition to become a healthcare worker when his wife was recently able to take over running the business full-time. He had the relevant A levels but from a long time ago so thought he may not get in but, after being interviewed, he was offered a place. He successfully completed his first year of Adult Nursing last year and is now entering Level 5.

Personal Characteristics
Focused and hard-working; very well organised
Between his studies and his family commitments, William is at full stretch but is determined to get past the finish post. He doesn't have time to socialise with fellow students but is a friendly and helpful colleague.

Hopes for September
For him and his family to stay safe and to have a successful year of study

Welcome/Induction needs
William is very familiar with Keele but has some concerns related to the Covid pandemic.

Typical Day
Travels in by car from his home in South Cheshire or drives direct to clinical placement. His studies keep him busy all day; any free time during the day will see him in the library.

Social Activities
Tends to get straight home to family so doesn't engage with University life beyond his studies.

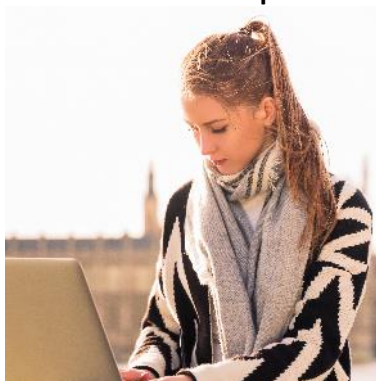| Any other thoughts/comments/points to consider |
|---|
| **Attitude to Covid-19 social distancing measures**:
No particular susceptibility himself but, despite taking as much care as possible to minimise transmission risk, he is concerned about the potential for his clinical placements to increase his risk of transmitting the infection to his wife and children, as well as his elderly, vulnerable parents. He also worries about missing placement time if has to self-isolate |

Issues log
1. Car parking offer crucial for students needing permits, need to communicate and reassure 2. Timetabling – a need to be very clear which activities are virtual and which face to face, so that students don't plan to come onto campus unnecessarily. All events whether virtual or face to face definitely need to BE on a student's timetable 3. Importance of academic school induction – needs to know upfront what to expect and what support is available 4. Welcome back needs to keep returning students informed of changes for the coming year – the campus facilities, using buildings, impact on social activities etc. 5. Reassurance and clear guidance needed for students on clinical placements, including consequences of missing placement time due to self-isolation

Veronica Cornette persona

What is/are my……

Demographics

Age	20	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	UG student
Ethnicity	White	Home/EU/International	International
Disability	Declared invisible	Faculty	HUMSS
Personal circumstances	Heterosexual; single; no dependants	Programme	Exchange student (range of modules)
Family circumstances	Family in USA	Study Level	UG
Financial circumstances	Supported by family	Study Mode	F/T
Term-time residential status	On-campus	Year of study	3

Academic Background
Veronica is an exchange student from Ball State University in the USA. She has already completed 2 years of a History and Philosophy UG programme in the USA and will spend semester 1 at Keele studying modules in History, Music Technology, Sociology and Politics. Her term at Keele is directly before she graduates. Veronica is coming to Keele as a fresher but at 20, will be older than most other freshers. There are no other students coming to Keele from Ball State with her. She has done some travelling in the USA before, but this will be the first time she has travelled to Europe. The academic system at Ball State is based on a high number of contact hours, frequent testing and lots of interaction with personal tutors. Under the arrangement of the exchange agreement, Veronica is paying $18,964 to Ball State for her term at Keele. The average class size at Ball State is 24 students.

Personal Characteristics
Veronica is an outgoing student who likes to get the most from her tuition and is looking forward to taking different modules to her home degree. She likes to get involved in class activity and work with other students. She is most looking forward to spending time with UK students, getting involved in societies and other extracurricular opportunities. Due to the legal drinking age in the USA, she has not been around a culture of social drinking.

Veronica has suffered from anxiety in the past but in her application form she states that this is in control with medication from her doctor in the USA and no ongoing support is required.

Veronica's parents pay her tuition at home and are actively involved in making sure that Veronica is getting the most for their money and want their daughter to be safe travelling to a country with a still high COVID rate. They are in touch regularly to ask how Keele will keep their daughter safe.

Hopes for September

Veronica hopes to meet lots of UK students but also other exchange students. She wants to feel part of the campus culture and British student life. She would like to live with a mix of students in on campus accommodation.   Quarantine requirements may mean that, if Veronica can't quarantine elsewhere on arrival, she may need to be placed in a block with the other students who will be arriving at the same time from outside of the UK. Having completed quarantine, international students may prefer to remain where they are having got to know others, and a move to a permanent room may not be possible if there isn't enough space to quarantine students in temp accommodation.

Welcome/Induction needs

Veronica is concerned about getting to Keele using public transport from London Heathrow. She is aware that there is no planned airport pickup and her parents are keen to know how we will support her to get to campus safely.

Veronica will need information from the 4 different Schools with whom she is taking modules and will need support to create a timetable. She will also need an induction into general university life and how the UK academic system differs to her home system.

Typical Day

Veronica attends lectures and seminars with other students and spends a few hours each day preparing work for assignments or other seminar work. She also has to put some time aside to write reflective work for her home university.

Social Activities

Veronica spends time with her friends on a daily basis and likes to be around people as much as possible. She enjoys making music in her spare time and is a member of the Ball State Choir.

## Any other thoughts/comments/points to consider

Attitude to Covid-19 social distancing measures: Parents are heightening her anxiety – she is keen to maintain social distancing guidance strictly but also wants a full social life, to make the most of her semester in the UK.

Issue log

1. Particular considerations for international students – little or no experience of UK, limited support networks, and for exchange students in particular, limited time on campus so wanting to make the most of the experience.
2. Welcome arrangements for international students – need for an 'A to B' welcome package from home/airport through to University accommodation, support through quarantine on arrival where required
3. Parental expectations – need to communicate and manage expectations as part of pre-arrival and induction, allay concerns about safety

4. Drinking culture – potential concerns for students with no/little experience of alcohol or drugs, need for campaigns, information, advice and guidance.
5. Issues for students studying across multiple schools and in contact with multiple central services – a need for joined up, consistent policy and communications (with clear primary point/s of contact), consistent online platform/s for study, and a timetable that joins up all activities (resolved by central webpages and general comms now being sent to all home, EU and international students).
6. Issues with planning for students who are split across 4 schools (are exchange student visible to schools when planning capacity of classes?); are students in course bubbles?

Gabrielle Durand persona
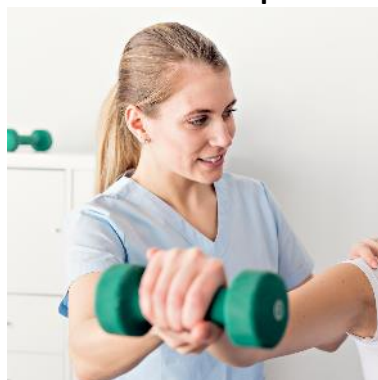
What is/are my……

Demographics			
Age	19	English as first language	N
Gender: identifies as:	Non-binary (preferred pronoun: they/their/them)	Entry level qualifications	European Baccalaureate
Ethnicity	White	Home/EU/International	EU
Disability	Dyslexia	Faculty	FMHS
Personal circumstances	Pansexual; single; no dependants	Programme	Physiotherapy
Family circumstances	Lives with family in France during vacations	Study Level	4-year Integrated Masters
Financial circumstances	Financially supported by family but also works P/T to minimise dependency	Study Mode	F/T
Term-time residential status	Off-campus, in shared accommodation	Year of study	2

Academic Background
Gabrielle settled well into their studies at Keele, and they are now fluent in English and confident about entering Level 5 of their programme. However, they find that their learning disability makes it harder for them to study on-line and to transition between on-line and in-person taught sessions.

Personal Characteristics
Outgoing and extroverted, Gabrielle is 100% committed to their studies but also wants to enjoy their time in the UK to the full. They joined lots of societies in their first year and enjoy socialising with their housemates and friends. With support from DDS and the school, they had been managing their dyslexia well since the beginning of 2019/20, although they have struggled since March to adjust to on-line learning. Gabrielle struggled initially, as a first year, with a lack of understanding among some of their friends and staff about their gender identity, e.g. their use of preferred pronouns, and still experiences some discriminatory and judgmental comments when using changing rooms and loos around campus.

Hopes for September
Despite their positive attitude, Gabrielle is concerned about the impact of Covid-19 on their return to the UK: they want to know if they will need to return 2 weeks early to quarantine; they worry that social distancing will mean that practical work will be reduced and they will miss out on

opportunities to learn essential clinical skills, which may affect their ability to become a HCPC registered practitioner. Equally, they're worried about the potential additional risk from having close contact with staff and students if practical classes go ahead. They're also concerned about the potential impact of Covid-19-related restrictions on future clinical placements. They've thought about taking a year out in 2020/21 but don't know if that will affect their Home fees status if they returned to their studies in 2021/22. Their younger brother is considering following in their footsteps by studying in the UK in 2022 and they know he will have to pay International fees by then.

Gabrielle hopes to fit in P/T work again this year but may need to abandon this to accommodate the extra study time they'll need to cope with the hybrid educational delivery, with more on-line taught sessions, for which they need more time to prepare.

Welcome/Induction needs
Gabrielle's concerns about Covid-19 risk need addressing by the school and the reasonable adjustments for their dyslexia may need revising to manage the switch to more on-line learning. They need clear communications in advance about any additional requirements, such as quarantining, prior to returning to Keele, and will welcome reassurance and guidance from the Global Opportunities Team about the impact of Brexit (for them and their brother).

Typical Day
Physiotherapy studies keep them busy throughout the day but they enjoy competing in rugby matches on Wed afternoons. They get to the library most evenings but weekends are for socialising. Gabrielle is reliant on public transport to travel to and from Keele.

Social Activities
Keen to socialise in the SU, with friends and housemates, and to carry on with the societies and sports clubs they joined in 2019/20. Gabrielle will really miss the big events in the SU.

Any other thoughts/comments/points to consider
Reasonable adjustments need reviewing to manage switch to flexible digital learning. May find it difficult to travel home to France for short breaks and/or vacations, if quarantining needed on outward and/or inward journeys. May struggle to fit in P/T work this year – may impact on social life and dependency on family for support – could cause anxieties, particularly as they know their family will be supporting their younger brother in a couple of years. **Attitude to Covid-19 social distancing measures**: Has some concerns about the impact of social distancing rules and other Covid-19-related restrictions on the availability of practical skills sessions and placements, but is also worried about the potential to be put at additional risk by the close contact with others needed to learn necessary competencies.

Issues log
1. Clear/early advice needed for students coming back to UK from EU (and planning to travel to and from EU in vacations)
2. Academic induction – a need for a strong online/on campus academic induction that aligns with wider welcome/induction programme, including personal tutor support and clear advice on changes to practical and skills classes, as well as placement opportunities
3. DDS and school support for dyslexic students coping with changes to study and delivery modes, particularly if finding it hard to manage on-line learning and/or transition between on-line and in-person.

4. Use of library and study space for quiet study – could be a lot of pressure on these spaces, are there more spaces that could be opened up, guidance on booking and use?
5. Welcome back needs to keep returning students informed of changes for the coming year – the campus facilities, using buildings, impact on social activities etc.
6. Transport strategy – clarity on options for students wanting to use public transport, will want to be reassured on safety considerations etc (and/or reassure on pay-and-display parking offer for students who can't get/don't have permits but can't or don't want to utilise public transport)
7. SU club and societies – a broad, clear offer is key for students in fostering a sense of belonging and avoiding isolation, particularly for those experiencing some alienation and discrimination, even in returning students
8. Part-time working opportunities – need for clarity of offer on campus, consider/highlight opportunities off campus (and need to manage students' expectations)

Issac Honu persona

What is/are my……

Demographics			
Age	18	English as first language	No (3rd)
Gender: identifies as:	Male	Entry level qualifications	IB
Ethnicity	Black	Home/EU/International	International
Disability	None	Faculty	FMHS
Personal circumstances	Gay, single; no dependants	Programme	Pharmacy
Family circumstances	Family in South Africa	Study Level	UG
Financial circumstances	Dependent on family	Study Mode	F/T
Term-time residential status	On-campus	Year of study	FY

Academic Background
FY Pharmacy student from South Africa Previous schooling mixed due to family moving around a lot Using clear English important; wants to access Write Direction Learns better through actions, rather than listening and reading – consider impact on online engagement/remote teaching

Personal Characteristics
English is third language, can struggle with academic writing. Extrovert and likes to party - looking forward to nights out in the SU. Possible frustration with social distancing and finds it harder than expected to integrate with home students May not ask for help Not a big user of social media – possible risk on disengagement/not accessing online social activities He came out as gay to his family just before leaving for university and, although it came as a bit of a shock to his family at the time, they are now fully supportive.

Hopes for September
Opportunities to improve written English – e.g. through Write Direction A part-time job that fits with studies and visa restrictions. If he's going to get a part-time job, he will need to know his timetabling in advance. Lots of opportunities to meet new friends – in person, as doesn't have great IT kit and not a big user of social media

Welcome/Induction needs

IT training and support – hiring and installing a laptop academic tools such as Teams, but also support with getting onto social media or other virtual tools for making friends

Opportunities to meet people – online welcome fair including learning about clubs and societies, wants to do some sport

Living on campus – so support in moving in and getting to know household, who will be a key source of support

Induction as an international student – travelling to the UK and help with quarantine period, getting to grips with visa requirements, help to find a suitable part-time job

Typical Day
He's travelling from South Africa so will have to spend 14 days in quarantine. So to start with he's going to be doing a lot online (which he will find very frustrating and will need support). He'll be learning using the new FY curriculum, which is tailored for a digital and blended approach – he thinks it sounds really exciting He'll have a lot of small group teaching – but only a few (how many?) classes a week in person, a lot of this will be online/virtual. If he's still in quarantine, he will have to attend in-situ events online as well – he wants to be sure he won't lose out as a result of this. He's excited about the FY peer mentoring scheme as he thinks that really will help him. He'll be able to book 'convenient small group sessions with his subject tutors', and attend 'regular, live Q&A style sessions'

Social Activities
Will want to attend the big nights at the SU Will want to engage with the LGBTQ+ community

Any other thoughts/comments/points to consider
May need additional support through student learning May need financial support and paid work No laptop – planning to rent – increased financial burden (could apply for laptop loan) An international student who will be subject to quarantine – needs to know what to expect and what support he will get; may have to do everything online for first 14 days after he's arrived Timing of arrival – how early should he arrive, should he be aiming to finish quarantine period before his academic studies start? If so, will want to attend a lot of online social activities – or perhaps some extra pre-entry English support? Could arrive 14 days before start of academic year to avoid missing any face to face teaching. Still not sure how this would work in practice i.e. do they need to quarantine from each other? If not, then all international students could be put together, so not socially isolated, before moving to their term time room. Depends on numbers and arrivals dates. Currently waiting for UUK Task Group feedback on quarantine. Isaac wants some big nights out at the SU, if the SU were not to be available, where would this take place instead? Perhaps in Halls and causing noise disturbances – two issues, how do we manage this and inform students about what they can and can't do? Secondly, RAs usually respond to noise complaints (as do security) how can they do this with restrictions in place? **Attitude to Covid-19 social distancing measures:** will do his best to comply but may lapse when socialising

Issues log
1. Academic support considerations for international students – English as a second or third language, need for support with academic writing, need for 'plain English' on online platforms 2. Potential for increased isolation for students who are not comfortable with social media/virtual 'socialising' – a need to provide a range of modes of social engagement including face-to-face activities where possible

3. Part-time work – need to manage expectations on what will be available
4. IT support – need arrangements/advice for hiring and buying laptops, iPads, other key IT kit, need for clarity on University requirements for online study
5. Welcome/arrival considerations for international students – need for 'A to B' support package, pre-induction support to manage expectations, visa support, managing expectations on quarantine arrival (and when to arrive?)
6. Importance of peer mentoring schemes to help students to integrate, especially for international and vulnerable students
7. Importance of SU provision – will there be 'big nights out', need to define/communicate what can be provided in terms of face to face social events on campus?

Samantha Jones persona

What is/are my……

Demographics			
Age	35	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	Access to HE
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	Nat Sci
Personal circumstances	Heterosexual, single; 1 child (4y)	Programme	Chemistry
Family circumstances	Lives at family home	Study Level	UG
Financial circumstances	Supported by P/T work	Study Mode	F/T
Term-time residential status	Commutes from home (60 mile round trip)	Year of study	1

Academic Background
Completed an Access course in order to attend university.

Personal Characteristics
Mature student, single parent, works part-time in a surgery; commuting to Keele from South Staffordshire - flexible learning might work well for her? Important for her to be able to catchup if misses a lecture and worried in case schools aren't fully open Online social activities might work well for her. Traditionally we focus on 'freshers' activities – moving more online might mean she has more opportunity to engage. Need to think about mature student activities

Hopes for September
To be able to juggle university work alongside parenting and working

Welcome/Induction needs
Will want to find other students who are also mature/hold parenting responsibilities. She wants to understand thoroughly academic expectations. University is a completely new experience.

Typical Day

Struggles to carry out hours of work at a time due to her childcare responsibilities. Studying can feel "fragmented".
Would normally have access to childcare on 3 mornings of the week 8am – 12noon so making it to some in-person taught sessions could be difficult
Usually studies in the morning and stops in the afternoon on the 3 days she has childcare.
Doesn't really get to engage with friends as she is too busy with studies and looking after her young child.

Social Activities
Wants to be involved but doesn't know how this will work with childcare Does not want typical "freshers" feel induction – she wants to be engaged with other adults who share the same responsibilities. She also doesn't have time to do any social events outside of the 9-5 working day. She prefers to socialise with others on the days she can commit herself (on the days that she is able to access childcare).

Any other thoughts/comments/points to consider
Parking considerations as will be unable to get to Keele before 9.30 - could use family friendly parking spaces if available. If driving, she would be eligible for a parking permit, if she applied due to distance of travel and care responsibilities. Her child is 4 years old. She is struggling with isolation and gets anxious very easily. Needs plenty of notice of timetable changes due to childcare Technology at home could be an issue Needs good communication with academic staff – how will she find online engagement? She doesn't like asking for help – engagement monitoring important **Attitude to Covid-19 social distancing measures:** Samantha is very confident in dealing with social distancing and has no particular concerns.

Issues log
1. A need for early clarity on timetable, and plenty of notice on timetabling changes, given part-time work and caring responsibilities. Could be particularly impacted by extended day/week timetable, unable to cope with early starts or late finishes 2. A need for flexibility to catch up if lectures are missed – could benefit from flexible, digital approach 3. A need for a wide range of events during welcome that cater for all types of student beyond the core 'fresher' offer, including activities/support aimed at students who are feeling anxious and/or isolated 4. A need for training/support for students to get to grips with technology, and to ensure they have the 'right' spec of technology to get the most out of online learning (with possible need for IT loan or financial hardship support if they don't have the right kit) 5. Need for clarity on car parking offer/capacity for 2020/21

Farhana Kayari persona

What is/are my……

Demographics			
Age	19	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	A-Levels
Ethnicity	Asian	Home/EU/International	Home
Disability	None	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	Law
Family circumstances	Lives with family	Study Level	UG
Financial circumstances	Dependent on family	Study Mode	F/T
Term-time residential status	Commutes from home	Year of study	2

Academic Background
Farhana has just completed her first year of study. She has worked hard but still struggled with her studies during lockdown, not least because she has had to spend a lot of time looking after her siblings and her live-in grandparents, one of whom is ill. She worries that she is underprepared for Level 5 as she stopped studying as soon as she knew she would progress without further assessment, because of the pressures and commitments of her family life.

Personal Characteristics
Farhana is introverted/quiet Muslim heritage – faith is active; how does this affect her studies/outlook? Lives at home in Stoke – 2 buses - may be eligible for a parking permit, if she is able to drive rather than use public transport. Her family struggle to make ends meet and she may need hardship funding support to cope with difficulties in IT access

Hopes for September
To get more involved in university life. Good grades (to please family)

Welcome/Induction needs
Awareness of timetable to plan travel Societies sign up/information on societies to join

Typical Day

2 buses to get to campus – stays till after her final lecture.
Generally bases herself in library during daytime. How often will she come to campus if teaching online? Could she become isolated/extra pressure from family
Extra pressure on Library study spaces?
Always attends Friday prayers at the Islamic Centre

Social Activities
What societies to join? Islamic Society; academic societies?

Any other thoughts/comments/points to consider
Family paying for degree (and struggling to do so) – doesn't want to let them down She's a Student Ambassador and this is her only source of income (how much ambassador work will there be this year?) Only really accesses lecture and library - isolation and lack of holistic university experience Would like to get more involved - what might there be to be involved with this year? **Attitude to Covid-19 social distancing measures**: she is anxious that she may expose her elderly grandparents, who live with the family, to coronavirus, through mixing with other students on campus. When her grandfather's illness becomes worse in December 2020, Farhana asks to switch to on-line learning only to shield him from Covid-19 risk although she knows she will struggle even more than now with access to IT equipment, as she has to share one laptop among several siblings.

Issues log
1. Transport strategy – clarity on options for students wanting to use public transport, will want to be reassured on safety considerations etc (and/or reassure on pay-and-display parking offer for students who can't get/don't have permits but can't or don't want to utilise public transport) 2. SVR structure – helping students who want to become voice reps to make virtual connections with their cohort 3. Paid work for students – what opportunities will there realistically be on campus (e.g. work for student ambassadors) and in the local area 4. Use of library and study space for quiet study – could be a lot of pressure on these spaces, are there more spaces that could be opened up, guidance on booking and use? 5. A BAME student – potential additional concerns in terms of risk assessment and safety on campus 6. Support for Muslim students – arrangements for use of Islamic Centre on campus or alternative prayer space 7. Timetabling – a need to be very clear which activities are virtual and which face to face, so that students don't plan to come onto campus unnecessarily. All events whether virtual or face to face definitely need to BE on a student's timetable 8. Impact of switching to 100% on-line study – IT access (laptop loan; hardship funding); isolation 9. Additional academic support for those students struggling academically with progress into Level 5

David Michelson persona

What is/are my……

Demographics

Demographics			
Age	21	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	BSc (Hons) Biochemistry
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	Nat Sci
Personal circumstances	Heterosexual; single; no dependants	Programme	PhD
Family circumstances	Independent of parental home	Study Level	8
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	Off-campus rental, shared	Year of study	3

Academic Background
David has completed his second year of a full-time PhD and will enter his third and final year in 2020/21. He is carrying out research into cancer and his study entails working in the Huxley Building Labs at Keele, as well as spending some time at Royal Stoke Hospital, liaising with clinical collaborators and collecting patient samples. He had an important breakthrough just before lockdown and is desperate to resume his research in full without further delay. He also has been offered a period of research time at the Francis Crick Institute in London in 2020/21 and he is very worried that, because of Covid-19, he will have to miss out on this fantastic opportunity.

Personal Characteristics
David is self-funded and teaches part-time at Keele: money is tight but, provided he is offered 6-10 hours teaching a week, he can manage. His teaching is predominantly demonstrating in lab classes. David is diligent and committed. He has had to make a lot of sacrifices in order to progress his studies so works hard to ensure that he gets the most out of his academic experience although he finds less time to engage with social activities.   He is methodical and organised, juggling the demanding research and preparing carefully for his teaching roles every week. He must manage his time carefully to ensure he can fulfil all his obligations.   He rents off-campus accommodation with 3 other PGR students. They can be rowdy at night and he finds this quite disruptive.

Hopes for September
David wants to get back in the lab straight away, without any restrictions on his ability to run his experiments and liaise with collaborators – he's entering his final year and is anxious to ensure that he gets all his experimental work done in time.

He will struggle if changes to teaching delivery mean his teaching hours are reduced and, if so, he may have to consider getting a second part-time job – he's worried about this but doesn't yet know if this is likely or not; he's keeping in touch with his supervisor but she can't yet shed any light on this. He's hoping that he will still be able to work with colleagues at Royal Stoke, otherwise some of his experiments may have to be dropped and he'll potentially lose a chapter from his thesis.

Welcome/Induction needs

While David knows his way around the University and feels he can just get straight back into his university life, he is hoping for very clear guidance on how his research and teaching needs to be conducted under social distancing. He also wants to know if he'll still have space in his shared office, as normally PGR students are seated quite close together.

He's keen to be able to attend conferences in the coming year, to present his work and to benefit from the potential for networking, as it is vital for his academic status. He needs the support of his supervisor and funding from the school to achieve this.

Typical Day

On an average day, David will be on campus, spending most of his time in the lab or in his shared office, with several other PGR students, working on his laptop. Sometimes he'll go to the library.

Given the nature of his work, he often has to work in the lab out of hours, in the evening and at weekends. He is competent to work alone but regularly checks in with his supervisor to discuss his work.

He attends occasional day-time social activities in the school and occasionally pops into the KPA with a few colleagues after work but he usually either works late or heads back home in Newcastle.

Social Activities

Despite being naturally sociable, he finds his studies a little isolating, as he has little time spare, and he struggles to find common interests with his living companions. He'd like to find more time to join societies but work has to come first – he wants to make sure that he gets all the data he needs to complete his doctorate on time so he can find a full-time job, hopefully in his research area.

Prior to lockdown would occasionally go to nights out in the SU and KPA with other PhD students at Keele.

Is thinking about joining the Jewish Society, if he can find the time.

Any other thoughts/comments/points to consider

Attitude to Covid-19 social distancing measures: David is compliant with guidance and is not unduly anxious; however, he is concerned about the extra risk he perceives from him working in a lab that several research groups share, with shared equipment. He is not yet clear on what measures will be needed, when his research resumes, to reduce this risk. He also worries that demonstrating in lab classes will increase his risk as he will be mixing with numerous different groups of students and staff. David is someone who likes regular feedback on their academic work to feel assured.

Issues log

1. Issues for lab-based postgraduate students – reliance on in-person attendance, use of shared office, need for collaboration, access out of hours – wants clarity on offer and expectations to allay concerns
2. Need for PG-focussed welfare advice and support, PG community building – help to address concerns that PG students will lose out on opportunities and/or be unable to finish study on time
3. Financial pressures – particular concern for self-funded postgraduate students if they are unable to complete on time, poss need for expanded hardship funds
4. Part-time work – PGR students (across all faculties) acting as part-time demonstrators/teaching assistants rely on this source of income, will this work offer still be available? If not, could exacerbate financial pressures
5. Extended/out-of-hours access to student office, library and study space – (how far) will this be possible?

6. Safety considerations for PG demonstrators – need for clear guidance on PPE and social distancing measures, need to provide advice and allay concerns
7. Advice from Student Services and/or ASK on rental agreement if his relationship with housemates breaks down completely

Sajid Rasheed persona
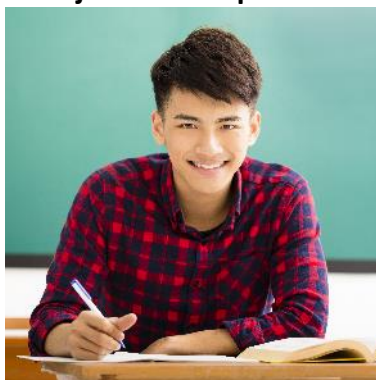
What is/are my……

Demographics			
Age	22	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	BA History
Ethnicity	Asian	Home/EU/International	Home
Disability	None	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	MA Politics and International Relations
Family circumstances	At family home out of semester	Study Level	PGT
Financial circumstances	Works F/T for family business	Study Mode	P/T
Term-time residential status	Off-campus	Year of study	1

Academic Background
Sajid has just graduated with a BA (Hons) History degree, from Keele and is looking forward to starting a Master's degree in Politics and IR, also at Keele. He is studying part-time so he can also work F/T to support his studies and to help with the family business.

Personal Characteristics
Focused and hard working – uses the library a lot
Muslim heritage but not a strict practitioner as his parents so sometimes reluctant to go home in vacations, as he feels his lifestyle choices are too restricted at home. His family pressure him to live at home, but he's resisting to maintain as much independence as possible. He works a lot of hours (full-time most weeks) so he needs to be sure to set aside enough time to keep up with his studies.

Hopes for September
Having just graduated this summer, Sajid is very excited about starting his MA Politics and IR. He is, though, worried about his ability to transition successfully into a new subject and at a whole new level. He's heard from friends that studying at masters level is far more independent and he doesn't want to get left behind – he's looking for a lot of support from his tutors.
He's also a little anxious about making new friends – all his circle of friends have now graduated and are moving on from Keele so he's vulnerable to isolation.

Welcome/Induction needs
Sajid is very familiar with Keele but his former social life revolved around a close-knit group of friends, who have all now moved on from Keele. If he can fit it all in around work and studies, he is thinking of finding some societies and/or sports clubs to join, to make new friends. His other main need for Sept is clear guidance on what is expected of him as masters level.

Typical Day
Travels in by public transport from off-campus accommodation (he's signed up to share a house with several second-year undergrads).

Social Activities
With P/T studies and full-time work, there isn't much time for leisure but would like to find more time for sport and hanging out with friends

Any other thoughts/comments/points to consider
Attitude to Covid-19 social distancing measures: No particular concerns – he's sensible about social distancing and keeps up to date on the latest guidance.

Issues log
1. Need for PG-focussed welfare advice and support, PG community building
2. SU club and societies, and residence life offer – a broad, clear offer is key for students in fostering a sense of belonging, opportunities to 'find out' for students' who want to test and explore options
3. A need for a wide range of events during welcome that cater for all types of student beyond the core 'fresher' offer, including activities/support aimed at students who are feeling anxious and/or isolated
4. Importance of academic school induction – needs to know upfront what to expect and what support is available
5. Part-time working opportunities – need for clarity of offer on campus, consider/highlight opportunities off campus (and need to manage students' expectations)
6. Use of library and study space for quiet study – could be a lot of pressure on these spaces, are there more spaces that could be opened up, guidance on booking and use?
7. A BAME student – potential additional concerns in terms of risk assessment and safety on campus
8. Support for Muslim students – needs someone to consult for advice about potential family tensions

Louise Roberts persona

What is/are my……

Demographics			
Age	42	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	BA (Hons) Business & Marketing
Ethnicity	Mixed race	Home/EU/International	Home
Disability	undeclared, invisible	Faculty	HUMSS
Personal circumstances	Heterosexual, married; 1 child (10y)	Programme	Business MBA apprenticeship
Family circumstances	Lives at family home	Study Level	PGT
Financial circumstances	Supported by partner & P/T work	Study Mode	F/T
Term-time residential status	Commutes from home (40-mile round trip)	Year of study	1

Academic Background
Mature PGT student Has come from a F/T managerial role and continues P/T but is worried about losing job as company starts to struggle financially following lockdown. Loss of company sponsorship for her apprenticeship may mean she has to discontinue her studies. Studied at UG level many years ago. She is now having to immerse herself back into university life having had a break away from studying. Her managerial role helped to build the funds to begin to think about PG study. Good with tech and has equipment at home to study

Personal Characteristics
Mature student, married, husband will help to support her through university, and her part-time job links to her MBA. Possible frustration if she doesn't feel we've adapted as expected and not efficient? Husband works full time and they've re-mortgaged to allow her to work P/T as well as study – she has committed financially to her studies – she will expect to get her money's worth! She and her husband hope to start their own business one she has finished her studies and Louise is keen to build as many connections as possible while at Keele. Motivated and driven. Well-organised but, with some many demands on her time, finds it very hard to have as much time as she would like to study. Whenever possible, uses the Library to study. Will need to manage her time and flexible teaching resources will benefit her Likely to get frustrated if things aren't working well

She will expect efficiency and professionalism – may cause her anxiety if studies are not well managed. Her worries about the viability of her job and company's support for her studies add to her deteriorating mental health.

Her undeclared, invisible disability is asthma, which she manages well but she is concerned that this makes her more vulnerable to coronavirus. She is exempt from wearing a mask due to her condition, although she wears one when she feels able to. She worries that she will be judged if she doesn't wear a mask although she knows she can wear a lanyard indicating she is exempt.

Hopes for September
To achieve well Complete studies within budget

Welcome/Induction needs
Ideally link with other mature postgrads - here she aims to find a space which avoids younger "nightlife"/social side of the University. She seeks to meet others that are as academically motivated and driven. Induction to library key CMH assessment/support depending on level of anxiety

Typical Day
Home/childcare alongside studies When not working P/T, focuses on academic studies between 9-5, then will switch off for family life Would normally want to visit to library to read, and study as much as possible, finding it much easier to study here than at home but doesn't feel able to do this during Covid restrictions because of heightened fear of infection.

Social Activities
Based around family life – what connection with university societies etc? Will be interested in the Entrepreneurship Society; KPA?

Any other thoughts/comments/points to consider
Additional support for anxiety - will struggle with the uncertainty of dramatic changes. Support through DDS and the DSA for her anxiety Could become isolated from University life by withdrawing into remote working. What is the best centralised system Louise will receive her communication from? What communication might fall outside that? Have assumed that she is not relocating her family to be able to attend Keele. If so, there are options for renting in the local area. She currently lives a 35-minute drive away from campus. The family have a car but it is mainly used by her husband to get to and from work so she will be dependent on public transport when she can't get a lift from her husband. **Attitude to Covid-19 social distancing measures:** very risk-averse; will not spend any more time on campus than absolutely necessary and worries about her vulnerability to infection due to her asthma; this, and concerns about job, makes anxiety much worse by mid-semester. Discussions with personal tutor reveal the potential need for support with anxiety; she is referred to Student Services for support but still feels like she's struggling to get sufficient support.

Issue log
1.   Use of library for off-campus students – clarity of offer, ability to book study space

2. Support for students experiencing financial pressures – possible need for an expanded hardship offer
3. Requirement for disability/accessibility support – clarity of offer and support available, early and pre-induction support will help
4. Support for students who experience discrimination if not wearing face masks due to invisible disability
5. Desire to link in with like-minded students and support for this – mature, commuting and postgraduate student communities
6. Desire for clarity on communications – student looking for a centralised/joined up approach
7. Career and employability support offer – all students are asked to report on their 'career readiness' as part of enrolment and then placed into one of 4 groups (Decide, Plan, Compete, Sorted) – what group would this student fall in and what support would she receive?
8. What support can be offered if she loses her MBA sponsorship, if the company folds?

Medha Singh persona

What is/are my……

Age	21	English as first language	Y
Gender: identifies as:	Male	Entry level qualifications	A-Levels
Ethnicity	Asian	Home/EU/International	Home
Disability	Physical (wheelchair user)	Faculty	HUMSS
Personal circumstances	Heterosexual, single; no dependants	Programme	Business
Family circumstances	At family home out of semester	Study Level	UG
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	On-campus	Year of study	3

Academic Background
Medha is looking forward to starting his final year of his Business degree in September and intends to study hard to build on his high marks achieved so far. He has lived in an accessible room on campus since starting his degree - if progressing, he will probably already have been allocated his accommodation for September. This is likely to be the same room he has already been staying in. We just need to review how many other students will be living in the flat/sharing the kitchen – depending on which block he is in. Bedroom cleaning is no longer being provided, so we will need to check with Medha to see if wants this service provided. If so, staff will clean the room when he isn't present and will wear PPE to minimise risk of cross-contamination. The same will apply to kitchen and bathroom cleaning.

Personal Characteristics
Wheelchair user Early adopter of new tech Focused and determined; well-organised Sikh heritage and active in faith

Hopes for September
To complete his degree and go onto further PG study

Welcome/Induction needs
Medha is an extrovert and plans to continue to be involved in several societies and may some join new societies and clubs, including the Sikh Society

Typical Day
Works part time
Medha does need to plan his day to day activities, especially if he is going somewhere new

Social Activities
Gaming and Film Societies
Enjoys watching the latest TV and movies via Netflix and Amazon
Member of sports and social clubs
Would like to see more non-alcoholic social activities offered on campus

| Any other thoughts/comments/points to consider |
| --- |
| Accessible one-way systems - accommodation is unlikely to be one way due to single entrances/staircases/lifts in most blocks.
 Works P/T - parking permit available if he would like one (he would need to apply for this, but he would be eligible for one)
 Notice to timetable changes so that he has enough time to move from one location to another
 Uses websites/social media to research accessibility to buildings/public transport. Moving between locations will become harder for Medha in winter e.g. if he has to navigate the hill between KBS and the centre of campus.
 Attitude to Covid-19 social distancing measures:
 Medha is following national developments very closely and, although not unduly concerned about safety, he does have some questions about how potential changes to on-campus delivery of taught sessions, due to Covid-19, may impact his accessibility. Despite enjoying campus life, he may wish to switch to 100% on-line study because of the extra difficulties in getting about. |

Issues log
1. Cleaning arrangements for students staying in on-campus accommodation – need for clarity on offer and arrangements for students who require additional help/support   2. Particular considerations for continuing disabled students in University accommodation – where requirements or routes are changing, these need to be highlighted   3. Particular considerations around mobility, accessibility, campus arrangements for continuing disabled students – again, changes need to be highlighted, may impact on wheelchair users and their travel time getting from one teaching event to another   4. Need for timetabling clarity – early publication, early notification of changes – for students working part-time, disabled and students who may be particularly impacted by late changes   5. Car parking offer crucial for students needing permits, need to communicate and reassure   6. Need for a 'vibrant' offer for sociable/extrovert students, including non-alcoholic events – in-person activities need to be part of the University offer as far as possible, in addition to virtual events

Chloe Smith persona
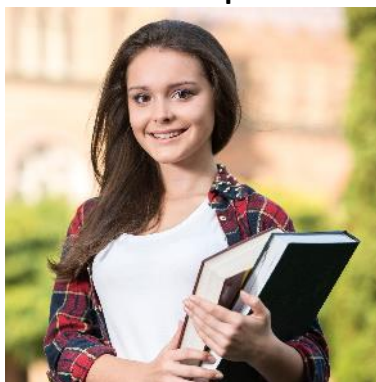
What is/are my……

Demographics			
Age	18	English as first language	Y
Gender: identifies as:	Female	Entry level qualifications	BTEC
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	FMHS
Personal circumstances	Heterosexual single; no dependants	Programme	Social Work
Family circumstances	Care leaver	Study Level	UG
Financial circumstances	Dependent on P/T work	Study Mode	F/T
Term-time residential status	On-campus (51-week rental)	Year of study	1

Academic Background
Chloe has chosen to study social work, which is a very personal decision based on her own experience of being a looked after child. Chloe attended lots of different schools when younger and so feels her grades are not as good as they could have been.

Personal Characteristics
Outgoing and extroverted yet will have a wall up and find it difficult to open up to others. She is defensive of her background and won't want to discuss this with others. Strong willed and determined. **Fiercely** independent and protective of her possessions.

Hopes for September
A new beginning. Somewhere that will be home for the next 3 years. To meet new people and to gain a degree that will enable her to help others in the community.

Welcome/Induction needs
Chloe will need to have a detailed induction with her academic school as she feels she is sometimes slower to pick things up due to moving from school to school when younger. She worries she will be left behind. It will be important she has a good relationship with her personal tutor. She will also need to have an early induction with Student Services to discuss any other support needs she may have and to discuss the bursary etc.

Typical Day
Living in campus accommodation. Her options were to apply for a 51-week let (choice of ensuite or non-ensuite room) or she may prefer the standard 37-week let to mix with other UG students and then relocate into different summer vacation accommodation, if she would like to stay on campus. This means she doesn't have to make a decision about next summer so early.

Attending lectures online – she has no laptop at present so will be trying to book a library slot to use the computers there. Alternatively, she could ask about a laptop loan, accessing the hardship fund if necessary.

Social Activities
Chloe wants to join clubs and societies but doesn't know which yet – she wants to go to the sports/society fair to see the options available. Chloe wants to join in with accommodation activities as she really wants to feel part of a community – she's worried about loneliness, as lockdown has been very isolating for her.

Any other thoughts/comments/points to consider
On campus priority for her whole degree, need to ensure minimum disruption to this – need to make it clear that this is subject to her applying for accommodation each year (i.e. is only eligible to apply if no debts or accommodation disciplinaries) Eligible for care leaver bursary. May need additional financial support as no parental support. Consideration of support through hardship for laptop/equipment. Care leaver and likely to stay on campus throughout vacation periods Staying in holidays may mean that support is required. May need to be awareness of RA support and possible consideration of activities during those periods. **Attitude to Covid-19 social distancing measures**: Not unduly worried and intends to comply with guidance provided. Is a little worried about whether her on-campus household will be equally compliant.

Issues log
1. Accommodation during vacation periods – need to highlight support and activities for care-leavers and other students who may require extended accommodation options. Need to ensure that such students are allocated rooms which could be their 'home' for their full period of study 2. Particular considerations for care leavers and estranged students – the campus will be their primary home; how do we make it feel like home for them in current circumstances? 3. Welcome and induction – need to focus on creating an early sense of belonging. Highlight and nurture the positive aspects of the 'Keele Bubble' – safe environment, supportive community 4. Academic induction – a need for a strong online/on campus academic induction that aligns with wider welcome/induction programme, including personal tutor support 5. Pre-induction advice and support – a key aspect of our offer for vulnerable student groups 6. Bursary and hardship support – need to highlight (and potentially expand) our offer, recognise changing student needs during pandemic 7. IT requirements – clarity of offer/requirements for students wanting to loan or buy a laptop, hardship funds will be needed for some students 8. SU club and societies, and residence life offer – a broad, clear offer is key for students in fostering a sense of belonging, opportunities to 'find out' for students' who want to test and explore options 9. Part-time working opportunities – need for clarity of offer on campus, consider/highlight opportunities off campus (and need to manage students' expectations)

Sky Williams persona

What is/are my……

Demographics			
Age	19	English as first language	Y
Gender: identifies as:	Female (transgender)	Entry level qualifications	Level 4 completed elsewhere
Ethnicity	White	Home/EU/International	Home
Disability	None	Faculty	Nat Sci /HUMSS
Personal circumstances	Heterosexual; single; no dependants	Programme	Psychology/English
Family circumstances	Lives with family in vacations (may become estranged)	Study Level	UG
Financial circumstances	Supported by P/T work	Study Mode	F/T
Term-time residential status	On-campus	Year of study	2

Academic Background
Previous study at another Uni – wary of HE due to negative effect of previous institution and perceived lack of support.   Studying CH Psychology and English Lit, entering at Level 5 with credit transfer (APL)

Personal Characteristics
Sociable, sporty, extrovert yet vulnerable and possible defensive.

Hopes for September
To make a fresh start with her preferred name. To get involved in the Keele experience and join clubs and societies. To make a difference.   To become self-sufficient and rely less on her parents.

Welcome/Induction needs
Sky will need a thorough induction to both her academic school and to where she can receive support due to any previous issues she may be holding onto from her previous institution.   Will need to be involved in the online society/sports fair as will want to join clubs and societies   Will need to know support structure in accommodation e.g RAs – similarly, also anxious about who they will be living with – may need support with that or support meeting people, potentially also from RAs – but how do they do this under the potential restrictions?

Typical Day
Sky will be living on campus with a family group of 8 – this will depend on where she is allocated. As she is taking a science there will be opportunities to attend lab sessions as well as smaller tutorial-based activities. Lectures will be online. Sky will need to book a library space to work, which she may find frustrating if she cannot get any as she prefers to work in the company of others – if she is allocated to a flat/house, the kitchen/diner could provide the space for the students to study together. If she cannot get a space at the library she will work in her room. The evenings will be spent with friends but societies may be virtual which will mean staying in her room.

Social Activities
Sky will want to attend the sports fair as she wishes to get involved in sports that she hasn't tried before but isn't sure which ones yet so will need to speak to people and seek advice. She'd also like to get involved in competitive sports if possible but is aware of potential controversy about transgender women competing in sports. Sky will also wish to meet other members of the LGBTQ+ society both in social activities and on a more personal level.

Any other thoughts/comments/points to consider
Sports facilities for transgender students (lack of changing facilities) Additional support for vulnerable students – support in changing name and official documents. Possible estrangement in the future - if this were to happen, Sky would be able to live on campus year-round. Accommodation arrangements for transgender students - an ensuite room would be most suitable for a transgender student, but this could be difficult financially for Sky (does the Uni offer financial assistance for these students?). Non-ensuite rooms are allocated by gender which could also be difficult for Sky. Possible concerns over the thoughts or actions of other students if they found out (depending on how open Sky is about the situation)? Left another uni due to lack of support and bullying – potential online socialising consideration - need as much info on this student before we allocate accommodation to avoid putting Sky in a potentially difficult situation. Options to change rooms post-arrival may be restricted due to COVID prevention measures. Name change – no deed poll yet Parents not supportive of life choices – not supporting her financially **Attitude to Covid-19 social distancing measures:** it's just one more thing to worry about on top of dealing with all the recent changes in her life.

Issue log
1. Need to create a positive view of HE for students entering with a negative outlook – highlight reasons to come/stay during pre-arrival and induction process 2. Particular considerations for transgender students – importance of LGBTQ+ and wider Liberation Group support through SU, need to address anxiety around accommodation and sports facilities on campus, additional support needs 3. Clubs and societies – need to ensure a strong offer as a crucial part of student experience, fostering support networks and sense of belonging 4. Particular considerations for estranged students – importance of financial advice and support 5. Importance of academic school induction – needs to know upfront what to expect and what support is available

6. Particular considerations for CH students – need for a joined-up induction and academic experience straddling two schools, students will be 'comparing and contrasting' provision and timetable clashes may be an issue
7. Students directly entering into Level 5 (or returning from LOA or placement year) will not have had the communications about Covid-19 since March, so will need additional support/induction to settle in well
8. Are there BUCS rules/regulations covering on transgender persons in competitive sport?
9. Possible discrimination from fellow competitors?

Xia Yu persona

What is/are my……

Demographics			
Age	18	English as first language	N
Gender: identifies as:	Female	Entry level qualifications	A-levels
Ethnicity	Asian	Home/EU/International	International
Disability	None	Faculty	HUMSS
Personal circumstances	Lesbian; single; no dependants	Programme	Music
Family circumstances	Family live in Hong Kong	Study Level	UG
Financial circumstances	Supported by family	Study Mode	F/T
Term-time residential status	On-campus	Year of study	1

Academic Background
Chinese student from Hong Kong. About to start Year 1 in music. Confident with English as second language.

Personal Characteristics
Outgoing, fun and friendly. Helpful and mindful of other students. Likely to want to make lots of friends/have different friendship groups – what will this be like in 20/21? During her first year at Keele, Xia comes out to her friends as lesbian. While she feels relief at being able to express who she is at university, she worries a lot about her parents' likely hostile reaction if they find out. Her anxiety levels build and she seeks support from Counselling. Perfectionist and diligent – will put a lot of effort into studies. This is good, but what will her online experience be like? Could she get frustrated if feels engagement with academics isn't enough. Could she feel like she's not doing enough? Good with tech, but need to consider accessibility of language. Clear English needs to be used. Will ask for help if needed though. Likely to be a well engaged student who manages her time well.

Hopes for September

To attend all her lectures as well as any additional extras involved.
To throw herself into university life and get involved in SU activities as well as extra-curricular work activities
Hope to make a lot of friends in Halls – some students require support from RAs to instigate this

Welcome/Induction needs
Quarantine arrangements – particular consideration for international students

Typical Day
Suggests she will like to study in her room – may need to manage expectations of noise, but also how to report noise.

Social Activities
Wants to get involved in many societies and has researched online – consideration that they may not all be running. Will be active in the SU and wants to run for an International position Will want to join band/concert and drama/theatre societies and LGBTQ+ society **Attitude to Covid-19 social distancing measures:** confident with ability to manage social distancing but worried about possible racism/discrimination because of being Chinese.

Any other thoughts/comments/points to consider
First time abroad and not able to go home much – consideration of homesickness Accommodation contract to consider as will be at Keele most of the year – place with others? - considerations – quarantine (as mentioned with other international arrivals), option for 51 week let or relocate during summer vacation if staying on campus. Chinese/Hong Kong Chinese students often congregate in each other's kitchens to cook/eat. This may not be possible under COVID restrictions guidelines. Would students prefer to be grouped together, even if it means they don't live with home students? How will Resident Advisers (RAs) be able to operate during Level 3? Can they complete block rounds to support students with making friends and helping with low level queries? Similarly, will they be able to host flat meetings to complete flatmate agreements at the beginning of the year?

Issue log
1. Providing a student experience that works for confident, socially outgoing students – lockdown/online experience may be particularly frustrating for these students 2. Support needed for her newly revealed sexuality – support available from Counselling and LGBTQ+ society/community 3. Students with English as their second language – need to be particularly mindful of the need for 'plain English' in digital communications 4. Behaviour and noise control in halls of residence – will need particular attention in 2020/21 given that students will be spending a lot more time studying and attending teaching events from their bedrooms. 5. Particular risks of isolation for international students - international students (and potentially all students) will be less able to travel to and from home, on-campus students will need activities and support all year round, and support getting to know others within a household 6. Potential concerns about Covid-related discrimination and hate crime – need for a campaign focus and clear, well-communicated mechanisms for reporting and dealing with concerns