

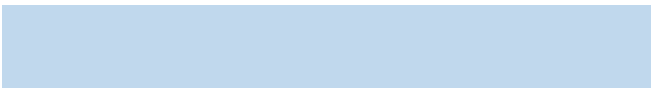


Background

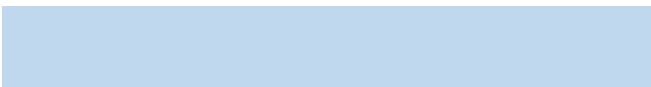


Motivators

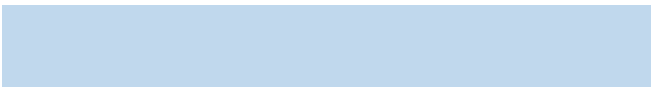
Ambitions



Demotivators



Digital Literacy



Expectations




Give your persona a realistic name, this will make them feel more real than using something like "Joe Bloggs"

Persona Name

Use a royalty free website to find a photograph that can bring your persona to life. We recommend [Unsplash](#).

Representative image



Background

Double tap to add text

Motivators shouldn't be the opposite of demotivators and vice versa. Think carefully about what encourages them to participate and what really turns them off.

Are your students often from a specific background? Did they usually study the same subjects at A levels or do similar UG degree courses? Is there often a trend in their family e.g. both parents are teachers? Or do they often have similar motivations for studying a subject?

If they are returning students, was there something that has surprised them or they found difficult about the course so far?

You may want to expand on the reasons for their expectations or ambitions here. Or, why their digital literacy is better in some areas than others.

Age

Year of Study

Motivators

Ambitions

Course of Study

Double tap to add text

Double tap to add text

Study mode (e.g. full time)

Demotivators

Route to HE (e.g. Access course)

Double tap to add text

Digital Literacy

Home/International Student

Expectations

Double tap to add text

Job/Volunteer/Carer/Sports

Double tap to add text

These often change as a student moves through a course, so try to make them relevant to the ambitions held by students in that particular year of study.

What are the common commitments your students are likely to have outside of your course? For example, it may be that Sports Science students are also likely to be involved in Sports Societies.

It may be possible in some cases to incorporate these responsibilities into their studies.

What are their expectations of studying at NTU and what role does your module play in this?

Be realistic here, using technology for consumption is different to using it for production. But there can be some useful overlaps.

Hannah Corbett



Background

Hannah attended a selective Grammar School achieving 4 A grades at A level in History, English, Sociology and French.

She is a high achiever and is prepared to work hard, in fact she wants to know about opportunities to further her studies and experience whilst at NTU. She doesn't need to work to support herself whilst at university and is hoping to undertake some voluntary activities to bolster her CV.

Despite having offers from a number of Russell League universities, Hannah chose NTU based on the quality of the facilities, and the compact size of the campus and city itself. It made her feel more confident about leaving the small village she has lived in all her life. She was further reassured of her choice by the number of awards NTU has won in recent years.

Hannah was later to Social Media than most of her peer group and is a light user. She has a mobile phone, tablet and laptop, but has never been a "gamer". She uses her phone mainly for communication, her tablet to watch streaming services and her laptop for academic work. Her school had a virtual learning environment but it was used rarely and inconsistently, as it wasn't integral to her studies Hannah did not engage with it.

18 years old

First Year

Motivators

Being recognised for her hard work

Feeling safe

Ambitions

Hannah wants to match the success she achieved in her A level studies.

At this time she believes she will go on to postgraduate study to enable her to pursue a high-flying legal role.

LLB (Hons) Law

Full Time

Demotivators

Poor organisation

Not understanding the relevance of an activity or tool

Digital Literacy

Hannah has limited experience with software applications beyond Microsoft Word.

Her limited use of technology has resulted in a deficit in reading common visual languages to navigate user interfaces. She doesn't appreciate commonalities in icons.

A levels

Home Student

Expectations

A blended approach with high quality online materials and face to face teaching.

Has no commitments outside HE

Graham Smithurst



Background

Graham has worked as a carer in the same day centre for adults with mental and physical impairments for the last 10 years. He has recently started a family and wants to ensure he is in a position to provide for them and has started to think about his career prospects. He worries that he doesn't have any formal qualifications to bolster his professional experience or help him move up the ladder. Graham enjoys working in Social Care and would like to remain in this field of work.

Graham grew up in a Midlands mining town, his dad and grandad were both miners. He has the requisite GCSEs and he scraped an A level (an E in Art), but he spent much of his time after leaving school working in bars and labouring on building sites not sure what he wanted to do with his life. He originally applied for the role in the day centre along with a number of other roles advertised at the job centre, not expecting to find the job so rewarding.

There is little use of technology involved in Graham's current role at work and was limited when he was at school to specific IT classes.

When Graham found out about Degree Apprenticeships he was excited, but he is worried about joining Higher Education as he has been out of formal education for so long and he wasn't as successful as he would have liked in the past.

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First Year

Motivators

Being able to see progress

Ambitions

Graham wants to get a formal qualification in his field of work so he can carve out a career path.

Be an inspiration to his family.

Social Worker Degree Apprenticeship

Part-time

Demotivators

Feeling stupid or out of his depth

Digital Literacy

Graham is a gamer and he loves technology. He is used to using a variety of hardware and expects different user interfaces.

Professional experience

Home Student

Expectations

A vocational programme of study that enhances his practice in the workplace and creates a body of examples to use as evidence when applying for future roles.

He doesn't always select the best tool or software application for a job as he has little experience of technology for academic purposes or in a professional capacity.

Works full time, has a young child

Devon Thomas



Background

Devon grew up in the St Anns area of Nottingham, living with his mother and three younger siblings (two sisters and a brother). He did okay in his GCSEs, gaining the necessities (including a C in English and Maths). But sometimes struggled to engage at school and was easily distracted by his friends.

Devon's Uncle, and sometimes DJ, got him into music at a young age and introduced him to the Community Recording Studio (CRS) in Sneinton. Devon spent as much time as he could at CRS outside of school, recording and producing music, which although providing an education and skills, distracted from the more traditional academic studies at school.

After GCSEs, keen to pursue a career in music, Devon undertook an Extended BTEC in Audio and Music Technology at Confetti. He really enjoyed that the course was practical and allowed him to play to his strengths, feeling confident and buoyed by his experience he successfully applied for a place on the BSc(Hons) Audio and Music Technology.

Devon found aspects of the first year of his degree challenging, specifically the written aspects. These have felt like a real jump in terms of level from the BTEC and he sometimes feels inferior to his peers who accessed the course via A Levels. However, in the studio, he has given the teachers a run for their money and supported his peers when they have struggled. The latter has encouraged Devon to continue to the second year, despite doubts. He is particularly concerned that as a result of COVID 19 the practical elements of the programme will be replaced with more written activity. He may drop out if this is the case.

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Second Year

BSc (Hons) Audio and Music Technology

Full time

BTEC

Home Student

Does occasional paid DJ slots

Motivators

Being given a space to be creative and experiment

Demotivators

Lots of text to read

A feeling of being restricted

Expectations

A practical experience that matches the one he experienced at BTEC. Support in getting professional experience and applying for roles in the industry.

Ambitions

To produce the music of high-profile artists

To give back to community projects like CRS

Digital Literacy

Devon has developed high-level skills using production software and is confident with this elements of his studies.

He has struggled to follow online instruction and the presentation of his typed written work is poor.

Chunhua Zhao



Background

Chunhua has an undergraduate degree from a Chinese university, gaining a 2:1 equivalent, and has worked hard to gain the required level of English to study at NTU. In reality, despite achieving a 6.5 on the IELTS test, Chunhua's ability to write in the academic manner expected on a UK Master's programme is not quite there yet.

She wants to study in the UK to get a better understanding of other cultures and develop a global mindset.

Chunhua is expecting to develop some soft skills as part of her study in the UK, such as teamworking and decision making, although she is somewhat anxious about this.

Her parents did not request that she undertake a course overseas, but they do expect her to demonstrate progress over the year.

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First Year

Motivators

New "UK/British" cultural experiences

Ambitions

To enhance her career prospects and to meet her family's expectations.

MSc Management and Finance

Full time

Demotivators

When information is not easily accessible

Not feeling safe to test new skills and ways of learning

Digital Literacy

Chunhua is accustomed to accessing most information through her mobile phone.

Undergraduate qualification

International Student

Expectations

An initiation into British culture and teaching.

A course that involves activities that will enhance her soft skills.

She is well accustomed to using most desktop applications, but not UK presentation customs.

Has no commitments outside HE