



By Cibyl & Wonkhe

To what extent do you feel confident about	Confidence		
	Very confident + Confident	NCNNC	Unconfident + Very unconfident
Navigating the campus	82% ↑	12% ↓	6% ↓
How to avoid academic misconduct	84% ↑	12% ↓	4% ↓
Using the library and learning resources	81% ↑	13% ↓	6% ↓
Accessing and using the IT equipment and software I need to succeed	76% ↑	16%	8% ↓
The foundational skills and knowledge needed to do well on the course	74% ↑	15% ↓	10%
Working with other students in groups	74% ↑	15% ↓	11%
Making the most of lectures	76% ↑	15% ↓	9% ↓



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Confidence

To what extent do you feel confident about		Confidence		
		Very confident + Confident	NCNNC	Unconfident + Very unconfident
	What I have to do to get a good grade on my course	67%	23% ↑	11%
	Approaching and discussing my progress with academic staff	65% ↓	21%	14%
	Spending my time during independent study productively	70%	15% ↓	14%
	Knowing what to do when others' behaviour is unacceptable	64% ↓	23% ↑	13%
	Knowing what to do when an aspect of the delivery of my course is unacceptable	53% ↓	26% ↑	21% ↑
	Understanding how my final mark is calculated	58% ↓	24% ↑	18% ↑
	What is needed to get a graduate job	46% ↓	27% ↑	27% ↑



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Home domiciled school

	Private	State
What I have to do to get a good grade on my course		
Very confident	25%	16% ↓
Confident	42%	48%
NCNU	28%	24%
Unconfident	5%	9%
Very unconfident	1%	3%



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Gender identity

	Private	State
What I have to do to get a good grade on my course	Very confident	30% ↑ 16% ↓
	Confident	45% 47%
	NCNU	18% ↓ 25%
	Unconfident	5% ↓ 10% ↑
	Very unconfident	2% 3%



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I feel part of a community of staff and students

		Strongly agree	Agree	Disagree	Strongly disagree
What I have to do to get a good grade on my course	Very confident	43% ↑	16% ↓	9% ↓	8% ↓
	Confident	45%	56% ↑	31% ↓	22% ↓
	NCNU	9% ↓	21%	37% ↑	37% ↑
	Unconfident	3% ↓	6% ↓	19% ↑	16% ↑
	Very unconfident	0% ↓	1% ↓	4%	18% ↑



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Becoming

- All the information in one place
- Support for state school students who lack the foundational knowledge lecturers presume you'll have
- I feel I am a person that needs a lot of reassurance, and this is hard when there is so many people within each school, so no one gets known on a personal level.
- Before the semester begins, more time to introduce how to adapt to university.
- Making people feel like they belong.
- Make small student groups where we can support each other, among peers



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HOW TO BECOME A PERFECT STUDENT

MICHELLE MORGAN, UNIVERSITY OF EAST LONDON

TIFFANY CHIU, IMPERIAL COLLEGE LONDON

BILLY WONG, UNIVERSITY OF READING

CHAIR: LIVIA SCOTT, WONKHE

The perfect student?

Student analytics

A core specification for engagement and wellbeing analytics

Professor Edward Peck, CBE, government higher education student support champion

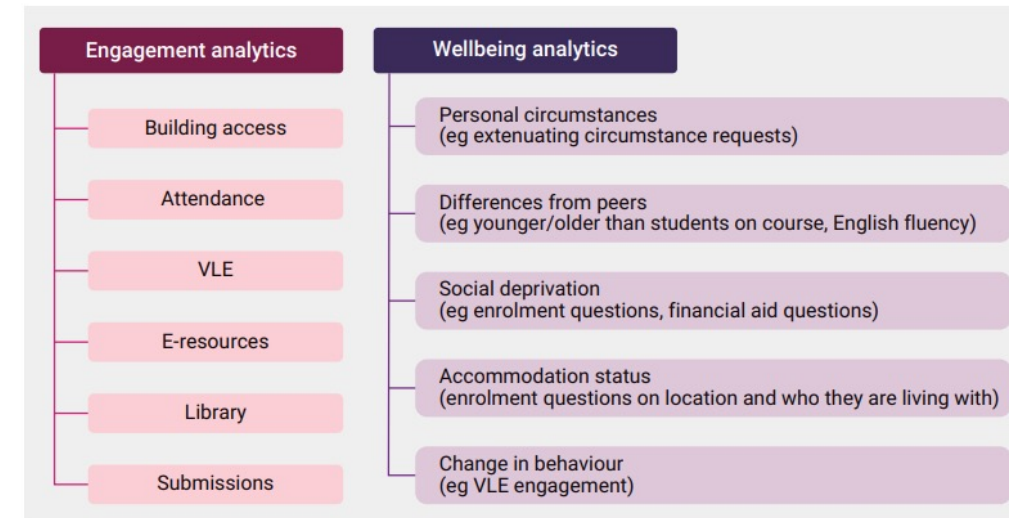


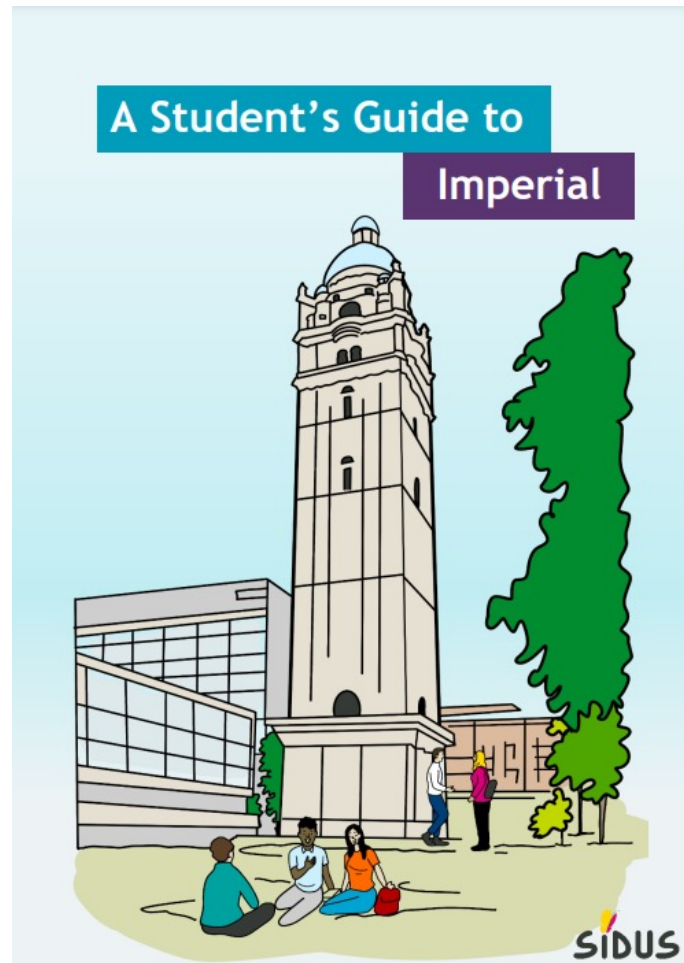
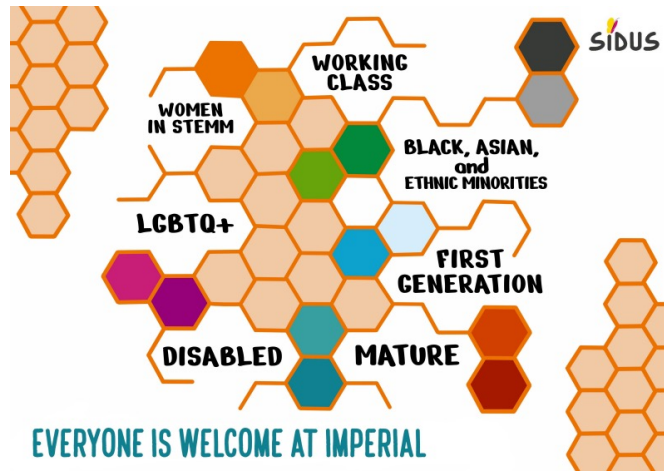
[Student analytics - A core specification for engagement and wellbeing analytics - Jisc](#)

The core data are:

- > access to university buildings
- > attendance at scheduled teaching sessions
- > virtual learning environment (VLE) usage, such as logins and learning resource access
- > use of e-resources, captured via single sign-on systems such as Shibboleth;
- > library usage, such as taking out book loans
- > assessment submissions

Figure 1: Exemplar core data specification for engagement and wellbeing analytics.

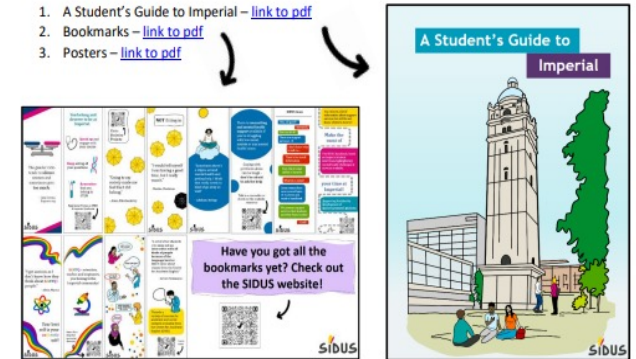




Staff Guide to Distributing SIDUS Materials

The [SIDUS research project](#) interviewed 110 undergraduate students from underrepresented backgrounds at Imperial and the University of Reading between June and November 2020. From this research data, these three illustrated resources below were co-produced with three Imperial students through a [Student Shapers](#) project:

1. A Student's Guide to Imperial – [link to pdf](#)
2. Bookmarks – [link to pdf](#)
3. Posters – [link to pdf](#)



These materials include quotes from the student interviewees raising concerns or issues, and then identify relevant student support services at the College to deal with these issues along with QR code links to their websites. Topics covered include important topics raised by students such as: the transition from school to university and what to expect in your first week/month/term; Imposter Syndrome and mental health; microaggressions; and explanations of the College and Students' Unions structures and wide array of available student support services.

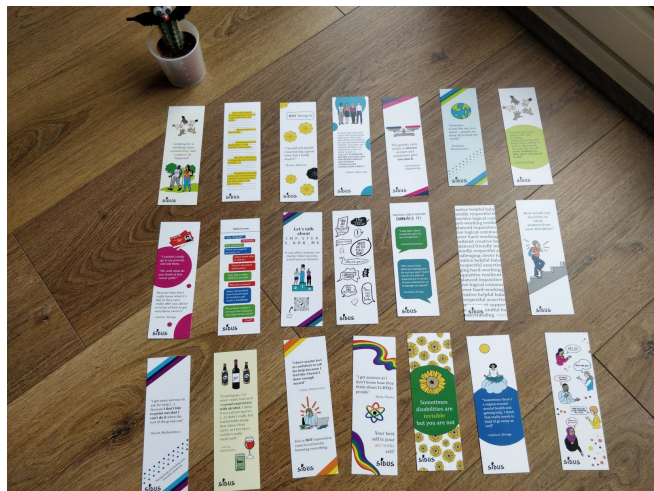
We encourage staff to share the materials with students, particularly the digital Handbook link and printed bookmarks, which are available around campus or through the SIDUS team – contact [Tiffany Chiu](#) and [Orla Murray](#) if you want a batch printed bookmarks.



For induction events or workshops with students, we have some suggested activities to use with the materials:



SIDUS



Some **words** can be **suffocating** to a **friend**.

The cycle ends here.

Think about the words you use - this campus welcomes **everyone**.

Want to learn more?



SIDUS



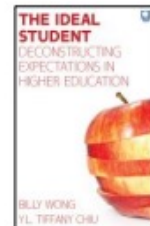
How would you describe an 'ideal' student from your discipline?



SIDUS

"Am I there yet? I don't think I am good enough."
- Student

"The ideal student is not perfect... university is about making progress and learning from mistakes"
- Staff



Let's talk about

IMP_STER
S_NDR_ME

It can affect anyone, no matter their success, ambitions or dreams



Learn more

"Now I can see that I worked hard to get here so I would say that maybe...

I do deserve to be here!"

- Ella, Physics

SIDUS



YOUR ACCENT IS PART OF YOUR STORY
EMBRACE IT!

SIDUS

**What are your most important
or desirable features of a
student at university?**

Go to **www.menti.com**
and use the code
5758 8361



Table 3. Staff vs students on dimensions of the ideal university student.

Dimension	Staff mean (<i>SD</i>) [rank*]	Student mean (<i>SD</i>) [rank*]	<i>U</i>	Sig (2-tailed)	Effect size ¹ (Cohen's <i>d</i>)
Diligence & Engagement	4.213 (.491) [1]	4.290 (.516) [1]	93518.0	.008	.17
Organisation & Discipline	3.880 (.637) [3]	4.165 (.653) [2]	78636.0	<.001**	.44
Reflection & Innovation	3.984 (.546) [2]	4.091 (.611) [4]	96058.5	.007	.17
Positive & Confident Outlook	3.513 (.932) [6]	4.105 (.892) [3]	67116.0	<.001**	.64
Supportive of Others	3.677 (.729) [5]	3.990 (.791) [5]	79942.5	< .001**	.42
Academic Skills	3.769 (.650) [4]	3.915 (.679) [6]	94499.5	.002**	.19
Employability Skills	3.054 (.819) [7]	3.621 (.811) [7]	66954.5	<.001**	.62
Intelligence & Strategic Approach	2.265 (.743) [8]	3.064 (.906) [8]	54238.0	<.001**	.86

*Rank included for information; **Significant difference at Bonferroni adjusted alpha value (.006); ¹Effect sizes of .2 are generally considered small, .5, medium and above .8, large (Cohen, 1988).

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