

Jo

Jo is a 28-year-old single mother. She dropped out of school before A levels, having become involved with a 'bad crowd'. Her child, whom she has been bringing up single-handedly, is now 11. Always interested in books, she completed an access course at the college where she is now on the third year of a degree. She is a voracious reader of 19th-, 20th- and 21st-century novels but is impatient with literary theory, modernist poetry and anything written before 1820. She is very articulate in seminars but has problems in keeping up with the coursework, as she is juggling child-care, a part-time job and anxiety about her father, who is very ill.

Peter

Peter is a highly intelligent, naturally scholarly, first-year student who does well in exams. He is hard of hearing in both ears, but is reluctant to disclose this condition to anyone. Accordingly, he finds it difficult to follow complicated lectures and seminars, and often worries that he has not taken sufficiently detailed notes. He would like lecturers to provide more supporting material for their sessions as he often comes away from a seminar or lecture confused. He is a very talented creative writer, but reluctant to share his work.

2 | *This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.*



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Mary

Mary, on the second year of her course, has a prosthetic left arm and is naturally right-handed. She frequently makes jokes about her arm. She is a fundamentalist Christian and the first person in her family to go to university. She is upset by flippant comments about religion and morality. She is a hard-working student on the 2.1/2.2 borderline, who gets irritated by students who seem to her to be lazy.



Adrian

Adrian, a first-year student educated at a public school, has a statement of special educational needs relating to his dyslexia. He can read font size 12 providing the text is not too dense, but his reading is slow and inaccurate, even when he uses a yellow overlay. Adrian does not like his dyslexia being referred to in public and has said he does not want to be given special conditions in exams. He often makes very imaginative points in seminars, but his written work tends to be extremely basic.

