

## I matter to:



My peers  
My lecturer  
My personal tutor  
My Career Coach  
My Peer Mentor  
My Adviser - Frontline staff: Library,  
Student Services

*Enduring relationships;  
a sense of valued importance is  
necessary to create belonging*



### Consider

- Proactively create small group connections so students can form bonds
- Formalise Peer Assisted Learning, implement an opt-out model, allocating each student to a group
- Introduce key staff early and ensure students know how to contact them

## Proximity to:



Lecturers  
Personal Tutors  
Peer mentors  
Peers  
Academic Advisers  
Subject Librarians  
Student Course Representatives  
Wellbeing Advisers and Counsellors  
Front desk staff (e.g. Course  
Administrators, Library and Student  
Services staff)



### Consider

- Do students know about and understand the range of support available from the groups above?
- How easy is it to find and contact these support networks online?
- How can you act as a connector?
- Are groups diverse, representing student's identities and culture?

## Knowing:



Cognitive mapping, ease of navigating student-life, e.g:

- Academic requirements;
- Assessment and Feedback
- Learning platform navigation
- Ease of finding course resources including spaces

*Links with*

- Self-efficacy and developing Agency
- Motivation and learning goals
- Fulfilling potential and Success



### Consider

- Your course context: Which groups may feel excluded?
- Which areas create confusion?
- Scaffolding first assessments so students are clear about expectations
- Include students in making changes, ideally as partners
- Always close the feedback loop