

1 Situation

Currently there are a limited number of peer support schemes that exist across the University but these operate in isolation and are not centrally managed. These schemes are at risk of being unsustainable as they often depend on enhancement/funding pots and are dependant on staffing resource within departments which can often change.

2 Aims

The aim is to implement centrally managed Peer Assisted Study Skills(PASS) schemes in targeted departments where FSM/TUNDRA Q1&2/IMD Q1&2 attainment gaps are identified to provide student-led and relevant academic support for students. This is linked to objective 2 of the APP to significantly reduce the gaps in student success between students of low and high socioeconomic status. By offering a student-led, centrally managed, department owned programme of support, the aim would be to ensure a more consistent, sustainable approach across the University and one that is embedded into the education strategy to achieve long-term impact.

7 Inputs

5 Activities

6 Outputs

3 Outcomes

4 Impact

Process

Impact

- Department staff input and support
- 1 x staff member coordinating, promoting & managing the schemes
- Staff time to train student mentors
- Relevant support from other teams such as Academic Skills Team
- Recruitment, selection and training of student mentors
- Student engagement and attendance at sessions
- Support from & collaboration with SU & Academic Societies
- Promotion and marketing support, embedded into programme
- Use of blackboard to communicate to students
- Space/location on campus suitable for sessions to be held
- Online mentoring platform (eg Brightside)

- Student-led academic support sessions linked to targeted modules
- Student-led sessions providing transition support and signposting to support services
- Asynchronous & synchronous training of student mentors
- Recruitment & onboarding (to Blue Arrow) of student mentors
- Co-creation of training materials and other resources by student mentors
- Provision of 1:1 peer support as required either face to face or via online platform

- Pilot schemes implemented in 5 targeted departments
- Students will be exposed to support services
- Students will be equipped with academic skills
- Students will be in paid roles trained to deliver sessions throughout the academic year

- Improve and develop study skills
- Increase engagement in studies
- Increase engagement with support services
- Improve study skills & knowledge
- Improve sense of belonging
- Improve employability and career confidence

- Increased capacity for academic attainment and successful graduate progression
- Increased continuation and completion
- Improved student experience for all students involved – mentors and mentees
- Increased graduate outcomes

8 Rationale & Assumptions

Rational: Peer support is acknowledged as a route to support students at various stages of the student journey. The creation of centrally managed but locally owned peer support schemes can enable targeted activity to be implemented for with specific objectives. Peer support will enhance students sense of belonging which reduces the risk to mental health (EORR8) through addressing the 'barriers to belonging' as identified in the WONKHE and Pearson research <https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf>

Assumptions: that students will come forward to be mentors/student leaders, that students will engage and attend scheduled sessions, that the students who need the support the most will receive it, that academic staff will 'buy-in' and support the schemes, that training is effective and students feel equipped to support other students