¹ Situation	Destination NU provides support to these st	ple, first generation students, care leavers, est tudent groups during the pre-entry stage and a e students once they have enrolled as students	so creates a sense of belonging and builds co	-
 ² Aims ⁷ Inputs 	engage 50% of each supported entry cohort completed Destination NU programme once	mentoring support programme to help ease the conce they enrol. We would like to continue to e they enrol at NU as we know that often these and will be in the delivery of group sessions and 6 Outputs	foster and facilitate the sense of belonging and groups of students struggle with the transition	d community amongst the students who n for various reason. The programme will be
Process			Impact	
Staff:• Buy- in from staff in SLW & GMB• Staff time to manage and support the programme• Relevant time from other teams e.g Academic SkillsStudents:• Recruitment of 8-10 students• Training & payment• Student engagement on the programmeOther:• Support & collaboration from SU• Promotion and marketing of the programme including full comms plan – support from GMB & Student Knowledge Team• Space/location on campus• Embed into Destination NU• Online mentoring platform (Brightside)	 Student-led mentoring programme giving first year students the chance to attend: Group sessions over first semester covering subjects such as adapting to university, getting involved in societies, academic skills, budgeting Training of mentors covering – asynchronous & synchronous Co-creation with mentors (e.g videos, guides etc) Production of training materials Dedicated 1:2:1 support from peer mentors to provide individual support as a continuation of pre-entry support offered on Destination NU – using an online platform (Brightside) Attendance at Destination NU events to promote the offer Communications plan Onboarding of students to Blue Arrow 	 40-50 number of students receive support 40-50 number of students have been exposed to the support services provided by university teams 40-50 number of students equipped with academic skills 8-10 student mentors in paid roles delivering weekly sessions across semester 1 Impact Report from Brightside on the mentoring platform 	 Improved sense of belonging Increased engagement with services Improve engagement in studies Improved study and academic skills 	 Increased continuation and completion Increased attainment and completion Improved student experience (measure this through NSS) Better graduate outcomes leading to students being economically better off due to completing their degree Reputation of university as supportive and ensuring students are provided with support in the transition period leading to increase number of students applying to NU as university of choice

⁸ Rationale & Assumptions

Rationale: the continuation of support is needed to ensure sense of belonging continues and connections are maintained when students enrol at university after having completed Destination NU.

Assumptions: That students who participated on the Destination NU will want to engage on the peer support programme once they have enrolled as students, that academics are aware of the provision of support and if that they will engage and support, that Destination NU continues as a programme of support and that students engage on it, that training is effective and student mentors feel equipped to support others.

⁴ Impact	
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