

Status report for European SI/PASS/PAL-programmes Post-pandemic/Second edition

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Foreword

The idea to compile a report with basic information about the SI/PASS/PAL programmes in Europe came up as a result of discussions during supervisor trainings. We have noticed that participants in the trainings wanted information about existing programmes to relate to. Preferably, programmes in different stages of implementation and duration, of various sizes, and in different settings. We also thought that we as practitioners would benefit from sharing information and experiences about our programmes in order to inspire us, improve our own programmes, and provide leaders and attendees with the best possible conditions for learning. Therefore, the intention is that the present report should be of use for all SI/PASS/PAL practitioners, both new and experienced. More specifically the aim with this document is to:

- get an overview of the SI/PASS/PAL programmes in Europe and the subjects that they are operating in,
- get an idea of how different programmes are structured and supported,
- be a source of contact information to promote exchange and information sharing between programmes.

The report will primarily be a digital document, initially e-mailed to trained supervisors and thereafter easily accessible from the home page of the European Centre for SI-PASS (www.si-pass.lu.se/en). The report is meant to be a “living” document. That means you can e-mail the European Centre for SI-PASS about changes, additions or deletions regarding the information below for the programme at your university. The e-mail address is si-pass@stu.lu.se. Our aim is to include them as soon as possible in the digital report on the home page. If your university’s SI/PASS/PAL programme is not included below and you want it to be – please contact us. We want as many of our programmes in Europe as possible to be represented in the document.

This second edition of the report is based on information from SI/PASS/PAL programmes in Europe collected largely after the Corona virus pandemic. The pandemic led to new programmes being started in an online environment to provide students with a weekly interactive study environment under the guidance of an experienced senior student in a challenging time. But also, to old programmes being temporarily shut down due to the difficulties with moving SI/PASS/PAL online. Some of these programmes have not returned yet.

Finally, we want to thank all contributors to the report, most being mentioned below as contact persons for their SI/PASS/PAL programme. We hope that the document can be a resource for you in your work as supervisors.

Joakim Malm (editor), *William Carey*, *Linda Dahlberg*, *Lise-Lotte Mörner* & *Marcia Ody*

European Centre for SI-PASS

Summary

This report is based on the contributions from SI/PASS/PAL supervisors at 74 Universities and one High School in Europe to a survey¹. At present, there are eleven countries in Europe (mostly in the north-western part) with SI/PASS/PAL schemes.

There is a great variation in the programmes described below, which is a strength when growing the SI/PASS/PAL community. Some are quite small with one supervisor, a handful of Leaders and SI/PASS/PAL attached to a single subject. Others are huge with 10+ supervisors, several hundreds of leaders and where SI/PASS/PAL is attached to 100+ courses in all subject areas. Some programmes are relatively old and have existed since the mid-1990s when SI expanded beyond the borders of the US, while others are just about to start with a pilot. Furthermore, paying Leaders is usually the case in the Scandinavian countries, while the opposite seems to be generally true in Great Britain. Similarly, Leaders usually work in pairs in Britain while often working alone in Sweden. In common for all SI/PASS/PAL programmes are the initial training and continuous support of the Leaders and a follow-up/evaluation of the programme outcomes.

The objectives with introducing or having SI/PASS/PAL varies between Higher Education Institutes (HEIs), illustrating how many different areas the learning model may address. Some examples of goals extracted from the Case Studies in the following pages are:

- improving student performance and retention,
- increasing student engagement with the subject and their understanding,
- to complement ordinary education and have organized study groups with a facilitator,
- enhancing students early learning experiences and let students see their peers as learning resources,
- to support: (1) a successful transition to higher education, (2) help 1st year students develop a sense of belonging, (3) academic success, (4) student health and wellbeing, (5) progression.

Although Supplemental Instruction (SI), Peer Assisted Study Sessions/Schemes (PASS), and Peer Assisted Learning (PAL) are the common names for the learning programme, some HEIs show great ingenuity in finding other names. Having their own local name can be important for the HEI in marketing and identifying their programme internally. However, there are some dangers to be aware of. Firstly, different names may lead to confusion if we are talking about the same type of programme, potentially hindering information exchange. Secondly, when creating an own brand name, it might be tempting to stray from

¹ In Appendix 2, all Higher Education Institutes (HEI) in Europe are given that have had employees trained to SI-supervisors by the European Centre for SI-PASS or earlier regional centres in Europe. Furthermore, in the appendix HEIs are marked that have active SI-programmes (based on either answering surveys or having web-sites that indicate active programmes). To date, 168 HEIs (included a few High Schools) in Europe have had employees trained as supervisors in SI. 90 (54 %) of these have active SI-Programmes.

the original model. Whilst this may be appropriate for the HEI, this means that the programme will not be comparable with others. The strength of the SI/PASS/PAL model lies in having the same essential elements in the programme (see appendix) and it is important that practitioners adhere to it if they want to compare results and impact of their programmes across institutional and national borders.

The SI/PASS/PAL learning model is well established at many HEIs in northern Europe as well as a few High Schools in Scandinavia. Whilst we know there are some HEIs that have yet to respond to the first call for information from the 75 programmes responding to the survey, we can make the following estimates (based on the estimate that 90 HEIs have active SI/PASS/PAL programmes):

- there are ~384 trained supervisors actively involved in the SI/PASS/PAL programmes,
- approximately 7,400 SI/PASS/PAL-leaders are employed each year,
- on average the leaders hold about 15 sessions during an academic year being 0,5-3 hours in length,
- there are ~2,285 courses supported by SI/PASS/PAL each year,
- the number of students having access to SI/PASS/PAL per year is ~132,000,
- the number of students attending at least one time per year is ~67,900 (51 % of those having access),
- the average attendance² on SI/PASS/PAL sessions is ~31 %,
- the average number of students at a session is ~11,
- the number of contact hours is ~730,000 during an academic year. (Contact hours are the total number of hours students visit sessions during a year).

The various follow-up and evaluation examples from different HEIs illustrate that many of the intended goals of SI/PASS/PAL programmes are met. Some examples provided in the Case Studies later in this publication include:

- higher student performance,
- improved communication and leadership skills as well as increased employability for Leaders,
- increased confidence for new students with regard to the student support the HEI gives
- improved learning experience for students,
- teachers are provided with valuable information from Leaders on areas the students struggle with,
- improves and reduces questions from students to teachers.

An area where the SI/PASS/PAL community in Europe can improve is in publishing their initiatives, experiences, and research studies. Hopefully, the examples below can serve as an inspiration to present your own material and conduct research. An interesting development in SI is the application in High Schools. We have one such programme described below (in Hässleholm in Sweden), but there are others running in Scandinavia. Malmö University in Sweden also have cooperation with several High Schools where university students act as SI-PASS Leaders in High School.

² Average attendance estimated based on the assumption that each student is assigned to a leader/pair of leaders.

Compared to the previous edition of the Status report for European SI-PASS programmes published in 2018, the number of active programmes has increased (from 75 to 90) and new countries like Belgium, Netherlands and Northern Cyprus / Turkey have been welcomed to the European SI-PASS community. Besides adding new programmes over the last five years, there are also a few that ceased to operate. The Corona pandemic in 2020-2022 was a challenge for SI-PASS programmes and it seems like recruitment of leaders and attendance at sessions generally suffered a bit as a result both in the pandemic years but also afterwards. It will be interesting to observe if recruitment of leaders and attendance at sessions improves in the coming years.

STATUS OF SI/PASS/PAL PROGRAMMES IN EUROPE

OVERVIEW

Higher Education Institute	SI-PASS programme operating since	Subject areas ³ for SI-PASS	No of SI-PASS supported courses	No of SI-PASS leaders	No of trained supervisors	No of students with access to SI
BELGIUM						
Artevelde University of Applied Sciences	2021	Business/Economics, Humanities, Law	6	19	4	*
University of Liège	2019	Social Sciences, STEM subjects,	4	~50	3	~1,100
ENGLAND						
AECC University College	2022	Medicine and Health	1	6	1	*
Aston University	2019	Business/Economics, Medicine and Health, STEM subjects	19	70	1	*
Bournemouth University	2001	Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	~63	~210	*	4,800
Brunel University London	2015	Business/Economics, Humanities, Law, Arts &	31	~55+	2	3,650

³ For ease of reading, similar disciplines have been grouped together under the following subject areas: Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design, and Music. However, all specific subjects supported are provided in the individual case studies in the following pages.

		Design, Medicine and Health, Social Sciences, Sports, STEM subjects				
Canterbury Christ University ⁴	2008	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, Music	~10	~20	0	2,000
De Montfort University, Leicester	2021	STEM subjects	*	20	2	600
Falmouth University ⁴	2012	Business/Economics, Humanities, Arts & Design, Music	*	20-30	*	*
Global Banking School, London	2022	Business/Economics	*	6	1	*
Imperial College London	2015	Medicine and Health, STEM subjects	2	16	1	400
Kingston University ⁴	1991	Business/Economics, Medicine and Health, Social Sciences, STEM subjects, Arts & Design	21	150	1	3,000
London College of Communication	2015	Social Sciences, Arts & Design	~20	43	2	*
London Metropolitan University ⁴	2012	Education ⁵	1	15-20	1	80
Loughborough University	2013	Business/Economics, Humanities, Social Sciences, Sports, STEM subjects, Arts & Design	19	47	2	*
Manchester Metropolitan University	2018	Business/Economics, Humanities, Law, Medicine and Health, STEM subjects, Arts & Design	42	140-200	*	*
Middlesex University	2009	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	*	250	3	6,000
Northumbria University	2022	Medicine and Health, Social Sciences, Sports, STEM subjects	*	10	4	1,000
Queen Mary University of London	2002	Business/Economics, Humanities, Medicine and Health, Social Sciences, STEM subjects	*	~85	1	*
SOAS University	2018	Humanities	*	40	3	~1,000
St George's, University of London ⁶	2020	Medicine and Health	*	5	1	350
Teesside University	2014	Business/Economics, Humanities, Law, Medicine	16	48	7	*

⁴ There have not been any updates of information since last report in 2018. There are some indications that the SI/PASS/PAL programme still operates, but they may be invalid.

⁵ The listed programme is a course-specific programme, attached to the Education Studies course at London Metropolitan University

⁶ On hold

		and Health, Social Sciences, STEM subjects				
University of Bath	2013	Business/Economics, Humanities, Medicine and Health, Social Sciences, Sports, STEM subjects	18-20	90	2	2,700
University of Birmingham	2009	Business/Economics, Humanities, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	8	125	2	3,300
University of Bradford	2012	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects	52	-90	2	1,800+
University of Bristol	2009	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, STEM subjects, Arts & Design	55	330	1	6,000
University of Central Lancashire		Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects	~50	100-200	1	~2,000
University of Exeter ⁴	2009	Education, Humanities, Law, Medicine and Health, STEM subjects	~10	~150	2	2,300
University of Hertfordshire ⁴	2014	STEM subjects	*	8-26	*	*
University of Hull	2011	Business/Economics, Humanities, Medicine and Health, Social Sciences, STEM subjects	9	30-40	5	1,200
University of Kent	2007	Business/Economics, Humanities, Law, Social Sciences, Sports, STEM subjects, Arts & Design, and Music	*	~200	2	*
University of Liverpool	2012	Law, Medicine and Health, STEM subjects	30+	300+	2	1,500+
University of Manchester	1995	Arts & Design, Business/Economics, Humanities, Medicine and Health, STEM subjects	29	~900	6	4,000
University of Plymouth ⁴	2011	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects	100	~400	6	3,700
University of Portsmouth ⁴	2014	Medicine and Health	1	25	1	140
University of Reading	2015	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects, Arts & Design	6	30-90	2	425
University of Southampton	2016	Business/Economics, Social Sciences, Arts & Design	17	80	1	1,100

University of Suffolk ⁴	2007	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, Sports, Arts & Design	12	20	2	1,200
University of Sunderland	2016	Medicine and Health	3	14	2	~300
University of Sussex	2022	Humanities, Law, Social Sciences,	5	23	2	1,100
University of the West of England	2002	Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design, Music	160	130-180	2	*
University of Winchester	2015	Humanities, Social Sciences	*	8-16	2	*
University of York	2017	Education, Humanities, Law, Social Sciences, STEM subjects, Arts & Design	10	40	2	~300
GERMANY						
Bielefeld University ⁴	2014	Humanities, Sports, STEM Subjects	*	28	*	*
IRELAND						
Atlantic Technological University ⁴	2009	Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	45	110	15	1,700
Technological University Dublin	2017	STEM subjects	5	14-20	1	160
Technological University of the Shannon: Midland Midwest	2009	Business/Economics, Education, Law, Medicine and Health, Social Sciences, Sports, STEM subjects	14-20	29-42	15	500-750
University of Galway	2013	Humanities, Law, Social Sciences, STEM subjects	~27	~117-150	3	~2000
NETHERLANDS						
Amsterdam University of Applied Sciences	2022	Business/Economics, Education, Humanities, Social Sciences, STEM subjects	44	30	2	~500
NORTHERN IRELAND						
Ulster University	2010	Law, Medicine and Health, Social Sciences, STEM subjects	*	60	6	*
NORWAY						
Nord University	2017	Law, STEM subjects	7	30	25	500-600
Oslo Metropolitan University	2015	Medicine and Health	65	34-46	5	725
University of Agder	2019	Humanities, Social sciences, STEM subjects	*	~80	4	~800
University of South-Eastern Norway	2019	Business/Economics, Humanities, Medicine and	~130	250	3	*

		Health, Social Sciences, STEM subjects, Arts & Design				
SCOTLAND						
Queen Margaret University, Edinburgh	2017	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, Sports.	22	42	3	2,317
University of Edinburgh	2013	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects	*	200	3	*
University of Glasgow	~2000	Law, Medicine and Health, Social Sciences	*	30+	3	*
University of the West of Scotland	2016	Social Sciences	1	11	1	120
SWEDEN						
Gothenburg University	2018	STEM Subjects	3-4	4	~10	~60
Gävle University College ⁴	2017	Social Sciences	6	10	4	50
Halmstad University	2008	Business/Economics, Education, Humanities, Social Sciences, Sports, STEM subjects	35	~50	7	1,800
Hässleholm's Technical School (Upper Secondary School)	2008	STEM subjects	4	12	1	90
Linnaeus University	2018	Business/Economics, Education, Humanities, Social Sciences, Sports, STEM subjects, Arts & Design	~45	50	4	~1000
Luleå University of Technology	2018	Business/Economics, STEM subjects	11	9	3	*
Lund University	1994	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, STEM subjects,	150	230	60	7,500
Malmö University	2015	Education, STEM subjects	14	32-34	~5	~1170
Royal Institute of Technology	2003	STEM subjects	6	17-18	~20	~700
Stockholm University	2012	Business/Economics, Education, Humanities, Social Sciences, STEM subjects	~30	~45-50	7-8	*
Södertörn University	2021	Social Sciences	3	4-5	1	20
Umeå University	2017	Social Sciences	4	2	2	34
University College West	2017	Business/Economics, Medicine and Health, STEM subjects	*	20	2	*
University of Skövde ⁴	2015	STEM subjects	5	6-8	4	100
Uppsala University	2000	Humanities, Social Sciences, STEM subjects	17	42	6	545
TURKEY						
Middle East Technical University Northern Cyprus Campus	2018	Humanities, STEM subjects	3	13-14	1	1,160

TED University	2022	Business/Economics, Humanities, STEM subjects	7	20	1	~1,000
WALES						
Swansea University	2019	Business/Economics, Law, Medicine and Health, STEM subjects	8	30	7	580
University of Wales Trinity Saint David	2015	Business/Economics, Education, Humanities Medicine and Health, STEM subjects	15	16	3	250

BELGIUM

Artevelde University of Applied Sciences

<i>What is the name of your programme?</i>	SI-PASS
<i>How long have you been running SI-PASS?</i>	Since September 2021
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Support for first year students to aid their academic and social transition. It's an opportunity for the SI-leaders to enhance several of their skills and to broaden their social circle.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	In AY 22-23 we will be finishing our two-year trial projects. SI-PASS was introduced in AY21-22. We installed it as two different methods: <ul style="list-style-type: none"> In the curriculum: students in the proficiency track of French 3 receive SI-PASS training and act as a SI-leader for students in French 1. This form of SI-PASS includes a small amount of tutoring. The lecturer of French is the SI-supervisor which allows us to monitor the amount of tutoring closely. Outside of the curriculum as an excellence track for which students have to apply. The excellence track is installed for each course for which we organise SI-PASS, except French. We specifically choose to install SI-PASS in an excellence track and not to pay our SI-leaders because we wanted to address the intrinsic motivation of the candidates. Currently, we have 3 active SI-supervisors. We are struggling with attendance rates in the study sessions. Post-corona, we are noticing that it is harder to convince students to participate in extra-curricular initiatives.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	A network of Peer (Learning) Supporters that act as an SI-ambassador and persuade students to become an SI-leader or to join and actively participate in the study sessions, enhancing the academic and social transition of our first year students. Ideally, SI grows out to be a self-maintaining way of working for students to gain better understanding of course materials of high-risk courses.
<i>What subjects do you run SI-PASS in?</i>	<ul style="list-style-type: none"> - Français des Affaires 1 (Bachelor in Organisation and Management, since 09/2021) - Law (Bachelor in Organisation and Management, since 02/2022) - Law (Bachelor in Business Management, since 09/2022) - ICT (Bachelor in Business Management, since 09/2022) - Accounting (Bachelor in International Business and Management, since 02/2023) - Economics (Bachelor in Business Management, since 02/2023)
<i>How many courses per year have SI/PASS/PAL?</i>	In AY2022-2023 we are still conducting trial projects. We hope to implement SI-PASS in each bachelor programme, in each semester in at least one course.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	AY 2021-2022: 8 AY 2022-2023: 19 (At this time we are still recruiting for the second semester of AY 22-23)

<i>How long is the training for SI-PASS leaders?</i>	11 hours: 3 sessions of 3 hours (by the office of Study and Career Guidance) + 1 session of 2 hours (by the supervisor of the study programme)
<i>How do you support the Leaders?</i>	<ul style="list-style-type: none"> - After each SI-sessions the leader (or leader pair) has a debrief with the supervisor of the programme. - There are 1 or 2 meetings with the supervisor and <u>all</u> leaders (that are active in the programme in that specific semester). - Each leader (pair) had 1 or 2 observations by the supervisor. - There is a short distance between supervisor and leader: leaders can contact the supervisor via a Teams. The teams is specifically designed to share documents, frustrations, wins, ...
<i>Are the Leaders paid?</i>	No Students can apply for the excellence track 'SI-PASS' to become an SI-leader. They receive a certificate when they complete the excellence track. We explicitly choose for intrinsic motivation and choose not to pay them.
<i>Do the Leaders work alone or in pairs?</i>	It depends. Law in AY 21-22 and ICT AY 22-23: alone For the other courses, leaders were paired
<i>How many trained supervisors are there at your HEI?</i>	4 trained supervisors in our expertise network of which 3 actively participate in the SI-PASS project
<i>How do you monitor the success of the SI-PASS programme?</i>	Yes <ul style="list-style-type: none"> - There are weekly debriefs with the leaders. Leaders also present their track at the end of the semester. - At the end of the SI-PASS programme, a survey is deployed to evaluate the student experience of students attending the sessions. - Leaders take attendances. The exam results of participants of the sessions and non-participants can be evaluated. However, we have only successfully been able to do this for the SI-PASS programme in Law (ORM, AY21-22).
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Annelies Groenweghe, coordinator Student Guidance of expertise network Business and Management and supervisor for Law and ICT (annelies.groenweghe@arteveldhs.be) Michèle De Brabandere, supervisor for Français des Affaires (michele.debrabandere@arteveldhs.be) Tania Van den Bergh, supervisor for courses in International Business and Management (tania.vandenbergh@arteveldhs.be)

Example of the difference the SI/PASS/PAL programme makes

SI-PASS programme for Law in ORM, AY21-22:

Success rate of participants: 73,3% (= students that participated in one or more SI study sessions)

Success rate of non-participants: 47,5%

A few quotes from students who participated in the SI-PASS study groups:

- I liked that in SI-PASS, the content covered was translated into plain language. Concepts became clearer.
- We learned a lot from each other. The SI leader helped us by asking questions that encouraged us to understand the structure in the material.
- Clear, straightforward and calm explanations. Additional examples. Repetition of the difficult content parts. Positive!

University of Liège

<i>What is the name of your programme?</i>	SI-PASS Liège
<i>How long have you been running SI-PASS?</i>	Since 2019
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Trying something new and promising
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	24 iterations from Semester 1 2019 to Semester 2 2023. Four faculties involved: engineering, bioengineering, psychology and sciences
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Academic success in difficult courses
<i>What subjects do you run SI-PASS in?</i>	Physics, Statistics for psychology, Social psychology, Mathematics
<i>How many courses per year have SI/PASS/PAL?</i>	4 difficult courses are targeted each semester (one for each aforementioned faculty)
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Between 40 and 55
<i>How long is the training for SI-PASS leaders?</i>	Compulsory initial training: 6 hours.
<i>How do you support the Leaders?</i>	Two voluntary online "minicursus" (one hour debriefing) + observation in the sessions
<i>Are the Leaders paid?</i>	They are
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	3
<i>How do you monitor the success of the SI-PASS programme?</i>	Questionnaire of attendance, end of term feedback questionnaire, peer observation, observation by supervisors, statistical tests on effect on the exam mark
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	dverpoorten@uliege.be

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1057 (for second semester 2022)	Only average attendance: 26 % for second semester 2022)	~4 for second semester 2022)	12 per semester last year	1 hour	6,600

Example of the difference the SI/PASS/PAL programme makes

We have data suggesting that SI-PASS is beneficial to leaders and students in terms of social and academic integration.

ENGLAND

AECC University College

<i>What is the name of your programme?</i>	AECC University College PASS-SI PAL programme
<i>How long have you been running SI-PASS?</i>	Since September 2022 – pilot scheme
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To support transition and success in the early years of undergraduate level study
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We are currently piloting Peer Assisted Learning with our Gateway year chiropractic students
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	<ul style="list-style-type: none"> - To support transition and belonging in first year students - To develop subject specific study skills and support understanding of content
<i>What subjects do you run SI-PASS in?</i>	Chiropractic (pilot)
<i>How many courses per year have SI/PASS/PAL?</i>	1
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	6
<i>How long is the training for SI-PASS leaders?</i>	Equivalent of two days (in shorter evening sessions)
<i>How do you support the Leaders?</i>	Weekly supervision meetings
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	1 currently, with an academic team member supporting supervision sessions
<i>How do you monitor the success of the SI-PASS programme?</i>	Pre and Post participation questionnaires Attendance data Possible qualitative exploratory study of pilot – Spring/Summer 2023
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	lbates@aecc.ac.uk

Aston University

<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	2019
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To support student with challenging modules, particularly with Maths component and to enhance the student experience.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	In 2019-2020 our central Learning Development Centre piloted PAL in two programmes: Foundation Programme in Engineering and Applied sciences and Pharmacy MPharm. Both were developed following principles of the SI model

	<p>where a group of senior students from same degree led study sessions for new students.</p> <p>The pilots suffered disruption due to Covid-19, but we decided to continue into 2020-2021, piloting both online.</p> <p>During the time we developed online asynchronous training content to complement and reduce the length of the live training.</p> <p>Since 2021 we have started to expand PAL into more subjects, this has included Economics and all maths modules School of Engineering and Applied Sciences programmes. Furthermore, some PAL programmes link with a diagnostic test to help students develop and shape their learning with PAL.</p> <p>In 2020, the Aston Medical School began their own PAL scheme. The Learning Development Centre have now teamed up to assist them with the training of their PAL Leaders</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	University 'student as partner' culture, encouraging students to shape their learning experience, enable student voice, improve attainment, and strengthen transition to and within the disciplines.
<i>What subjects do you run SI-PASS in?</i>	Economics, Pharmacy, Maths, Software Design, Computer Science (maths), Civil Engineering (maths), Mechanical, Biomedical and Design Engineering (maths), Chemical Engineering and Applied Chemistry (maths), Foundation Programme Engineering and Physical Sciences, Aston Medical School
<i>How many courses per year have SI/PASS/PAL?</i>	12
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	70
<i>How long is the training for SI-PASS leaders?</i>	Online course followed by 3 hour in-person training
<i>How do you support the Leaders?</i>	Training and regular debriefs with PAL Leaders
<i>Are the Leaders paid?</i>	All paid schemes, except Pharmacy and Medical School which is voluntary/developmental role. Decision to pay is made by the Department/School
<i>Do the Leaders work alone or in pairs?</i>	Pairs
<i>How many trained supervisors are there at your HEI?</i>	One
<i>How do you monitor the success of the SI-PASS programme?</i>	<p>We monitor attendance and will explore this in relation to student attainment and retention data.</p> <p>Regular debriefs with PAL leaders to enable close monitoring and continuous improvement of the scheme as it is running.</p> <p>Attending students are asked to complete an anonymous survey at the end of PAL sessions to gather information on good practice and improvements to be considered.</p> <p>Students receiving PAL are also sent a questionnaire at the end of their scheme to provide additional feedback including how they feel it has impacted them.</p> <p>PAL Leaders complete questionnaires gathering feedback about training, improvements and the perceived benefits of being a PAL Leader. We are also planning to run focus groups</p>

	with PAL Leaders to gain more indepth feedback about their experience and development.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Nicola Allett: N.Allett@aston.ac.uk Learning Development Centre Team: LDC_PAL@aston.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
Information currently unavailable	In 2021-2022, PAL had 2003* attendees (we haven't yet broken down the figures of how many individual students this was). *This figure excludes the Aston Medical School data	This has varied for different subjects one scheme averaged 3, whilst another averaged 23 attendees per session	The number of sessions a leader has will vary for the different schemes This is due to some PAL running during only part of term 1 to others that run several sessions every teaching week. (We have so far seen a minimum of 2 sessions and a maximum of 24 sessions)	1 hour	Contact hours per year vary for the different schemes. This is due to some PAL running during only part of term 1 to others that run several sessions every teaching week (So far this has varied from 8 sessions to 24 sessions per year)

Publications about SI/PASS/PAL programme

<https://cile.ac.uk/2020/06/01/peer-assisted-learning-pal-sharing-aston-universitys-experience/>

G. Knight, N. Powell & G. Woods (2022) Combining diagnostic testing and student mentorship to increase engagement and progression of first-year computer science students, *European Journal of Engineering Education*, 47:5, 712-724, DOI: [10.1080/03043797.2022.2063109](https://doi.org/10.1080/03043797.2022.2063109)

Bournemouth University

<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	Since 2001
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To foster support for new Level 4/first year undergraduate BU students transitioning to university
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PAL was launched at BU in 2001. It is now well established and is one of the longest-running peer-learning operations in the UK.

	<p>The PAL scheme has operated at Bournemouth University since 2001. Originally, we obtained funding of £150,000 from the Higher Education Funding Council for England (HEFCE) between 2001-2004 under Phase 3 of the Fund for Development of Teaching and Learning (FDTL3).</p> <p>The aims of the BU Peer Assisted Learning Project were to promote awareness, enhance understanding, and encourage effective implementation of Peer Assisted Learning as a scheme which fosters cross year support for students. Furthermore, we aimed to produce materials that would support a workable, systematic, high quality, transferable and sustainable scheme.</p> <p>When we started PAL we drew upon many of the principles and ideas associated with the North American Supplemental Instruction (SI) Model that had originally been developed at the University of Missouri Kansas City (UMKC) in the 1970's to combat the problem of high drop-out rates in certain courses. UMKC today supports The International Center for Supplemental Instruction.</p> <p>BU is an active contributor to regional and national academic peer learning networks, and hosted the prestigious 7th Annual UK and Ireland PASS/PAL Leader Conference in 2016.</p>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<p>Building on excellent and institution-wide uptake of PAL, as commended in BU's 2017 TEF Silver Award, sustain and develop an effective Level 4 PAL Scheme for all undergraduate programmes. Further develop BU's Placement PAL (Level 6 supporting Level 5) offer to all programmes at BU where a placement component is available.</p>
<p><i>What subjects do you run SI-PASS in?</i></p>	<p>We have implemented PAL across all Faculties and all undergraduate degree programmes, supporting student learning and engagement and personal development. In academic year 22-23, we piloted running PAL for Foundation Level students in the BU Business School.</p>
<p><i>How many courses per year have SI/PASS/PAL?</i></p>	<p>Approx. 63</p>
<p><i>How many SI-PASS Leaders do you have (per academic year)?</i></p>	<p>Approx.</p> <ul style="list-style-type: none"> • 170 regular PAL Leaders • 30 Placement PAL Leaders • 9 Peer Support Leaders
<p><i>How long is the training for SI-PASS leaders?</i></p>	<p>The training is divided into two sections and is a total of 6 hours:</p> <ul style="list-style-type: none"> - 3 hours of asynchronous online training modules on the VLE - 3-hour synchronous session delivered by a member of the PAL Tutor team and the PAL Placement

	student to consolidate learning, present and put techniques into practice
<i>How do you support the Leaders?</i>	<ul style="list-style-type: none"> - Open door policy for PAL Leaders enabling them to contact the Central PAL Team for support - PAL Leaders receive an observation to assess how their sessions are going and to find out if there are any other ways in which they can be further supported - Designated 'PAL Academic Course Contact' – a specific contact for their programme able to collaborate with Leaders and assist with access to programme specific resources and materials to help Leaders plan their sessions. - Online hub 'PAL Central' for Leaders to access information, book resources, plan sessions and keep updated on new developments for PAL
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	The majority work alone, but a small number of Health programmes operate in pairs with larger cohorts.
<i>How many trained supervisors are there at your HEI?</i>	<p>The supervisory framework we operate at BU, although not all are trained supervisors, involves:</p> <ul style="list-style-type: none"> • Peer Learning Officer, who is the key contact within the Central PAL Team for PAL Leaders and Academic Course Contacts. This role is responsible for the operation of the PAL Scheme including the PAL Leader Facilitation Course, recruitment, timetabling, academics liaison, evaluation and payment of PAL Leaders • PAL Placement Student, who supports the Peer Learning Officer in the Central PAL Team • PAL Academic Course Contacts - academics who offer discipline-specific support and advice and recruit PAL Leaders for their courses. • PAL Tutor Team - Library and Learning Support professionals who assist with the delivery of the PAL Leader Facilitation Courses (training) • Academic Skills Hub Manager – has strategic overview of PAL at BU
<i>How do you monitor the success of the SI-PASS programme?</i>	<ul style="list-style-type: none"> • Two PAL Leader Experience Surveys – 1 mid-year and 1 end-of-year • Monitoring attendance data to review recipient engagement with sessions • Currently conducting a review of the scheme with feedback from academics and other PAL stakeholders
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	<p>Aimée Fish Peer Learning Officer pal@bournemouth.ac.uk 01202 965322 PAL Team</p>

Library and Learning Support
DL129
Sir Michael Cobham Library
Talbot Campus,
Bournemouth University

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
-4800	*	*	13 sessions	1 hour	*

Example of the difference the SI/PASS/PAL programme makes

Results from the PAL Leader Experience Survey 21-22:

- 91% of respondents said they had developed their communication skills during their experience as a PAL Leader
- 91% of respondents said they had developed their confidence during their experience as a PAL Leader
- 100% of respondents said transferable skills were an important benefit that they gained as a PAL Leader
- 91% said they felt PAL had increased their employability

*Further updates to come pending PAL Review 22-23

Publications about SI/PASS/PAL programme

<http://eprints.bournemouth.ac.uk/23009/>

Brunel University London

<i>What is the name of your programme?</i>	Peer Assisted Learning – PAL
<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	PAL was introduced with the aim that it expands throughout the university. It's run specifically for first year students, therefore aiding in their transition while also promoting the sense of belonging for departments.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PAL is a centrally managed at Brunel through the Academic Skills (ASK) Team. The initiative is managed by the Academic Skills Transition Adviser, alongside other transition initiatives. In 2017/18, paid Senior PAL Leaders were introduced in to the structure. In 2020/21 PAL become university wide running in 31 departments.

<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To reestablish the programme and ensure it runs effectively post Covid.
<i>What subjects do you run SI-PASS in?</i>	Anthropology, Biomedical Sciences, Business, Chemical Engineering, Civil Engineering, Computer Science Design, Digital Media, Economics and Finance, Education, Electronic and Electrical Engineering, English and Creative Writing, Environmental Sciences, Film and TV, Flood and Coastal Engineering, Games, Global Challenges, Journalism, Law, Life Sciences, Maths, Mechanical and Aerospace Engineering, Music, Nursing, Occupational Therapy, Physiotherapy, Politics and History, Psychology, Sociology Media and Communications, Sports Health and Exercise Sciences, Theatre.
<i>How many courses per year have SI/PASS/PAL?</i>	31
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	40+ PAL Leaders, 15+ Senior PAL Leaders
<i>How long is the training for SI-PASS leaders?</i>	2 days, with top up training throughout the year
<i>How do you support the Leaders?</i>	Training, debriefs, observations, 121s, tailored in term training sessions, SPL's, ASK Transition Team
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	End of term surveys with level 1 students and PAL Leaders.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Sara Lambert sara.lambert@brunel.ac.uk Web-page: www.brunel.ac.uk/pal

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
3,650	970	8	8	1 hour	1920

Example of the difference the SI/PASS/PAL initiative makes

At Brunel, 80.6% of PAL leaders stated in 2021/22, PAL helped increase their confidence, while 74.2% of students who attended PAL felt that attending sessions has contributed to the development of their academic skills and practices required at University. Attendees also felt that PAL sessions had a positive impact on their first year (87.1%). In 2021/22, 94% of PAL leaders believed that PAL has improved their leadership skills, while 80% believed PAL helped them to improve their communication skills. In addition to this, 80% of PAL leaders stated they had developed their teamworking skills.

PAL Leader Feedback

Chemical Engineering leader (2021/22): *PAL has been an interesting experience which I have definitely learnt from.*

Biomedical Science (2021/22): *Being a PAL honestly is one of the best decisions I have made because I got to meet amazing people but also I get to grow myself and learn to work with others.*

Student Feedback

Mechanical & Aero (2021/22) – *PAL helped me develop my referencing skills and an understanding of what a report should look like. It also gave me ideas on notetaking and helped me gain some confidence in asking for help.*

Psychology (2021/22): *It was so helpful learning about the experience of someone who had already gone through the first year at University and was interesting to learn what they had done and experienced.*

Canterbury Christ Church University⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Peer Assisted Learning Leaders – PAL/PASS
<i>How long have you been running SI-PASS?</i>	Since 2008
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To encourage student and staff engagement in teaching and learning and to provide support to level 4 students.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	In March 2007 the first volunteers were sought to pilot Peer Assisted Learning (PAL) Five programmes were recruited – Social Science, Tourism Management, Science, Film, Radio & Television and Occupational Therapy. The course contacts introduced the concept to first year students and invited them to apply to become PAL leaders. The recommended ratio is two PAL leaders for each group of around twenty first year students. Following the introductory session, interested students filled out application forms. Twenty five students were selected across the five programmes. These students received two full days of training from a staff member from Bournemouth University, where they have been running PAL for five years.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To increase engagement and the use of PAL across the university, in order to improve retention, progression and attainment of all students.
<i>What subjects do you run SI-PASS in?</i>	Law, Diagnostic Radiography, Music, English Literature, Policing, Occupational Therapy, Psychology, Applied Criminology, Paramedic Science and Accounting.
<i>How many courses per year have SI/PASS/PAL?</i>	~10
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	~20

<i>How long is the training for SI-PASS leaders?</i>	2 days: Day 1 – Content and Day 2 – How to manage groups and simulated sessions
<i>How do you support the Leaders?</i>	By observing sessions to assess how the sessions are going and to see if there are areas for development. PAL's receive one to one support from their PAL Academic Champion who is a member of staff within their programme. This enables them to access relevant online resources in regards to programme specific resources and materials to help session planning.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Pairs
<i>How many trained supervisors are there at your HEI?</i>	We do not have supervisors only PAL Leaders (30 in total)
<i>How do you monitor the success of the SI-PASS programme?</i>	Through surveys sent to attendees and two sessions per year to review and evaluate PAL.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Kellie Schafer Peer Mentoring Officer

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
2000	500	10	20	1 hour	2,000

Example of the difference the SI/PASS/PAL programme makes

The impact for attendees of PAL from evaluation has been the opportunity to learn from the knowledge and experience of 2nd & 3rd year students, help with transitions, building friendships and support networks.

The impact for the PAL's has been the opportunity to consolidate learning, develop key skills and abilities. They have said it provides them with a higher level of personal and professional skills required in today's employment market such as problem solving, presentation skills, leadership skills and creative thinking.

De Montfort University, Leicester

<i>What is the name of your programme?</i>	Peer Assisted Learning Scheme (PALS)
<i>How long have you been running SI-PASS?</i>	Since 2021
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Student led collaborate learning environment

<i>What subjects do you run SI-PASS in?</i>	It is run for all programmes belonging to the School of Computer Science and Informatics
<i>How many courses per year have SI/PASS/PAL?</i>	-
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	15 level 6 (year 3) 5 level 5 (year 2)
<i>How long is the training for SI-PASS leaders?</i>	2 * half days
<i>How do you support the Leaders?</i>	Continuously throughout the year with top up training
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	Both
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Feedback surveys
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Dr Archie Khuman, archie.khuman@dmu.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~600	-	~150 throughout all parallel sessions	1 per week per term / semester	1 hour	~4000

Falmouth University⁴

(info not updated since last report in 2018, see footnote above)

<i>How long have you been running SI-PASS?</i>	Since 2012
<i>What subjects do you run SI-PASS in?</i>	BA(Hons) English, BA(Hons) English with Creative Writing BA(Hons) Creative Writing BA(Hons) Creative Events Management BA(Hons) Music, Theatre & Entertainment Management BA(Hons) Film BA(Hons) Animation & Visual Effects BA(Hons) Fashion Photography BA(Hons) Fashion Marketing BA(Hons) Marine & Natural History Photography BA(Hons) Illustration BA(Hons) Fine Art BA(Hons) Sustainable Product Design
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	20-30
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Regular observations Budget for resources Meetings/Catch-Ups Awards

<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	Participant Feedback Tutor Feedback Attendance
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Owen Martin (owen.martin@falmouth.ac.uk) Linda Selby (linda.selby@falmouth.ac.uk)

Global Banking School

<i>What is the name of your programme?</i>	Peer Assisted Study Skills – PASS
<i>How long have you been running SI-PASS?</i>	Since 2022
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	PASS was introduced to provide additional academic and digital literacy support that would lead to improved attendance, grades, retention, and progression.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	<p>GBS has 8 different campuses, Leeds, Manchester, Birmingham, Greenford, Cam Road, Stratford, Global Education House Stratford, Bow Road and Republic. There was a need for a student supporting student initiative to provide additional academic support due to the nature of our students: mature, attending classes 9 hours per week, working full-time, with parental/caring responsibilities, returning to learning, from underrepresented groups, using a second or additional language, educated under a different system and with varying levels of academic preparedness.</p> <p>In March 2022, I attended the online SI Supervisor training. A 2 day PASS Coordinator training was provided for the Learning and Teaching team. A study skills lecturer in each campus volunteered to take on the additional role of PASS Coordinator.</p> <p>I involved a student from Pearson Diploma in Education and Training (DET) throughout the planning, designing and implementation of PASS. This student also participated in the Coordinator training and was later appointed as a Student Coordinator for the pilot project.</p> <p>Six Level 4 students from University of Suffolk Global Business (Business Management) and four Level 5 Pearson Higher National Diploma, Business students attended a 2-day PASS Leader training. The DET student also attended this training.</p> <p>The PASS pilot project was launched between June-August 2022 in East London. Initially, PASS sessions were held after class with only 1-3 students attending. I negotiated with lecturers to allow PASS sessions to be timetabled during class-time. This led to all students in the class engaging with PASS sessions. In total, approximately 283 students attended the PASS sessions.</p>

<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To build on the success of the Pilot Project and to roll-out PASS for all partnerships, programmes and campuses.
<i>What subjects do you run SI-PASS in?</i>	Currently, PASS is being rolled-out to Pearson Diploma in Education and Training students in East London and Manchester. This will be extended to all partnerships, programmes and campuses.
<i>How many courses per year have SI/PASS/PAL?</i>	PASS is currently being rolled-out following the pilot scheme.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Currently, we have 6 PASS leaders. There are planned PASS Leader Training in January.
<i>How long is the training for SI-PASS leaders?</i>	The PASS Leader Training is 2 days.
<i>How do you support the Leaders?</i>	Leaders are provided with additional training and developmental sessions to enhance their knowledge, insight, and skills. Prior to a PASS session, the Leaders are provided with support in the creation of suitable and relevant activities. On completion of a PASS session, Leaders have a debrief.
<i>Are the Leaders paid?</i>	PASS Leaders were given £250 voucher at the end of the 12-week Pilot Project as a gesture of appreciation for their engagement and commitment. Currently, PASS is being rolled out to DET students. Leaders from DET are not paid, instead they accrue placement hours. When PASS is rolled out to other programmes, PASS Leaders will be paid £11.50 per hour.
<i>Do the Leaders work alone or in pairs?</i>	Leaders work in pairs for small group sessions (maximum 12). For an in-class PASS session, for example 45 students, 4 PASS Leaders will work together with the students in the classroom.
<i>How many trained supervisors are there at your HEI?</i>	One PASS supervisor
<i>How do you monitor the success of the SI-PASS programme?</i>	Completion of Evaluation Forms by students attending PASS and PASS Leaders. Verbal feedback provided by PASS Student Coordinator and Lecturers.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Dr Mala Arunasalam Associate Dean (Academic Support) Learning and Teaching Department narunasalam@globalbanking.ac.uk

Example of the difference the SI/PASS/PAL programme makes

PASS Leaders presented 'Evaluating Peer Assisted Study Skills Leaders Experiences: GBS Perspective' at the Migration Conference. Students, Leaders, Student Coordinator and Lecturers presented their views of the 'Impact of PASS' at the GBS Teaching Excellence Conference. Leaders abstract on 'Engaging Students As Partners in Global Banking School: Peer Assisted Study Skills' was accepted for the the 5th International Conference on Modern Research in Education, Teaching and Learning in London.

PASS Leader Feedback

HND Business: At GBS, the key objective of the teaching/learning process is student success, and GBS leadership invest significant amounts of time and resources to ensure the successful completion of these objectives. At GBS, teachers and students stand together in a joint enterprise that strives for succes, with teachers doing their best to support all students alike.

However, despite best efforts for optimal communication between teachers and students, gaps in communication are inevitable. In the real world classroom, there will always be misunderstandings and doubts in certain areas with never enough time for a teacher to spend individually with every single student, especially in larger classes.

THIS IS WHERE THE PASS LEADERS CAN HELP! It is essential for the lecturers and PASS leaders to work together to ensure that any misunderstandings are addressed. While some students are reluctant to ask lecturers for clarification of key questions for fear of demonstrating their lack of understanding, these same students are more likely to ask the PASS leaders, as they are regarded as peers at the same hierarchical level but with slightly more understanding. Importantly, PASS leaders can use their knowledge to clarify assignment briefs, word processing, paraphrasing, referencing, information sources and information searching, exploiting the Moodle, uploading activities and assignments on Moodle, things for which a teacher would never have enough time, regardless of how well intended a teacher might be.

PASS will be a great success for students and teachers, and – ultimately – for the GBS mission and vision.

Students Feedback

First year students (Level 4):

- They allow student to voice their views and to say areas they need improving.
- Found it useful and informative, well planned out.
- They help you if you struggling with any problems.
- Students benefit a lot from the leaders.
- Leader share experience of why he fail and tell us what we do so no fail.
- The way they show us we learn so much.
- Leaders engaged well with students.
- To continue doing it, it is very helpful for the students.

Lecturer Feedback

I was particularly glad to welcome the Peer Assisted Study Skills (PASS) because teaching new intake can be very challenging. Many of them struggle with IT skills and even Academic skills. It can be so distracting and daunting to be delivering teaching and at the same time having to be sorting issues of IT slowing reception of learning down. As much as PASS is a big relief to me as a lecturer it has reinforced confidence in my students, they now exhibit a "can do" spirit. As if that was not enough, the students were able to solve a problem the SST could not solve by guiding them and working with my students. They gave not just direction but direct involvement and this is so commendable.

PASS Leaders Lecturer Feedback

Visible changes in two PASS Leaders attributed to their Peer Assisted Study Skills Leader role. Both students have shown optimal collaborative energy with their classmates. This was evident in the course work group presentation. The Leaders both made significant efforts to support their colleagues throughout the presentation preparation. Both students were already very good communicators however they are now both able to impart information more effectively and have gained in confidence in terms of public speaking and speaking to their classmates in class. They have more confidence in themselves and are committed more to the course. In addition, both PASS leaders exhibit much-improved time management and improved discipline in all aspects of their coursework. Finally, both students have proven to be approachable and sensitive when dealing with personal issues of some of their colleagues.

Imperial College London

<i>What is the name of your programme?</i>	(Department of Life Sciences, DoLS) Peer Assisted Study Skills programme
<i>How long have you been running SI-PASS?</i>	Since Oct 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Exploring new learning and teaching methods – SI-PASS pioneered to assist students address their study skills needs; Facilitate students' smoother transition into HE; Supplement the student-led Mums & Dads scheme; Provide a means toward effecting a more collegiate and institutional memory by linking different undergraduates and year groups together; The provision of additional extracurricular experience for undergraduates interested in mentoring, education and pedagogy.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The DoLS PASS scheme commenced in 2015 based on 50 min discussion sessions running on Thursday lunchtimes during the autumn and spring terms. The scheme has been designed to suit/match local (departmental) requirements only, by steady iteration. During COVID the MS Teams-based PASS scheme sessions made a valuable contribution by providing a forum for undergraduates at a challenging time.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Students as partners in learning, taking responsibility for their own development; Imparting of appropriate study and social skills; The provision of a collegiate environment with improved institutional memory across different year groups; A forum for meeting others – useful for students living in/commuting from the parental home; Building undergraduate – both Mentor and Learner – confidence.
<i>What subjects do you run SI-PASS in?</i>	Life Sciences
<i>How many courses per year have SI/PASS/PAL?</i>	2 x Y1 undergraduate programmes (Biochemistry + Biological Sciences)
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	~16
<i>How long is the training for SI-PASS leaders?</i>	Three 2 x hour sessions
<i>How do you support the Leaders?</i>	Training is provided and mandatory for new Mentors. A trained supervisor plans the schedule of sessions and suggests suitable content correlated to the programme of study with resources from previous PASS sessions available to consult, use and add to collectively; at least one veteran (a final year undergraduate) Mentor is assigned to help administer the other PASS Mentors in conjunction with the supervisor.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Pairs

<i>How many trained supervisors are there at your HEI?</i>	Currently myself only, as far as I am aware.				
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance monitoring, in-session (local) surveys, a global survey of learners; a global survey of Mentors and Mentor debriefing session.				
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	stephen.connolly@imperial.ac.uk				
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
400	~320	~120-150	10-12	50 min	1315

Kingston University⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Academic Mentoring
<i>How long have you been running SI-PASS?</i>	First implemented in 1991
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Support University transition for first year students
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Kingston University was one of the first UK institutions to implement PAL, however it has changed its formation over the years, now existing as Academic Mentoring. According to data available (post 2012), the programme has expanded from 9 to 21 subject areas, as we have now embedded mentoring in more disciplines. Subsequently, we have experienced a greater student reach from 690 to 1450; including both mentors and mentees.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The overall aim of Academic Mentoring is to improve the retention, progression, attainment and employability of all students, but most notably BME students in line with the University's KPI around BME attainment, and students from low socio-economic backgrounds as the project is funded by the Access Agreement.
<i>What subjects do you run SI-PASS in?</i>	Dance, Drama, Politics, Economics, Chemistry, Computer Science, Maths, Pharmacy, Pharmaceutical Science, Engineering, Psychology, Architecture, Geography, Financial Accounting and Reporting, Fine Art, Photography, Nursing,

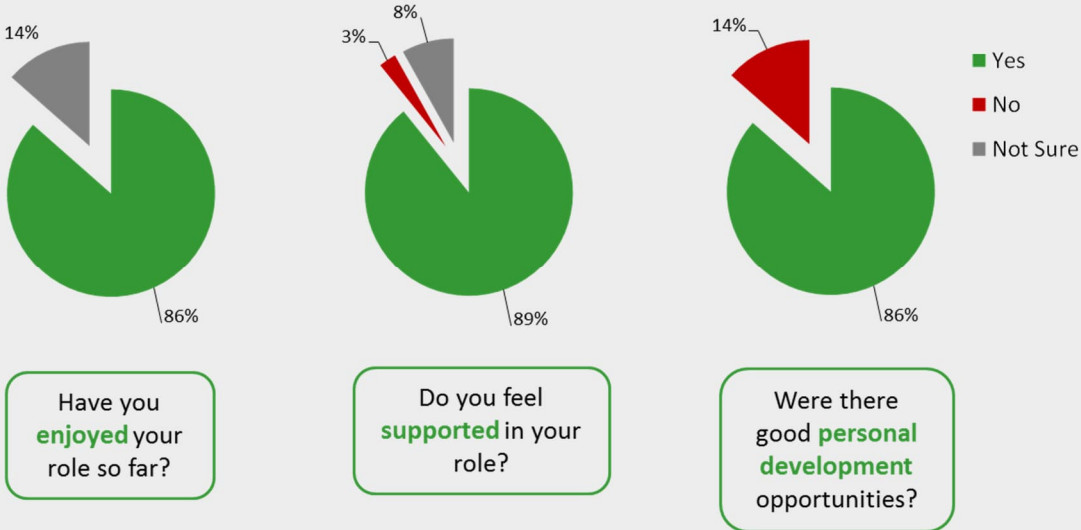
	Radiography, Film Studies, Biochemistry and Interior Design.
<i>How many courses per year have SI/PASS/PAL?</i>	21
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	150
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	Supplementary training during the year, assistance with session planning and regular correspondence and feedback.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Qualitative and quantitative data acquired through a survey each semester for mentors and mentees, impact and evaluation data based on sense of belonging (mentors) and confidence (mentees), and focus groups.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	r.maccabe@kingston.ac.uk h.daudi@kingston.ac.uk

Attendance Statistics

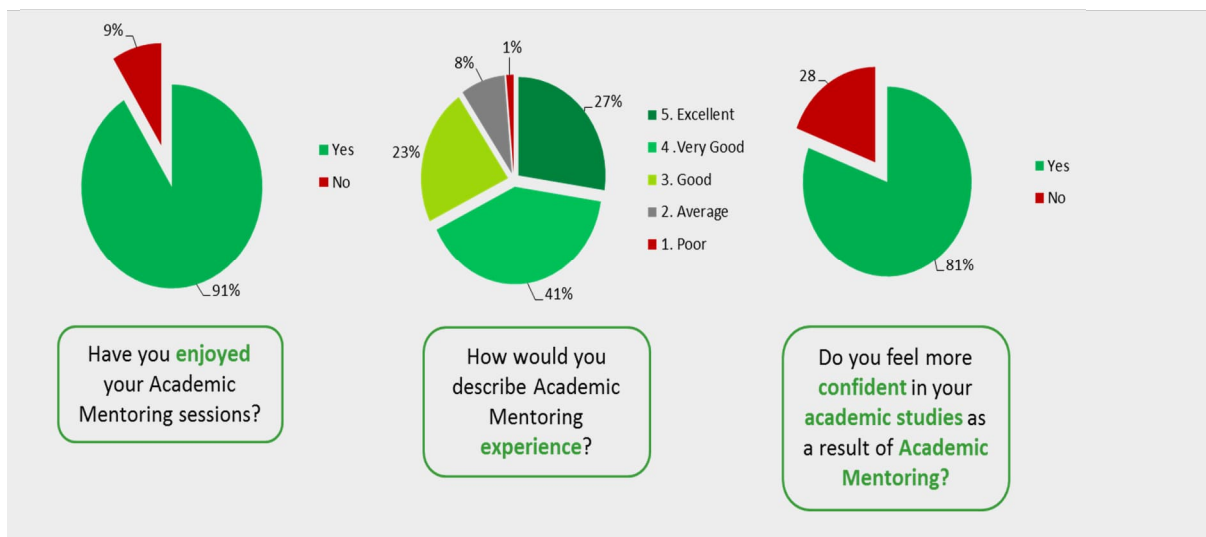
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
3,000	1,300	20	24	1	36,000

Example of the difference the SI/PASS/PAL programme makes

Mentor Feedback: (93 Respondents)



Mentee Feedback: (151 Respondents)



London College of Communication

<i>What is the name of your programme?</i>	Peer Learning
<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Increase student retention and attainment, support the development of learning communities, increase academic agency and confidence.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Our programme is part of the academic support department at LCC. This ensures that the principles of peer learning are embedded as part of the learning development practice of staff in the team and ensures that the programme is informed by subject specific expertise across the department. Undergraduate and postgraduate students are employed as peer mentors with responsibility for one-to-one mentoring support, as well as working in partnership with academic support staff and course teams to facilitate study workshops for the years below.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	By making the adjustments outlined above, we hope to enhance and broaden the learning development practices in our department, as well as bringing subject-specific expertise to our peer learning activities.
<i>What subjects do you run SI-PASS in?</i>	Courses in the Design, Media and Screen schools
<i>How many courses per year have SI/PASS/PAL?</i>	We run peer learning activities primarily for Year 1 students in approximately 20 courses
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	16 in Year 2 / 27 Year 3
<i>How long is the training for SI-PASS leaders?</i>	4 hours face to face + 1.5 hours online asynchronous activities, plus 4.5 hours further training and development throughout the year
<i>How do you support the Leaders?</i>	We offer ways to broaden their understanding of their practice as both mentors and workshop facilitators, through the lens of decolonisation, professional practice and creative

	practice. Students are paid for their work, to enable more students to undertake the role, and to formally recognise their work and what it adds to our institution. We provide advice and guidance throughout their employment through the relationships they have with the supervisors and academic support lecturers.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs, small groups, and in partnership with staff
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	We gather feedback through survey data, focus groups and narrative. We also gather anecdotal feedback informally.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Lcc-peermentoring@arts.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
	Aproximately 400	30	2-3	1-1.5 hours	~2400

Example of the difference the SI/PASS/PAL programme makes

Students have noted that the programme offers a chance to bring their own knowledge and experience to their curriculum, and to consider who is or is not represented in their subject area / industry

London Metropolitan University⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Peer Mentoring in Praxis (PMiP)
<i>How long have you been running SI-PASS?</i>	Since 2012
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Two aims: Enhancing professional practice of second year Education students and support of newcomers on the programme.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	NA
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	London Metropolitan University runs a university-wide PASS scheme (Success Coaches). The aim of this programme is to help first year students boost their academic success and feel more integrated as members of their courses and the University community. See: http://student.londonmet.ac.uk/your-studies/study-resources/pass-scheme-peer-assisted-student-success/

<i>What subjects do you run SI-PASS in?</i>	Education
<i>How many courses per year have SI/PASS/PAL?</i>	1
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	15-20
<i>How long is the training for SI-PASS leaders?</i>	15 weeks (15 Credit, Level 5 module)
<i>How do you support the Leaders?</i>	Weekly sessions where we look at theory and practice - and reflect on experience
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Informal: Weekly feedback, Formal: Module evaluation (Mentors and Mentees)
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Sandra Abegglen (s.abegglen@londonmet.ac.uk) Web-page: https://peermentoringinpractice.com/

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
80	~60 mentees (first-year students)	All mentors and mentees as the scheme is integrated in our curriculum (taught sessions).	15	3 hours	~2,400

Example of the difference the SI/PASS/PAL programme makes

Mentor feedback (2017):

- (1) 'Overall, I have greatly benefitted from my experience as a peer mentor.'
- (2) 'During my learning process through this peer mentoring module I gained knowledge and skills about what is needed to make mentoring successful, and how to provide support for other students'.
- (3) 'I will implement all the knowledge received in this module throughout my professional career.'
- (4) 'Personally, peer mentoring has helped me overcome my fears and make friends with the first-year students.'
- (5) 'After a few weeks I grew in confidence and I would move around the room and try to engage with other students and various groups that had formed.'
- (6) 'I also learnt everyone has different situations at home and can face difficulties in their private life, outside of university, and so I should never look down at or judge any of my peers.'
- (7) 'Being a mentor, and working with the individuals I met, was brilliant.'
- (8) 'I've enjoyed the module and have attended all sessions.'
- (9) 'I've gained practical experience and developed my transferable skills'.
- (10) 'The main positive I have taken from this whole experience is how happy it makes me feel when being able to help others.'

Loughborough University

<i>What is the name of your programme?</i>	Peer Support
<i>How long have you been running SI-PASS?</i>	Since 2013
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Benefits to the student experience – provide support for academically engaged students
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	It started in Maths 2013, was moved to a centrally run system on 2 modules 2014 and has been gradually expanding.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	University-wide expansion.
<i>What subjects do you run SI-PASS in?</i>	Sports & Exercise Sciences, Engineering Sciences, Psychology, Foundation studies, Materials, International Relations, Politics, History, Geography, English, Criminology & Sociology, Chemistry, Natural Sciences, Biosciences, Aero & Auto Engineering, Sports & Exercise Sciences, Maths, Business, Economics, Physics.
<i>How many courses per year have SI/PASS/PAL?</i>	19
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	47
<i>How long is the training for SI-PASS leaders?</i>	2 days: <ul style="list-style-type: none"> - Day 1 for content - Day 2 drafting session plan, role play & reflection/feedback
<i>How do you support the Leaders?</i>	Initial training, optional advanced training, 121s, spoken and written feedback after observations, monthly debriefings, help with session planning, facilitating leaders to communicate in a group to share good practice.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	Pairs
<i>How many trained supervisors are there at your HEI?</i>	Two
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance monitoring, Surveys of attendees, surveys of volunteers, testimonials
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Sepide Edwards (peersupport@lsu.co.uk) Website: https://lsu.co.uk/peer-support/pal

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
*	*	*	10	1 hour	*

Manchester Metropolitan University

<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	Since September 2019
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Supporting students in their transition to university
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	<p>2019/20: PAL pilot within the Faculty of Health and Education</p> <p>2020/21: PAL fully introduced to all Faculties</p> <p>2021/22: PAL runs in all Faculties, with the exception of 4 Departments across all of these.</p> <p>Following the success of the PAL scheme's pilot year in 2019/20, the second year of the PAL scheme widened its participant base to all faculties, having previously been available only to Health and Education students. The academic year 2020/21 was characterised by the effects of the COVID-19 pandemic, which introduced block teaching to the institution and forced programmes to move online when national lockdowns were in place. Many PAL sessions from March 2020 were held online. The 2021/22 academic year has seen PAL sessions predominantly take place online, though in 2022/23 and with a return to semester-based teaching, sessions have been delivered in the main, in person with 40 subjects running (11 online, 29 in person)</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	<p>To continue to develop and promote the notion of academic peer-to-peer support across further courses and at targeted courses to help with progression, awarding gaps and the fostering of communities.</p> <p>To promote the impact of PAL through an increasing focus on quantitative and qualitative data.</p>
<i>What subjects do you run SI-PASS in?</i>	Arts and Design, Business, Education, Engineering, Health, Humanities, Law, Sciences.
<i>How many courses per year have SI/PASS/PAL?</i>	42
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	140 – 200
<i>How long is the training for SI-PASS leaders?</i>	One day training by the Central PAL Team, One-hour briefing with course contact for PAL, per semester.
<i>How do you support the Leaders?</i>	Regular email updates, Microsoft Teams channels, faculty debrief meetings with Faculty PAL Leads and the Central PAL Team, acting upon session and PAL Leader feedback, PAL Leader evaluation forms and further training where required.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs, or threes. However, there are some instances of PAL Leaders working alone.

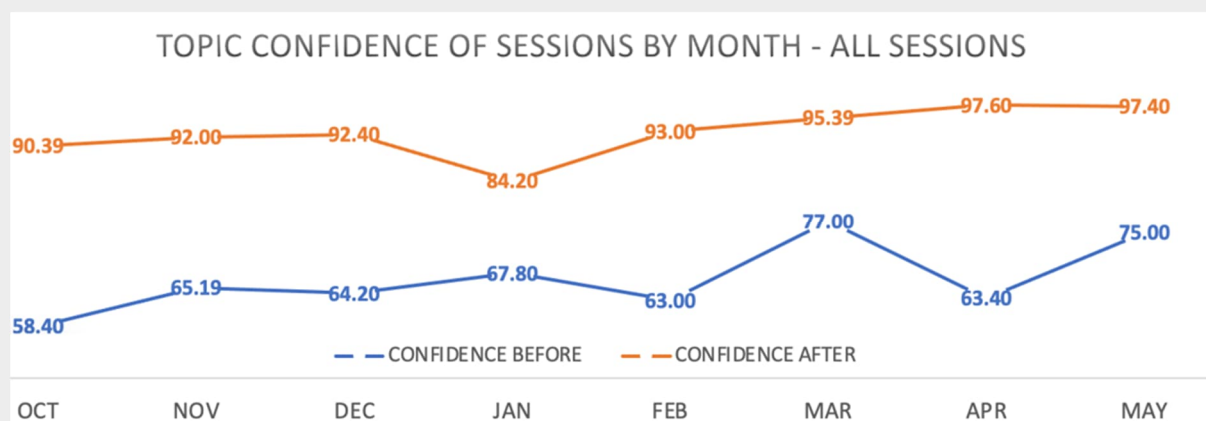
How many trained supervisors are there at your HEI?	-
How do you monitor the success of the SI-PASS programme?	Anonymous student feedback (attendees at sessions), end-of-year reports in conjunction with student staff (PAL Leaders) and the University' Strategic Planning Office.
Contact details (to get in touch with supervisors in your SI-PASS programme)	Nick Sutton (N.Sutton@mmu.ac.uk), Jac Fossett (J.Fossett@mmu.ac.uk), or pal@mmu.ac.uk

Attendance Statistics

How many students per year have access to SI/PASS/PAL?	How many students participate at least one time in SI/PASS/PAL per year?	How many attendees are there on average in your SI/PASS/PAL sessions?	How many SI/PASS/PAL sessions do a Leader have on average per year?	How long (in hours) is an average SI/PASS/PAL session?	How many contact hours do you have in total per year for your students at SI/PASS/PAL?
*	1,812	Varies	20	1 hour	1,176

Example of the difference the SI/PASS/PAL programme makes
In general, the more PAL sessions attended, the better the progression rate of attendees. In 2020/21, only 5 out of 117 students who attended more than 10 sessions did not progress.

Attending PAL sessions clearly shows the impact on the confidence levels of students attending:



The average satisfaction rating (out of 5) given by attendees at sessions was 4.7 in 2020/21.

Internal analysis shows that PAL leaders have had high levels of Good Honours awarded, 12% over the University average in 2020/21.

Testimonial from current second-year PAL Leader for Film Making:'.
'

"Promoting a safe and inclusive environment is the primary reason I became a PAL leader, encouraging students to be themselves and grow their confidence in an open, positive space. As a PAL leader, I offer a place in which students can feel supported, heard and encouraged to further their practice beyond the classroom. I am someone trustworthy for students to confide in, ask questions or simply just to talk to. PAL Sessions led by me are always focused on being open, accessible and enjoyable for all. Providing practical and creative group activities, to the sharing and discussion of work made, there is an emphasis on the act of collaboration. No two PAL sessions are the same, as the students

lead and direct the discussions and activities. My sessions give a productive space so that students feel they are prepared and self-assured as they continue through their first year."

Middlesex University

<i>What is the name of your programme?</i>	Student Learning Assistants (SLA) Scheme
<i>How long have you been running SI-PASS?</i>	Since 2009
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Middlesex University initiated the Student Learning Assistants (SLA) Scheme to support student progression and retention in addition to enhancing student satisfaction and experience. The role of SLAs was established to complement teaching, help students engage with their programmes of study, assist new students in smooth transition into HE, and provide support to their peers on academic matters vital to academic success.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	After a successful pilot in 2009 in 10 modules across the university, the SLA scheme was rolled out to modules in all Schools at Middlesex University who opted into the scheme. The aim at the time was to improve student experience and engagement whilst positively impacting on student success and employability. Centrally managed by the Peer Assisted Learning (PAL) Team, the SLA scheme is currently embedded within 1st Year curriculum across all Faculties where SLAs co-facilitate with academic staff during taught sessions. A small number of SLAs run their own sessions outside the classroom to provide further support to students as required. In 2015, the Senior SLA tier was instituted as a means of progression for existing SLAs to enhance graduate skills while providing additional support and mentorship to newly recruited SLAs.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The goal is to co-create educational success together with SLAs in transforming the learning of their peers and endeavour to provide academic peer support access to students at all Undergraduate Levels.
<i>What subjects do you run SI-PASS in?</i>	The SLA scheme is embedded within the curriculum across all faculties at Foundation and First Year levels.
<i>How many courses per year have SI/PASS/PAL?</i>	
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	250 on average each year
<i>How long is the training for SI-PASS leaders?</i>	2 days initial training with on-going training throughout the year
<i>How do you support the Leaders?</i>	Meetings with Senior SLAs/Group meetings/Networking meetings/ 1-2-1 meetings/Observation feedback
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	They work alone, pairs or small groups depending on the programme of study
<i>How many trained supervisors are there at your HEI?</i>	3

<i>How do you monitor the success of the SI-PASS programme?</i>	Annual surveys (students, academic staff, SLAs), Observation visits, focus groups, 1-2-1 supervision meetings, Senior SLA meetings
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Simbo Ajayi Head of Peer Assisted Learning s.ajayi@mdx.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
6000	6000	20 approximately	20	One hour	22,000

Example of the difference the SI/PASS/PAL programme makes

The SLA scheme is regarded as having positive value by staff and students and has broader impact on key university initiatives.

The scheme is a key part of our Access and Participation Plan with particular focus on “building confidence and social mobility.” (Middlesex University, Access and Participation Plan 2020-21 to 2024-25)

In 2020, the Academic Board provided the following statement about the SLA scheme:

This is a sector-leading scheme, that had grown from an initial pool of 40 at its inception in 2009 to more than 300 SLAs today. There is a demonstrable impact on student achievement because of the work of the SLAs. The SLAs are critical in connecting students to the wider university, and in helping them navigate their academic and other journeys at Middlesex”. (Middlesex University Academic Board, 2020)

Student Survey feedback:

The SLA had a genuine desire to help and assist me whenever I had a query or question. She offered useful advice on how I could develop my knowledge in both modules and on essay writing. I was encouraged to have more confidence in myself and my work, which I soon realised when I received my essay results. The SLA reassured me not to be so hard on myself and to ask questions when I needed more help. (Student survey, 2020)

The SLA scheme was presented the Collaborative Award for Teaching Excellence (CATE) 2022 Award in recognition of SLAs’ wide-reaching impact on teaching and learning, student experience, wellbeing, inclusivity, student leadership and employability through collaborative efforts with staff.

Northumbria University

<i>What is the name of your programme?</i>	Northumbria University peer Support
<i>How long have you been running SI-PASS?</i>	Since January 2022
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Northumbria University is a research-intensive modern institution with a strong commitment to widening participation. The institution prides itself on redressing disadvantage and transforming lives by equipping all learners,

	<p>irrespective of background, experience and ethnicity, with the skills they need for the future to succeed and reach their full potential.</p> <p>Northumbria is presently the 12th largest provider of undergraduate provision in the United Kingdom, with 40% of current students the first in family to attend university. Whilst some pre-existing discipline specific peer support schemes are delivered across the institution (e.g., in Sport and Nursing), these were not introduced specifically with widening participation students in mind.</p> <p>The primary intention of this small-scale SI-PASS project was to extend peer support opportunities to all first-year undergraduate students within the Faculty of Health and Life Sciences, but especially those defined as widening participation.</p> <p>The two aims were to:</p> <ol style="list-style-type: none"> 1. Help reduce continuation, attainment and graduate outcomes gaps, including those from low-income households and low participation neighbourhoods, those who are first generational, care-experienced and from black, Asian and minority ethnic (BAME) backgrounds as well as those with specific characteristics, including - but not exclusively - students with disabilities, mature students and commuter students. 2. Further support first year undergraduate students to transition confidently and promptly into university life and acquire the study and transferable skills needed to successfully progress through and complete their degree programme.
<p><i>Could you give a short history of your SI/PASS/PAL programme?</i></p>	<p>From January 2022 - April 2022, the project ran as a series of monthly 60-minute workshops, delivered online using Microsoft Teams by SI-PASS leaders (current second year undergraduate students), to peer mentees (current first year undergraduate students) in a supportive and informal setting. Due to low student numbers, each session was 1-1. Peer mentees were allocated a second-year SI-PASS leader in December 2021 and encouraged to build rapport and get to know one another prior to the first formal meeting. Session 1 took place in January 2022 and provided advice for settling into university life. Session 2 took place in February 2022 and focussed on best preparing for assessment and acting upon feedback. Session 3 took place in March 2022 and centred on further developing study skills, such as paraphrasing and referencing. Session 4 took place in April 2022 and explored lessons learned during the first year at university and guidance on preparing for year two and beyond.</p>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<p>Supporting transition, aiding social and academic integration, developing of social capital within and outside the classroom</p>

	setting, assisting students to better manage their workload and improve assessment preparedness.
<i>What subjects do you run SI-PASS in?</i>	SI-PASS is currently available to all first-year undergraduate students studying the following subjects within The Faculty of Health and Life Sciences at Northumbria University: <ul style="list-style-type: none"> - Sport, Exercise and Rehabilitation - Psychology - Applied Sciences - Nursing and Midwifery - Social Work, Education and Community Wellbeing - Operating Department Practitioners
<i>How many courses per year have SI/PASS/PAL?</i>	1
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	SI-PASS Leader recruitment began in late September 2021 with ten second year undergraduate students subsequently becoming trained as successfully completing the role. All SI-PASS leaders were studying either sports, applied sciences or nursing and midwifery related undergraduate programmes throughout the project duration.
<i>How long is the training for SI-PASS leaders?</i>	All SI-PASS leaders completed a three-hour face-to-face training session delivered by two trained SI-PASS supervisors in early October 2021. The session was informal and overviewed facilitation skills, interactive delivery methods, effective questioning, session structure and producing resources to fit the needs of students. A key aspect of the session was to underline how SI-PASS leaders were expected to facilitate and not teach, be active listeners, offer reassurance and to share personal insights in a welcoming and positive environment.
<i>How do you support the Leaders?</i>	In addition to the formal SI-PASS leader training event and ad-hoc support provided through 1-1 face-to-face support sessions with SI-PASS supervisors, the SI-PASS trained supervisors also created a 'Peer Support' organisational site within Blackboard Ultra. This online repository was accessible to all mentees and SI-PASS leaders and housed a central bank of adaptable resources to assist with session planning, delivery and general day-to-day operational issues, matters and concerns.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	4 (Dr Rick Hayman, Dr Stephany Veuger, Dr Jaden Allen and Emily Parkin)
<i>How do you monitor the success of the SI-PASS programme?</i>	SI-PASS leader training evaluation, mentor attendance data, surveys, focus groups and interviews, pre and post questionnaires on student belonging, confidence and enjoyment (Yorke, 2016).
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Dr Rick Hayman (rick.hayman@northumbria.ac.uk) Dr Stephany Veuger (s.veuger@northumbria.ac.uk) Dr Jaden Allan (jaden.allan@northumbria.ac.uk) Miss Emily Parkin (e.parkin@northumbria.ac.uk)

Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1,000		10	4-6	60 minutes	4-6 hours

Example of the difference the SI/PASS/PAL programme makes
 Whilst Northumbria University has some pre-existing departmental peer support schemes, they were not introduced specifically with widening participation students in mind. Key project findings indicate how SI-PASS helped first year undergraduates to settle promptly and happily into university settings and supported their developing sense of belonging and identity with fellow mentees, SI-PASS leaders and supervisors.

Publications about SI/PASS/PAL programme

Hayman, R., Wharton, K., Bruce-Martin, C., & Allin, L. (2022). Benefits and motives for peer mentoring in higher education: an exploration through the lens of cultural capital. *Mentoring & Tutoring: Partnership in Learning*, 1-19

<https://www.tandfonline.com/doi/full/10.1080/13611267.2022.2057098?src=&journalCode=cmet20>

Queen Mary University of London

<i>What is the name of your programme?</i>	PASS (Peer Assisted Study Support) at Queen Mary
<i>How long have you been running SI-PASS?</i>	First piloted in 2002
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To contribute to the College's Widening Participation Strategy and compliment existing activities to support student learning and improve retention of students during the critical first year of study.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PASS is currently based in the Library and Teaching Services in partnership with academic schools and departments. Support is also received from the Widening Participation and Marketing Team. It was initially run as a pilot for the Science and Engineering Foundation Programme (SEFP) in Academic Year 2002/03. Subsequent funding was secured for the project from the Westfield Trust (now Westfield Fund for Enhancing the Student Experience). It became core-funded in 2008 and a coordinator was appointed on a (part-time) permanent position in January 2008. Since then PASS has expanded into 14 Academic Schools, excluding Medicine and Law and is now funded from the Colleges Access and Participation Fund.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The four core aims of PASS within QMUL are: <ul style="list-style-type: none"> • Develop students' capacity to navigate Higher Education and graduate employment sectors and make informed choices

	<ul style="list-style-type: none"> • Develop students' confidence and resilience to negotiate the challenge of university life and graduate progression • Develop students' study skills and capacity for academic attainment and successful graduate progression • Develop students' understanding by contextualising subject knowledge and support attainment raising
<i>What subjects do you run SI-PASS in?</i>	PASS exists in the following Schools; History, English and Drama, Business and Management, Economics and Finance, Language, Linguistics and Film, Geography, Politics and International Relations, Dentistry, Science and Engineering, Electronic Engineering and Computer Science, Biological and Chemical Sciences, Maths and Physics and Astronomy. PASS also supports students studying any of the Foundation Programmes at the University as well.
<i>How many courses per year have SI/PASS/PAL?</i>	All courses within the Schools listed above can access the PASS scheme. Every effort is made to recruit mentors from each course per academic year in order to maintain this.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	This varies year on year. For this academic year of 2022/23 we have: 14 Student Organisers 71 Trained mentors
<i>How long is the training for SI-PASS leaders?</i>	Two in person/online half day training sessions are held for PASS mentors. These are split between the following content: <ul style="list-style-type: none"> • Day 1: Intro to SI – PASS, implementation at QMUL, mentoring skills, Blooms Taxonomy and questioning techniques. • Day 2: Structuring sessions, example scenarios, maintaining boundaries and developmental opportunities. • An additional 3 hour training session is carried out for PASS Student Organisers to equip them for their more senior role. • All mentors and organisers must also complete and pass an online Essential Safeguarding module.
<i>How do you support the Leaders?</i>	<p>All mentors attend compulsory training at the start of the year followed by completing an online Essential Safeguarding module via the universities online learning platform, QMPlus. Follow on training for further development and support is given by QMUL Careers along with additional CPD opportunities being made available from the Queen Mary Students Union and the wider UK Student Recruitment and Widening Participation Team. Mentors and Student Organisers are given handbooks containing core content and useful tips and advice on different aspects of the scheme. Academic Coordinators (teaching staff from individual Schools) are also available to provide ongoing content-based support for organisers/mentors.</p> <p>Student Organisers attend a 3 hour core training session to prepare for their role. Once trained, Student Organisers meet with mentors regularly for debriefs and are present at all mentoring sessions. Student Organisers also have twice yearly meetings with the Peer Mentoring and Transition Coordinator to share good practice and learn from each other.</p> <p>A MS Teams page for PASS Student Organisers is also maintained with all key information and documents available in one place, along with</p>

	<p>opening the opportunity of direct support and communication with the Peer Mentoring and Transition Coordinator.</p> <p>The evaluation surveys also give mentors and student organisers a chance to anonymously share their experiences at different point of the academic year with qualitative data being collected on how they are finding their experience and any improvements that can be made.</p> <p>We also have the PASS It On Scheme which comprises of graduated students that form the PASS Alumni network who continue to stay in touch and share tips and advice.</p>
<i>Are the Leaders paid?</i>	<p>Student Organisers are paid for all additional work done outside of mentoring. This mostly relates to the administrative tasks involved in establishing the sessions. Examples include room bookings, publicity of sessions, managing mentor availabilities and recruiting new mentors at the end of the year.</p>
<i>Do the Leaders work alone or in pairs?</i>	<p>Whilst some Schools have had co-organisers in the past, currently there are only one student organiser per academic school. The mentoring sessions are ran as drop – in group sessions so depending on the size of the School, the number of mentors (at session) can vary from 2-6.</p>
<i>How many trained supervisors are there at your HEI?</i>	<p>1</p>
<i>How do you monitor the success of the SI-PASS programme?</i>	<ul style="list-style-type: none"> • Weekly attendance registers will be updated by all Student Organisers to monitor engagement. • Pre and post-training evaluation surveys for student organisers and mentors will be used to support the continuous improvement of training and resources content. • Pre and post PASS mentoring session evaluation surveys will be used to support evaluation from participants angle at the end of each semester. • The evaluation process will take into account quantitative and qualitative survey outcomes and programme attendance data. • In session observations will be conducted to assess programme effectiveness and participant engagement and response to PASS mentors. • Semesterly meetings with Academic coordinators to assess the delivery and impact of the programme and identify any issues with engagement. • Produce end of year comparison data of PASS participants against non participants to assess the academic continuation impact on participants beyond first year. <p>The evaluation of the programme is based on the Nerupi Framework of evaluation with mentees, mentors and student organisers being asked the same questions at different points of the academic year. This is to determine whether a continuous positive change is being observed from students participating on the programme. The 5 key statements include:</p> <ul style="list-style-type: none"> • I think University will be challenging this year

	<ul style="list-style-type: none"> • I feel comfortable/confident working independently to learn my content • I think working with others is a good way to learn new things • I have the skills needed to be successful at university • I feel comfortable sharing my thoughts about a topic and defending my opinion <p>Mentors and mentees are invited to add comments to the attendance and this is a useful source of qualitative data. A useful aspect of session feedback to academic departments is that common difficulties with aspects of the first year and its courses are often identified, allowing for rethinking in course planning. However, while mentees are asked to record their attendance at each session, they are promised individual confidentiality.</p> <p>With the mentors' permission, session observations are also carried out and recorded on observation sheets. Feedback is given, via email, to all mentors present and to the student organiser(s) and academic coordinator for the relevant department.</p> <p>'Retiring' student organisers are asked to fill in a questionnaire reflecting on their role and giving suggestions for the development of the scheme. They are also asked why they wanted the role, if it met their expectations and what they learnt from it.</p>
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<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Fathea Khanum (f.khanum@qmul.ac.uk) Peer Mentoring and Transition Coordinator Web-site: PASS - Peer Assisted Study Support at QMUL - Queen Mary University of London
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Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
All 1st years and foundation year students in 14 academic schools	300-400	0 - 54	4 – 40	1 hour	~ 1600

School of Oriental and African Studies (SOAS), University of London

<i>What is the name of your programme?</i>	Collaborative Student Learning (CSL)
<i>How long have you been running SI-PASS?</i>	Since 2018
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	-
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	CSL was introduced by the Access, Participation and Student Success team (formerly Widening Participation). The scheme now sits with the Student Experience, Engagement and Retention team and operates primarily as a retention-based initiative.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The overall goal is to improve student retention by operating Collaborative Student Learning alongside other support mechanisms, including Peer Mentoring.
<i>What subjects do you run SI-PASS in?</i>	We currently run CSL in nine of ten academic departments (all but School of Arts).
<i>How many courses per year have SI/PASS/PAL?</i>	We usually select one module per department, though there are some exceptions. The East Asian Languages and Cultures department, for example, runs CSL in Korean, Chinese and Japanese Elementary courses.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	We have trained 40 CSL Facilitators this academic year.
<i>How long is the training for SI-PASS leaders?</i>	We originally ran our CSL training over two days via an online session. Over time, we have reduced the length of the training, first to a whole day training session, and finally to a half-day training. We subsequently planned to offer an additional, optional training session focused on running a practice session.
<i>How do you support the Leaders?</i>	We offer Facilitators the chance to attend one-to-ones, though these are not well attended. We have group meetings at least once per term and send out a newsletter with information and other opportunities, both internally and externally.
<i>Are the Leaders paid?</i>	No, CSL (and all other peer support schemes at SOAS) are voluntary.
<i>Do the Leaders work alone or in pairs?</i>	This year, we have paired up Facilitators in several departments, primarily due to low numbers of opt-ins. The groups allocated to students are, therefore, slightly larger, which helps to account for student non-engagement.
<i>How many trained supervisors are there at your HEI?</i>	There are at least three SI-PASS Supervisor trained staff, with the possibility of more in other departments (e.g., APSS).
<i>How do you monitor the success of the SI-PASS programme?</i>	We have feedback surveys for both volunteers and new students circulated at the end of term one and term two. Responses from these surveys are compiled in reports shared with working groups, with the discussions ultimately leading to an annual review of the schemes that we run.

<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>		Jack Wright – Student Engagement Officer (Retention) – jw77@soas.ac.uk Louise Harvey – Student Experience Officer (Success) – lh38@soas.ac.uk			
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
Approximately 1000.	This year we know of 17 students who have attended at least one CSL session (at the end of term one).	1-4. Groups tend to be small due to low numbers of opt-ins.	Anywhere between 1 and around 8. Retention of Facilitators within the role can be a challenge.	1 hour	N/a

St Georges University

<i>What is the name of your programme?</i>	Peer Assisted Learning Scheme
<i>How long have you been running SI-PASS?</i>	The scheme ran from September 2020 to June 2022. It is currently on hold
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The scheme was fully online and it was aimed to mitigate first-year students' social isolation and lack of engagement with their program due to the online-only provision during the pandemic
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The project aimed to recruit and train second-year students from three different programs as PAL leaders to facilitate weekly online Peer Assisted Learning (PAL) sessions for first-year students. The PAL leaders received training from the project's coordinator. There were a total of 23 PAL sessions with 350 attendees. During the sessions, students discussed the module's content and their program in general. PAL leaders used online technologies for collaborative learning (Jamboard, Kahoot quizzes)
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The main goal was to increase communication, collaboration, and knowledge exchange within the first years at SGUL to mitigate the effects of the pandemic. It also aimed at helping PAL leaders develop their employability skills and gain meaningful work experience.
<i>What subjects do you run SI-PASS in?</i>	Biomedical Sciences, Therapeutic Radiography and Physiotherapy.
<i>How many courses per year have SI/PASS/PAL?</i>	There were 3 participating programs in the first year, and only one in the second year. The scheme is now on hold due to lack of funding/resources.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	There were 5 PAL leaders in the academic year 2020/21 and 4 in the year 2021/22

<i>How long is the training for SI-PASS leaders?</i>	1 half day
<i>How do you support the Leaders?</i>	Regular meetings and observations of PAL sessions with provision of feedback
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Via keeping attendance records and gathering feedback from participating students and the PAL leaders.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Olga Rodriguez Falcon Email: orodrigu@sgul.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
Approximately 350	Roughly 100	Approximately 20 per session	Approximately 6 per year	1 hour	300 hours

Example of the difference the SI/PASS/PAL programme makes

Over 80% of Students who answered the final survey reported they found the sessions helpful/very helpful

Teesside University

<i>What is the name of your programme?</i>	Peer Assisted Study Scheme – PASS
<i>How long have you been running SI-PASS?</i>	Since 2014
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We wanted to open up study skills and academic support to more students and in different ways
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We began in January 2014 with a small pilot and have gradually expanded since then. It is run via the Learning Hub (academic skills centre) in Student & Library Services with some staff from that and another department. It has expanded into most Schools of the University
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To expand in a managed way and encourage more participation by students
<i>What subjects do you run SI-PASS in?</i>	MSc Applied Data Science, BSc Chiropractic, BA Comics and Graphic Novels, BSc Computer Games Programming, BSc Diagnostic Radiography, MSc Data Science, Foundation Computing, BA History/Politics (joint PASS group), MSc IT Project Management/Project Management (joint PASS groups), JAVA

	module/Applications Development module (for various BSc computing courses) BSc Midwifery (2 cohorts), BSc Occupational Therapy, BSc Physiotherapy, BSc Psychology (level 4), BSc Psychology (level 5), Structural Mechanics module (for BSc Engineering routes)
<i>How many courses per year have SI/PASS/PAL?</i>	16
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	48
<i>How long is the training for SI-PASS leaders?</i>	3x3 hour sessions
<i>How do you support the Leaders?</i>	Debriefs (fortnightly) and observations
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs or threes
<i>How many trained supervisors are there at your HEI?</i>	7
<i>How do you monitor the success of the SI-PASS programme?</i>	Very informally through debriefs and any evaluation the leaders do
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Yvonne Cotton (pass@tees.ac.uk) Web-page: http://libguides.tees.ac.uk/pass

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
*	345 (2021/22)	4 (2021/22)	20 (2021/22)	1 hour	1536

Example of the difference the SI/PASS/PAL programme makes

Some feedback from an evaluation of a master's course supported last year:

- Gave me confidence to do assessments
- It helped me understand better
- Amazing

University of Bath

<i>What is the name of your programme?</i>	Peer Assisted Learning - PAL
<i>How long have you been running SI-PASS?</i>	Since 2013
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Developing academic support on programmes/units in which staff saw a demand due to poor results, low student satisfaction etc
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	2013: PAL introduced, based in the SU 2015: Senior PAL Leaders introduced

	<p>2017: PAL extended to students learning a language in the Foreign Languages Centre</p> <p>2018: Several PAL schemes focusing on placements were changed to Peer Mentor schemes, allowing us to focus on academic and language sessions.</p> <p>2020: PAL moved online, with some schemes pausing or folding.</p> <p>2021-22: All PAL schemes returned to in person. Our most successful year in PAL, with more students attending PAL more regularly than ever before.</p>				
	<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>				
	<p>Build active learning communities through the expansion and further development of Peer Assisted Learning (PAL) schemes where students are given the opportunity to collaboratively work with other students. Our key indicators of success are confidence on course, academic performance and community building.</p>				
	<p><i>What subjects do you run SI-PASS in?</i></p>				
	<ul style="list-style-type: none"> - Chemical Engineering, - Chemistry, - Computer Science, - Economics, - Pharmacy, - Politics, - Psychology (2 year groups), - Social Work, - 9 languages. 				
	<p><i>How many courses per year have SI/PASS/PAL?</i></p>				
	<p>18-20</p>				
	<p><i>How many SI-PASS Leaders do you have (per academic year)?</i></p>				
	<p>90</p>				
	<p><i>How long is the training for SI-PASS leaders?</i></p>				
	<p>One day, in person</p>				
	<p><i>How do you support the Leaders?</i></p>				
	<p>Observations (once a year), weekly debriefs, additional workshops, online resources hub,</p>				
	<p><i>Are the Leaders paid?</i></p>				
	<p>No</p>				
	<p><i>Do the Leaders work alone or in pairs?</i></p>				
	<p>In small groups of 2-5</p>				
	<p><i>How many trained supervisors are there at your HEI?</i></p>				
	<p>1-2</p>				
	<p><i>How do you monitor the success of the SI-PASS programme?</i></p>				
	<p>Surveys, qualitative & quantitative feedback, focus groups, attendance monitoring, observations,</p>				
	<p><i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i></p>				
	<p>Sam Cook (sjc216@bath.ac.uk) and Tidrah Jeffers (tkjt20@bath.ac.uk) Department address: peersupport@bath.ac.uk Web-page: thesubath.com/peer-support/</p>				
<p>Attendance Statistics (from 2021-22)</p>					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>

		<i>SI/PASS/PAL sessions?</i>			
2 700	840	17.8	18	50 mins	~12100 hours

Example of the difference the SI/PASS/PAL programme makes

- 80% of attendees reported that PAL helped them feel more confident on their course.
- 63% of attendees reported that PAL helped them improve their academic performance.
- 53% of respondents reported that PAL helped them meet other students in their year, which was used as an indicator of community.
- Quotes from attendees –
 - o "...the PAL sessions have meant I've felt a lot more confident when completing my assessments as I have a better idea of what the examiners are looking for. It provides the hindsight of the second years and so means we can see where to avoid mistakes and achieve more."
 - o "Helps me feel less stressed about my assessments as students who were in my exact position in previous years have done it so I enjoy listening to their experience and trust they know how to really help me."
- PAL Leaders develop their communication skills, public speaking, teamwork, facilitation skills and other employability skills.
- PAL Leaders become more confident in themselves during the role.
- Quote from PAL Leader –
 - o "The skills I gained as a PAL leader greatly benefited my campaign. My oral expression and presentation skills have improved a lot by leading PAL Sessions... I am so proud to be a PAL leader and I enjoy every moment of the PAL Sessions." Jiani Zhou, Postgraduate Officer 2018-20 and former PAL Leader.

University of Birmingham

<i>What is the name of your programme?</i>	Peer Assisted Study Sessions – PASS
<i>How long have you been running SI-PASS?</i>	Since 2009
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Inspired by a talk Marcia gave on PASS, we had some learning enhancement funds to pilot a small scheme
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	With a small amount of learning enhancement funding we initially piloted PASS in 6 subjects with great success. We then grew bottom up and organically. Due to the pandemic and staffing changes, in academic year 20/21 we re-set our focus and efforts on delivering PASS more strategically, starting afresh with a smaller number of schemes. This number is now growing year on year again.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Continue to embed PASS strategically and sustainably, with the understanding that PASS is discipline owned and student led.
<i>What subjects do you run SI-PASS in?</i>	Computer Science, Maths, Biosciences, Biomedical Sciences, Dentistry, Accounting and

	Finance, Psychology, and a multi-disciplinary Birmingham Scholar scheme. In some subject areas we run schemes for both 1 st and 2 nd years.
<i>How many courses per year have SI/PASS/PAL?</i>	8
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	125
<i>How long is the training for SI-PASS leaders?</i>	1 hour online course followed by 4 hours in-person, then ongoing support/feedback throughout year.
<i>How do you support the Leaders?</i>	Leaders receive training at start of semester, weekly support and contact, meet-ups, observations, resource sharing with other leaders, thank you and feedback events.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	2s or 3s normally
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Annual feedback and evaluation / Graduate Employability rates for PASS Leaders/degree results for Birmingham Scholars
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	pass@contacts.bham.ac.uk Web-page: www.intranet.birmingham.ac.uk/pass
<i>Other comments?</i>	

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~3300	*	8	12	1 hour	~4800

Example of the difference the SI/PASS/PAL programme makes

From UoB TEF gold award:

"We have embraced research findings on the benefits of peer support and seen evidence in practice. Our highly successful Peer Assisted Study Sessions (PASS) Scheme operates in all five Colleges. PASS is a discipline-owned and student-led scheme which aims to enhance the student experience through collaborative, exploratory discussion. Sessions are facilitated by students from later years of study which, simultaneously, supports them to enhance their own learning outcomes.

From UoB APP evaluation report 21/22 re: Birmingham Scholars PASS:

The ASC's hugely successful new peer-assisted study scheme for Scholars (Scholar PASS) which was implemented in 2020/21 for 1st years was expanded to include all years of study in 2021/22. Throughout Semester 1 four multidisciplinary PASS groups ran weekly, with eleven 2nd, 3rd and final year Scholar PASS leaders mentoring 63 1st year Scholars from different subject areas. PASS Sessions focused on transition to university, general settling in, meeting new people and study skills. Feedback from participants was overwhelmingly positive with 100% of first year respondents saying they would recommend Birmingham Scholar PASS to other first years, and 100% of the PASS leaders saying they would recommend being a PASS leader to others. Qualitative feedback from participants listed the most useful elements of the scheme being its relaxed, informal and interactive atmosphere, the scheme being student-led

with topics decided by the 1st years themselves, and the opportunity it provided for new entrants to make friends and benefit from the advice of current students. Feedback from PASS leaders listed a wide range of skills the scheme had helped them to develop, including organisational, presentation, leadership and communication skills.

University of Bradford

<i>What is the name of your programme?</i>	Peer Assisted Learning – PAL (we also deliver Peer Led Lectures and Peer Support Sessions which are a variation of PAL)
<i>How long have you been running SI-PASS?</i>	Since 2012
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	As a response to our research in to improving student engagement - both internal research and our involvement in the HEA's 'What Works? Student Retention & Success' work.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	It was set up after the research above. We successfully bid for National HE STEM funding to establish a PAL scheme and launched our pilot in 2012/13 with our Computing department. It has grown since then and now runs in all 4 of our faculties, across a wide range of disciplines (STEM and other) and is funded centrally.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	PAL has 2 central aims - to support the transition of new students into university; and to offer an employability development opportunity to those who lead the sessions. The schemes also strive to develop a sense of community and belonging for students in their programme/department
<i>What subjects do you run SI-PASS in?</i>	Schemes can vary year to year but current/recent subjects are (all are undergraduate unless otherwise stated): <ul style="list-style-type: none"> • Public Health & Community Wellbeing • Paramedic Science • Nursing • Radiography • Clinical Sciences Foundation Year • Chemistry • Pharmacy • Optometry • School of Computing • Chemical Engineering • Civil/Structural Engineering • Biomedical Engineering and Clinical Technology • Mechanical Engineering • School of Media, Design & Technology • School of Law • School of Management (including Economics) • Psychology • Peace Studies & International Development

	<ul style="list-style-type: none"> • Social Work (UG and PGT) • Working with Children, Young People and Families • Certificate of International Foundation Studies • Chemistry Degree Apprenticeships (Peer Support Sessions) • Archaeology & Forensic Science • Biomedical Sciences (Peer Led Lectures) • Healthcare Sciences (Peer Led Lectures)
<i>How many courses per year have SI/PASS/PAL?</i>	This can vary each year, but currently 52 programmes have a PAL opportunity
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	This varies each year, currently 75-100
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	<p>The Leaders attend 2 full days of training which is broken down into units. The training comprises of an e-workbook prior to the first in person session that focuses on the background, principles and expectations of the scheme and role. The live training units focus on key knowledge and skills development and practising these, including communications skills, role boundaries, facilitation and group learning skills etc.</p> <p>They then also participate in a compulsory debrief programme run after each PAL session (face to face sessions and some virtual). This is accompanied by an e-portfolio focused on planning, reflective practice, skills evaluation, action planning and skills development, as well making connections to employability and job applications/interviews.</p> <p>Programme based staff can also provide discipline specific information/support as needed by attending debriefs.</p> <p>Leaders have a shared space on the VLE with all their resources and where the staff team can communicate key info and Leaders can also interact with each other and share their own resources.</p> <p>Leaders can also contact the PAL team by email any time and request individual or group meetings for support.</p>
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs. Although some schemes have solo Leaders if the individuals feels comfortable working alone.
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	PAL is evaluated each year against its 2 central aims (1 - to support the transition of new students entering university and 2 - to offer an employability opportunity to students in higher levels who run the sessions).

Ongoing monitoring and evaluation are built into the design of the model via a range of methods:

The debrief programme offers a regular chance to monitor activity and Leaders are encouraged to share successes, challenges, problem solve together, and collaborate with the PAL Team in enabling the success of PAL. These sessions can also highlight items to feed back to the programme team to consider/address in real time.

Leaders capture feedback via their 'session log' which is completed after delivering a PAL session. This highlights what went well, what did not work, and if they need support.

The PAL Leader e-portfolio records all the session plans and reflections, materials they have generated and feedback they have received from their attendees. It also records their employability development via tasks such as before and after skills audits, action planning, and an activity to articulate employability capabilities gained from PAL. All also have to write a final reflective statement on how the role has impacted them. The team can access all of this data for evaluation during and after the schemes.

Many PAL Leaders also design their own evaluation questions that they use themselves with their groups to help develop their sessions over the scheme and use these as assets in their portfolios. We often see these (or Leaders share their findings in debriefs) so can access ongoing feedback from new students.

All students eligible for PAL / PLL / PSS receive an end of scheme evaluation questionnaire. These collect both quantitative and qualitative data. Leaders receive a midway evaluation and an end of scheme evaluation via the debrief programme.

Key programme staff contacts also provide their feedback though our meetings with them over the course of the scheme and they can also attend the evaluation debrief session/s. At times we may conduct activity that focuses on specific topics within PAL (e.g. using the VLE) or we may conduct individual interviews with PAL Leaders for particular projects.

Evaluation overviews are available at scheme level each year and an annual institutional overview is produced.

Contact details (to get in touch with supervisors in your SI-PASS programme)

Ruth Lefever
r.lefever@bradford.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your</i>
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	<i>SI/PASS/PAL per year?</i>				<i>students at SI/PASS/PAL?</i>
1,800+	*	*	6-12	1	*

Example of the difference the SI/PASS/PAL programme makes

Our evaluations show the impact that PAL has, for both new students and PAL Leaders. Each year these demonstrate that peer support delivers it's key aims regarding supporting student transition and for employability development of the student leaders.

Leaders are noticeably gaining higher-level employability skills (such as leadership, innovation and problem solving), key university capabilities and graduate attributes. Leaders particularly highlight the development in confidence both in themselves, and in their future careers. Their engagement with PAL can support a change in their own engagement with their learning, whilst enhancing their sense of belonging, and helping them to develop a new identity which sits in between the academic staff, and the students they support.

First years have noted the opportunity to learn from the experiences of peers in higher levels, friendship development, and support with settling in. Their feedback highlights the value of having student perspectives and guidance, support with understanding course material and expectations, improving study techniques and interacting with others.

Important benefits for both groups reoccur regarding employability and future goals, course/skills development, or engagement with study, aligning to external findings linking peer learning to academic and social confidence and to retention. In addition, students feel that PAL can support a sense of belonging for those involved and community development in the department, linking to sector evidence on the broader value of engagement and belonging for student success.

Internal evaluations were further supported with the institution's Teaching Excellence Framework (TEF) outcome, where PAL was specifically noted in the silver award statement of findings 2017 for personalised learning.

Publications about SI/PASS/PAL programme

- Lefever, R. and Hunt, L. (2018) Supporting transition through Peer Assisted Learning (PAL), SEDA Spring Learning Teaching and Assessment Conference, Leeds, May 2018
- Ahmed, U. and Lefever, R. (2016) The impact of PAL in developing a sense of belonging and establishing communities of learning, Association of Learner Developers in Higher Education Conference, Heriot Watt University, March 2016

University of Bristol

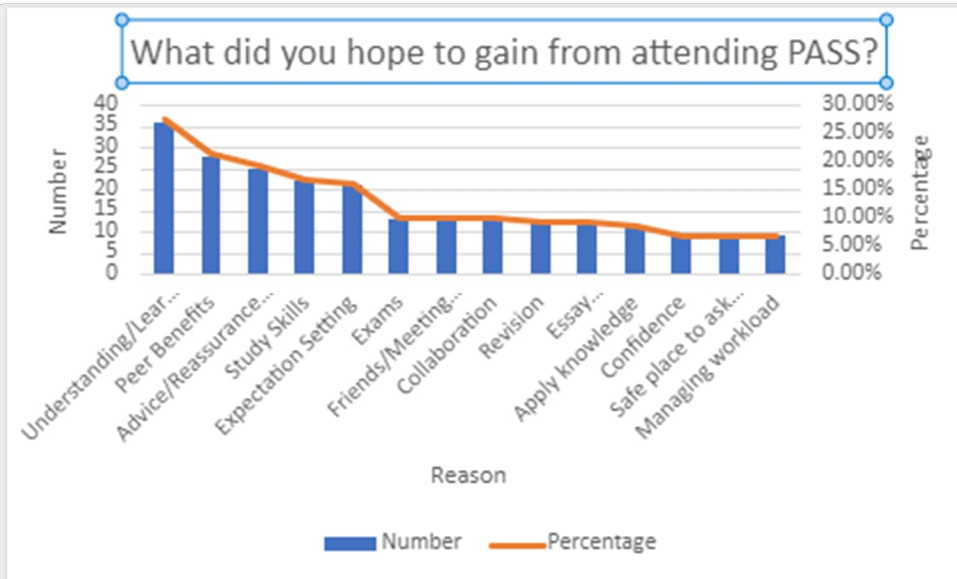
<i>What is the name of your programme?</i>	PASS
<i>How long have you been running SI-PASS?</i>	Since 2009
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Widening Participation and Student Transition.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Started in ARTS faculty, then Biomedical Science, Science, Social Science and Law, Life Science, in 2019/20 the University asked for a PASS expansion into every Subject at the institution. It was at this time we introduced Senior PASS Leaders.

<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Student Support, Student Inclusion, Widening Participation, Transition, Academic Study Skills.
<i>What subjects do you run SI-PASS in?</i>	Ancient History, Archaeology and Anthropology, Biochemistry, Biological Sciences, Biomedical Science, Business School (Accounting and Finance, Economics, Management), Cellular and Molecular Medicine, Chemical Physics, Chemistry, Childhood Studies, Classical Studies, Classics, Criminology, Dental Hygiene, Dental Surgery, Earth Sciences, Education, Engineering (Aerospace, Civil, Mechanical, Design), English, Film and TV, Gateway to Health Sciences, Geography, History of Art, History, Innovation, Languages & Joint Degree, Law, Liberal Arts, Medicine, Modern Foreign Languages, Music, Neuroscience, Pharmacology, Philosophy, Physics, Physiology, Politics, Psychology and Neuroscience, Psychology with Education, Psychology, Religion and Theology, Social Policy, Sociology, Theatre, Veterinary Accelerated Graduate Entry Programme, Veterinary Nursing, Veterinary Science.
<i>How many courses per year have SI/PASS/PAL?</i>	55
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	330 PASS Leaders, 16 Senior PASS Leaders.
<i>How long is the training for SI-PASS leaders?</i>	9 hours.
<i>How do you support the Leaders?</i>	Senior PASS Leaders, observations, debriefs, top-up training, VLE materials, handbook, PDP sessions.
<i>Are the Leaders paid?</i>	Yes – living wage.
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Feedback from participants and leaders, attendance data, observations, Senior PASS Leader feedback, focus groups.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	student-peer-support@bristol.ac.uk Aaron Grice

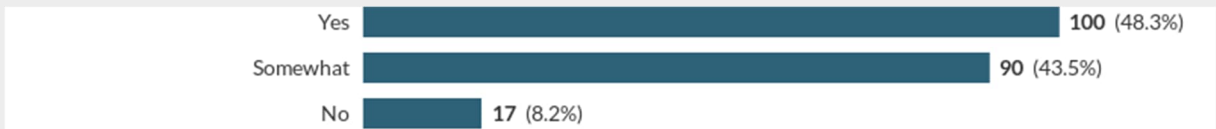
Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~6,000	~2,500	7	20	1	~24200

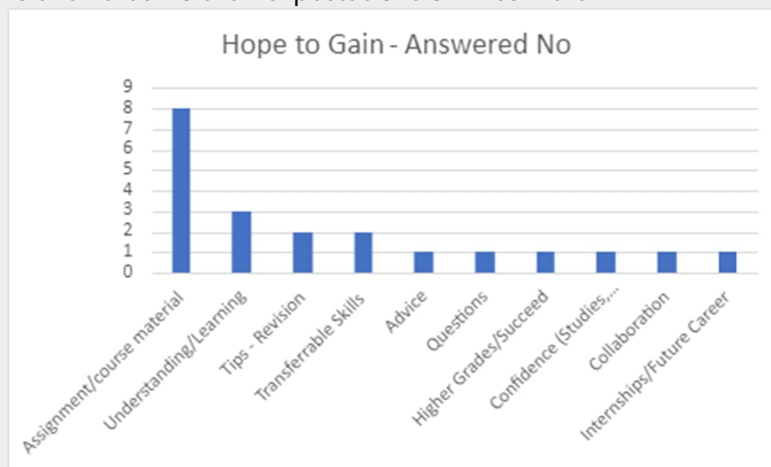
Example of the difference the SI/PASS/PAL programme makes



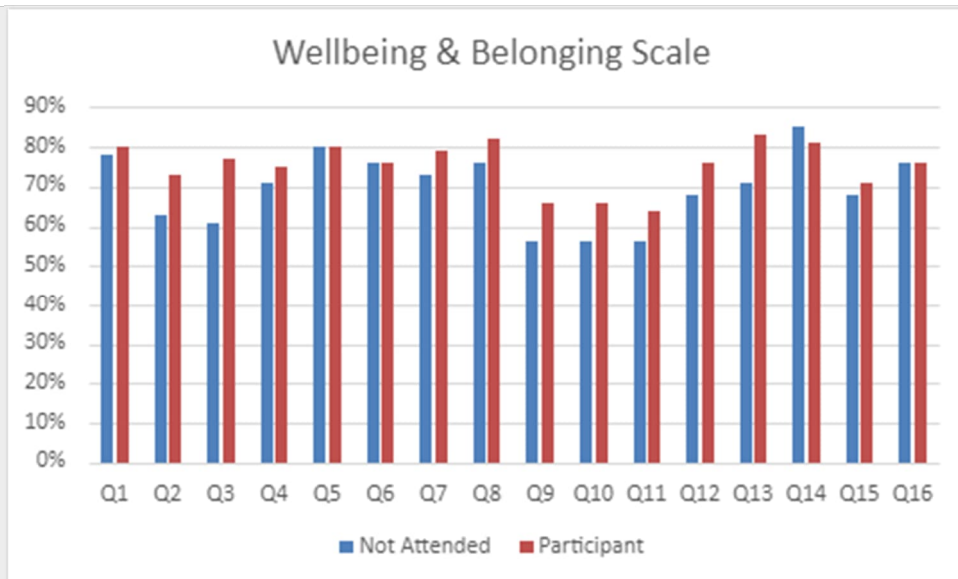
Has PASS achieved this?



Of those who answered no their expectations of PASS were:



We asked all students who completed the survey the below Wellbeing and Belonging Scale questions. Those who had attended PASS had more positive outcomes on every scale/question in comparison with their counterparts who had not attended PASS. (except for question 14).



Questions:

- 6.1. I feel I fit in at the University of Bristol,
- 6.2. I feel supported at the University of Bristol,
- 6.3. I feel confident that I can cope with my studies,
- 6.4. I feel comfortable participating in student life beyond my academic studies,
- 6.5. I made the right decision in choosing to study at University of Bristol,
- 6.6. I feel optimistic about the year ahead,
- 6.7. I have found the University of Bristol a welcoming place to be,
- 6.8. I feel there are opportunities for me to contribute within the University of Bristol, if I chose to do this,
- 6.9. People at University of Bristol understand me well as a person,
- 6.10. I feel valued at the University of Bristol,
- 6.11. I have good relationships with staff at the University of Bristol,
- 6.12. I feel respected by members of staff at University of Bristol,
- 6.13. I feel respected by other students at University of Bristol,
- 6.14. I have shared interests with other people at the University of Bristol,
- 6.15. I feel part of a community at the University of Bristol,
- 6.16. There are people I can talk to when I need them at University of Bristol

Publications about SI/PASS/PAL programme



Allen et al. Learning
and Instruction Post-F

Research that has come from the University of Bristol (among other HEIs). The findings around retention and attainment are particularly brilliant. University of Bristol PASS programme was not the used for the study.

Highlights Include:

- Supplemental instruction attendance predicts student performance and retention
- Full attendance was associated with percentage grade increases of up to 10.4%
- Full attendees were also 10% more likely to pass their subjects
- And up to 9% more likely to continue their studies into the following year
- These effects persisted after controlling measures of ability, achievement and motivation

University of Central Lancashire UCLAN

<i>What is the name of your programme?</i>	PASS – Peer Assisted Study Sessions
<i>How long have you been running SI-PASS?</i>	Since 2016
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To support students with the transition into Higher Education and provide a personalised learning experience to improve student retention, motivation and academic achievement.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Following a successful trial run by Computing in 2016/17, PASS was developed into a larger pilot project for 2017/18 covering 15 courses and employing 77 Leaders. In the subsequent years we ran in 50-60 courses per year and employed 150-200 Leaders. We made a successful transition to full online delivery during the Pandemic and have now returned to in-person delivery once again (including some hybrid delivery when appropriate). We are currently revising our Peer Support offering to support future growth.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To make peer support available to every student.
<i>What subjects do you run SI-PASS in?</i>	Accounting, Archaeology, Biomedical Sciences, Chemistry, Computing, Engineering, English, Psychology, Forensics Science, Languages, Law, Maths, Physics, Neuroscience, Nursing, Policing
<i>How many courses per year have SI/PASS/PAL?</i>	~50
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Between 100-200 per year
<i>How long is the training for SI-PASS leaders?</i>	6 hours classroom + online training programme
<i>How do you support the Leaders?</i>	We run weekly PASS debriefs where we can review progress, offer guidance, and provide new resources for use in PASS sessions. All Pass Leaders are observed and receive a written feedback report and are provided with additional training and development opportunities throughout the academic year. At the end of the year, we celebrate their achievements with a PASS Awards and Recognition event.
<i>Are the Leaders paid?</i>	Yes (although we are looking at the possibility of rolling out a volunteer programme)
<i>Do the Leaders work alone or in pairs?</i>	In pairs (On occasion some can work individually)
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Weekly debriefs. Feedback forms for PASS Leaders and Attendees. Attendance registers.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	PASSTeam@uclan.ac.uk
Attendance Statistics	

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~2000			22	1 hour	~924

Example of the difference the SI/PASS/PAL programme makes

Feedback from first year students:

Students reported that they had enjoyed the sessions and support from PASS Leaders and that attending the sessions had enabled them to make friends and deal with assessments in a more confident way. They appreciated the wide range of subjects that were covered in the meetings and that they were friendly and welcoming. They felt that issues they raised about modules or their course were dealt with quickly and effectively through the scheme.

"PASS is a good chance to talk to students on the same course in a higher year and share ideas/get advice. It is a good preparation for exams and assignments".

"I like that it's chilled out environment where learning is fun."

"PASS helps because we can go over work from the past week if we didn't understand it fully."

"There is a lot I like about PASS. I like our two Leaders as they are helpful and amazing."

"PASS helped me make friends and it is good that we are able to share both personal issues as well as academic".

"I like PASS because we are able to choose what we want help with".

"It is very informal and a good opportunity to ask questions and bring issues up".

Feedback from PASS Leaders:

"Becoming a PASS Leader has benefited myself as much as the students who attend. My self-confidence and social skills have significantly improved, and I now openly face new challenges with great esteem".

"The PASS Scheme has not only benefitted the students but also myself. I am now more self-aware which is extremely important in work environments. I'm so grateful for this opportunity".

"Helping 1st Years has been very rewarding. I wish PASS Leaders could have helped me when I came to Uni".

"It's been a really good year; I feel like I've made big improvements not only in myself but in the capabilities of my mentees. I feel that they have enjoyed it and have benefited greatly from it, as have I".

University of Exeter⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Depends on discipline - both Peer Assisted Learning (PAL) and Peer Assisted Study Scheme (PASS)
<i>How long have you been running SI-PASS?</i>	Since about 2009
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To assist in challenging modules and topic areas
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	*
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Same goals as in the beginning
<i>What subjects do you run SI-PASS in?</i>	We have PAL or PASS in Biological Psychology • Biosciences • Mathematics • English • Modern Foreign Languages • History • Graduate School of

	Education • Law • Medical Science • Medical Imaging
<i>How many courses per year have SI/PASS/PAL?</i>	Approx. 10 (tied to disciplines)
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	approx. 150 leaders
<i>How long is the training for SI-PASS leaders?</i>	Half-a-day initial training (online introduction, 2 in class sessions with resources provided). Thereafter various development activities.
<i>How do you support the Leaders?</i>	The organizers of the PASS/PAL schemes in the different disciplines are informed to support the leaders by observations and debriefs. We provide ongoing development activities for leaders centrally.
<i>Are the Leaders paid?</i>	Generally our leaders are not paid unless the discipline does this
<i>Do the Leaders work alone or in pairs?</i>	Some disciplines have 2 leaders working together while others have one
<i>How many trained supervisors are there at your HEI?</i>	2 have undertaken the official SI training
<i>How do you monitor the success of the SI-PASS programme?</i>	An evaluation tool-kit consisting mostly of questionnaires for mentors, mentees and organizers of PASS/PAL schemes in the different disciplines.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Amanda Pocklington (A.J.Pocklington@exeter.ac.uk) Web-site: http://www.exeter.ac.uk/academic-skills-engagement-team/student-engagement/peersupport/

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
-2300 (17/18)	*	Varies	Varies between disciplines	0.5-1 hour	*

Example of the difference the SI/PASS/PAL programme makes

"Being a Peer Learning Co-ordinator in Modern Languages is such a rewarding experience! Not only do you get the chance to see students gaining essential employability skills they will need to enter the world of work, you also get to witness their journey to maturity firsthand. Peer leaders and participants engage in a voluntary but priceless mutual effort to succeed in their academic, professional and personal lives."

Lecturer in Hispanic Studies

"The PAL scheme in Mathematics has been beneficial for all involved: academics, first year students, and PAL leaders. Students are free to explore Mathematics in a more open and non-judgemental environment and to find a sense of community with their peers and peer leaders. Peer leaders develop communication and leadership skills and get a sense of accomplishment and of 'giving back'. As an academic, having peer debriefs with my leaders give me an insight into student issues that that I might not discover through traditional lectures or tutorials." Lecturer in Mathematics

University of Hertfordshire⁴

(info not updated since last report in 2018, see footnote above)

<i>How long have you been running SI-PASS?</i>	Since 2014
<i>What subjects do you run SI-PASS in?</i>	Computer Science
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Between 8 and 26, depends on the number of applications
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Monthly meetings, observation
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	Mostly qualitative data from mid-module surveys
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Mariana Lilley (m.lilley@herts.ac.uk)

University of Hull

<i>What is the name of your programme?</i>	PASS (Peer Assisted Student Success)
<i>How long have you been running SI-PASS?</i>	Since 2011
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To support in the transition to HE and boost academic success and retention.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Pilot year in 2011/12 running in Sports Science only. We have been running PASS in 5 or 6 departments per year since then.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Our University has recently announced our Students Experience and Success Strategy 2022-2027 with PASS included as one of many opportunities we offer students to develop and succeed.
<i>What subjects do you run SI-PASS in?</i>	Accounting and Finance, Biomedical Science, Foundation Year, Geography and Environmental Science, Maths, Midwifery, Nursing, Philosophy, Psychology.
<i>How many courses per year have SI/PASS/PAL?</i>	9
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	30-40
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Initial training, spoken and written feedback after observations, weekly debriefs with PASS Mentors, academic contacts and PAS Supervisor and an annual Student Leader Conference.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs and threes.

<i>How many trained supervisors are there at your HEI?</i>	5
<i>How do you monitor the success of the SI-PASS programme?</i>	Post-training survey of PASS Leaders, end-of-year survey of PASS Leaders, PASS Mentors and PASS students.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Conor Start (C.Start@hull.ac.uk)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1200	229	8	9	1	~1000

Example of the difference the SI/PASS/PAL programme makes

Our PASS Leaders are very aware of the potential benefits to employability that comes from engaging with the PASS programme because we make explicit the link between their experience and our Institution's Hull Employability Awards, which the PASS Leaders are encouraged to sign up to.

We have collected feedback from students attending PASS, who've commonly expressed how useful it had been to ask questions, obtain support and connect with other students on the course. This feedback suggests that PASS helped students to feel a sense of community with people on their programme; to transition to life at university; to improve their understanding of the subject content of their course and to be an independent learner. Overall, the feedback indicates that PASS has had a positive impact on their studies and experience at University.

University of Kent

<i>What is the name of your programme?</i>	Academic Peer Mentoring (APM) scheme
<i>How long have you been running SI-PASS?</i>	Since 2007-2008
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Excellent initiative for students to support their fellow students.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The APM scheme started as a pilot in 2007 with 3 Schools and 14 mentors. We currently have 20 Schools and just over 200 mentors
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The Academic Peer Mentoring (APM) scheme aims to promote student-centred learning to complement the existing teacher-centred components of the degree programme. It has been designed to encourage students to learn collaboratively towards understanding and mastering the academic expectations of their course as well as to develop discussion skills, critical thinking and analytical skills.

	<p>At the University of Kent the focus of the peer mentoring is predominantly on academic integration, retention and improved performance. Mentors provide support to incoming students on the same academic programme by guiding them through the academic year and by helping them develop their learning.</p> <p>'The APM Scheme: Underpinning the Education and Student Experience Strategy' illustrates the following University of Kent strategic objective: <u>Strategic objective (2)</u> 'Increase students' employment prospects and promote lifelong learning... reduce student achievement or attainment gaps... Recording all curricular activity through the HEAR and celebrating student success'</p> <p>Academic Peer Mentoring (APM) scheme: promoting and encouraging student-centred learning with student mentors supporting other students in the year below (mentees) to help improve learning, performance and retention.</p>
<p><i>What subjects do you run SI-PASS in?</i></p>	<p>APM is run in the following Schools:</p> <ul style="list-style-type: none"> • Kent School of Architecture and Planning • School of Arts • School of English • Classical & Archaeological Studies • Comparative Literature • English Language & Linguistics • Modern Languages • Philosophy, Religion & Ethics • School of History • Medway School of Pharmacy • Kent and Medway Medical School • School of Biosciences • School of Chemistry and Forensic Science • School of Physics and Astronomy • School of Sport and Exercise Sciences • Kent Business School • School of Anthropology and Conservation • School of Economics • School of Politics and International Relations • School of Psychology • Kent Law School • School of Social Policy, Sociology and Social Research • International Foundations Programmes • Integrated Foundation Programmes
<p><i>How many courses per year have SI/PASS/PAL?</i></p>	<p>*</p>

<i>How many SI-PASS Leaders do you have (per academic year)?</i>	From 14 mentors in 2007-2008, we have trained 439 in 2017-2018 In 2021 – 2022 we trained 277 In 2022 – 2023 we have trained 202 We have opened Spring recruitment for Kent Business School Apprentices
<i>How long is the training for SI-PASS leaders?</i>	2 hours self-study on Moodle and 1 hour synchronous induction via MS Teams, we are also developing a half day in-person training for Welcome Week
<i>How do you support the Leaders?</i>	With weekly drop ins via MS Teams, and resources on Moodle. We run a forum at the end of term 1 and a survey at the end of term 2. In each of the 6 divisions there are Student Success teams who also support with face to face events and day to day logistics e.g. room bookings. We have an email account and are available on the phone. We will happily meet face to face but so far only one mentor has requested this.
<i>Are the Leaders paid?</i>	No (only the Kent Business school pay their mentors – they have 10. Computing Engineering and Maths are moving over to a paid version – so far they have 7 Mentors – getting mentors on the payroll has slowed down the scheme with a view to launching it this Spring term)
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	Two
<i>How do you monitor the success of the SI-PASS programme?</i>	We work with a Central Success Team who analyse the attendance and attainment data. Accurately tracking engagement has been difficult. Currently 46% of Mentors log meetings. Reasons for not logging may include not being matched with mentees and or their assigned mentees not engaging
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Charlotte de Moor c.de-moor@kent.ac.uk (slasapm@kent.ac.uk)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
*	142	*	8	One hour	varies

Example of the difference the SI/PASS/PAL programme makes

A few quotes from Mentors

Acting as a mentor to a fellow student has enhanced my communication skills, confidence, empathy and patience. It has been a significant accomplishment for me to be able to pass on the knowledge I have acquired from Kent to others. This will help those in need of guidance on where to begin.

Every single time I met my mentees, I assigned them different tasks for next time, which involved attending a drop-in, talking to a lecturer, using the discussion forum to ask a question, or simply to take a look at a particular presentation. I can admit that it was challenging in the beginning because I needed to start at the very beginning and explain to them everything. However, throughout time, I can say that they started being more independent and were able to find the right resources without my help.

The first session I had with my mentees was quite quiet because many of them were still getting used to my role and how I could help them, but because of the training I received prior to starting the programme, I was able to instil trust and make them aware that I was an informal means of communicating their problems with. This was a significant change for me because I never imagined I would be able to do this. This instilled confidence in me and motivated me to provide some sort of value during the subsequent sessions.

Since I have become a mentor, I have noticeably become more confident and articulate in the way I speak which are very important things for me as well as for a mentor. This meant that I felt more capable to connect with the mentees and provide productive questions as a way of learning more about the struggles the mentor faced. Therefore, I noticed that the mentees would feel easier to talk about themselves and feel confident that they can be guided suitably along their studies through these meetings.

Publications about SI/PASS/PAL programme

- The APM handbook.
- The Student's Guide to Peer Mentoring: Get More From Your University Experience (Palgrave Study Skills) Paperback – 24 May 2017, by [Louise Frith](#) (Author), [Gina May](#) (Author), [Amanda Pocklington](#) (Author)

University of Liverpool

<i>What is the name of your programme?</i>	Peer Assisted Learning - PAL
<i>How long have you been running SI-PASS?</i>	Since 2012
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	PAL was initiated and introduced in the Department of Chemistry at the University of Liverpool in 2012. The aim of the programme was to develop a suitable scheme to support first year chemistry undergraduate students in adjusting to university life in general and also to provide help with the Maths module, which is regarded as one of the most challenging subjects in the chemistry degree programme
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Following a year exploring literature and existing schemes across the UK, PAL was tailored to the requirements of the chemistry programme and its undergraduate students in 2012. Chemistry undergraduate students were involved in the project from the early stages, which gave them the scheme's ownership: the system is run by students for students. Learning strategies and session activities are planned mainly by students.

	<p>In addition to student leaders, we have subject leaders and coordinators. Subject leaders are Year 3 experienced leaders who organise the preparation and updating of session plans. Student coordinator duties are to liaise with leaders and participants in the scheme, assign each session to one or two subjects, allocate enough leaders to each session, get leaders to prepare the session plans in time, inform the academic coordinator of any issues or suggested changes, observe PAL sessions, and collect attendance data.</p> <p>As a result of the successful PAL in the Department of Chemistry, the scheme was adopted by some departments/schools within the University of Liverpool. Since the academic year 2021-22, PAL has been launched centrally across the University. Therefore, Career & Employability delivers training to student leaders and academic coordinators.</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To expand the PAL scheme to cover all the departments and schools across the University of Liverpool
<i>What subjects do you run SI-PASS in?</i>	Chemistry, Mathematics, Engineering, Life Sciences, Medicine, Environmental Sciences, Electrical Engineering, Veterinary, Dentistry, Law and Physics.
<i>How many courses per year have SI/PASS/PAL?</i>	30+
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	300+
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	<p>Each department has an academic coordinator to give ongoing support to the student coordinators and leaders. Also, the following support is provided for leaders:</p> <p>Training by Kate Murray at Career & Employability for new leaders, refresher training for existing student leaders by departmental coordinators (either staff or student coordinators) and online resources on the VLE.</p>
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	Either
<i>How many trained supervisors are there at your HEI?</i>	2 (Gita Sedghi and Kate Murray)
<i>How do you monitor the success of the SI-PASS programme?</i>	Questionnaires and focus groups are distributed to the leaders and student participants to evaluate the scheme. In addition, PAL leaders and coordinators regularly liaise with participants to gain informal feedback. We also receive feedback from the Student-Staff Liaison Committees.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	<p>Prof. Gita Sedghi g.sedghi@liverpool.ac.uk & Ms Kate Murray Kate.Murray@liverpool.ac.uk</p>
	Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1500+	*	*	6+	1	*

Example of the difference the SI/PASS/PAL programme makes

" In addition to the obvious benefits of the PAL Scheme for the 1st/2nd year students, it is also highly beneficial for the PAL Leaders. This has really enhanced our career prospects, whether it be for a career in teaching or more generally through the communication and organisational skills we have acquired."

(Former student and current PhD)

" With the help of the PAL Leaders, I got the advice and support I needed to understand and structure my studies. They offered tips and explanations on some topics I initially struggled with and set me on the right path."

(Y1 student)

" The PAL sessions have really helped me to consolidate my understanding of the lecture content and I have appreciated having extra support whenever I have had problems with the work."

(Y1 student)

Publications about SI/PASS/PAL programme

1. Sedghi, G. and Washbourn, G., PAL training and future use in one's career, in Strømmen-Bakhtiar, A., Suzen, E. and Helde, R. (ed.) Digital transformation and Supplemental Instruction (SI), Waxmann, New York, 2020.
2. Sedghi, G. A sustainable peer assisted learning scheme for Chemistry undergraduates, in Seery, M.K. and Mc Donnell, C. (ed.) Teaching Chemistry in Higher Education: A Festschrift in Honour of Professor Tina Overton, Creathach Press, Dublin, 2019, pp. 237–248.
3. Sedghi, G. and Lunt, T. The development and implementation of a Peer Assisted Learning programme at the University of Liverpool. Learning Development in Higher Education, 2015, Special Edition, 1-17.
4. Sedghi, G. Peer assisted learning at the Department of Chemistry for home and international students, 2013, Higher Education Academy, *New Directions*, 2013, 9(1), 14-17.

University of Manchester

<i>What is the name of your programme?</i>	Peer Assisted Study Scheme - PASS
<i>How long have you been running SI-PASS?</i>	Since 1995
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The initial reason was retention and academic performance in Chemistry. The expansion of PASS has been for much wider reasons, primarily enhancing and personalising the Student Experience.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PASS started at the University of Manchester in Chemistry in 1995 and then spread initially in the

	<p>Engineering and Science based programmes but is now more widespread in all Faculties including Humanities.</p> <p>The PASS programme is now embedded within Institutional strategy and supported with core funding.</p>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<p>The purpose of PASS is to support key strategic objectives such as retention, transition, the Student experience, personalised learning and induction by enabling students to consolidate and build upon existing knowledge under the guidance of more experienced peers acting as PASS Leaders. The general objectives of the PASS programme are to:</p> <ol style="list-style-type: none"> Support the student learning experience by encouraging collaborative, exploratory discussion in a safe environment Improve academic performance and increase retention Provide an additional mechanism for communication and feedback between teaching staff and students Encourage a student centred approach to learning through greater peer interaction Enhance the learning experience and the personal development of PASS leaders
<p><i>What subjects do you run SI-PASS in?</i></p>	<p>Biological Sciences • Midwifery • Nursing • Optometry • Pharmacy (For Year 1 and 2 students) • Speech & Language Therapy • Aerospace Engineering (For Year 1 and 2 students) • Chemical Engineering • Chemistry (For Year 1 and 2 students) • Civil Engineering • Computer Science (For Year 1 and 2 students) • Design, Fashion and Business • Electrical and Electronic Engineering • Material Science (For Year 1 and 2 students) • Maths • Mechanical Engineering (For Year 1 and 2 students) • Petroleum Engineering • Physics • Arabic (For Year 1 and 2 students) • Archaeology • Econometrics • Linguistics and English • Language • Music • Religions and Theology • Russian • Sociology</p>
<p><i>How many courses per year have SI/PASS/PAL?</i></p>	29
<p><i>How many SI-PASS Leaders do you have (per academic year)?</i></p>	Approx 900 (academic Year 17/18 we have 855 - but this fluctuates year to year)
<p><i>How long is the training for SI-PASS leaders?</i></p>	10 Hours (split over 3 session)
<p><i>How do you support the Leaders?</i></p>	We run observations and feedback to all PASS Leaders. We run PASS debriefs following each PASS session, as well as optional additional training,

	extra opportunities/socials to help build a sense of community, and additional online materials.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	6 fully trained Supervisors and 20+ Internally trained colleagues
<i>How do you monitor the success of the SI-PASS programme?</i>	In each of our PASS schemes we run an evaluation process annually, we ask all PASS Leaders and Attendees (1st Years) to complete an evaluation. We collect attendance data from each scheme. Our central team work with each subject to form an action plan for the year which is then measured at the end of the academic year to track developments.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Gabriele Wegner and Matthew Oakley peersupport@manchester.ac.uk Web-page: www.peersupport.manchester.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~4,000	~3,600 (91% - based on data from 550 students)	~4 (varies widely – dependant on group size)	~16	1 hour	28,800

Example of the difference the SI/PASS/PAL programme makes

The University of Manchester trains and supports over 800 PASS Leaders, and takes pride in the benefits students identify from being involved in PASS either as an attendee or as a PASS Leader. From some evaluation done, some statistics show that –

- 95.1% of PASS Leaders reported that PASS helped them to improve their leadership skills and qualities. 94.1% agreed that their communication skills had improved, and 83.6% said their teamwork skills had improved.
- 78.5% of PASS Leaders felt that PASS had helped to consolidate their existing course knowledge and deepen their conceptual understanding, highlighting that PASS is academically beneficial to the PASS Leaders involved, not just the attendees.

Leaders have commented:

"Being a PASS Leader was the best part of my University life!"

Speech and Language Therapy PASS Leader

"When I started job applications and interviews, being a PASS Leader made me stand out from the crowd!"

Maths PASS Leader

- 84.2% of PASS Attendees who attended more than 5 PASS sessions, agreed that they found the sessions useful, and 77% agreed that it helped improve their academic confidence and also helped them make friends.

Attendees have commented:

"PASS has benefited me by learning to talk about things that I understand in a more coherent way to people that may not understand it as well and... it has given me the view of what university life was like from an early stage from someone who has been there and done that...what to expect from the 2nd and 3rd years."

First Year Student- Biological sciences

"PASS is there for academic reasons but it was great for meeting people, I am good friends with my PASS leaders and some of the group now."

First Year Student- Nursing

"... They have involved each member of the group at all times and got everyone involved. They have reassured me on subjects which initially I felt quite daunted about and have provided me with an opportunity to speak honestly about my existing knowledge and helped me build my confidence."

"[They] consistently have delivered a very high standard of support during the course of the PASS sessions. They ask us what we would like to cover in the sessions and in this way they ensure that our needs and wants are addressed as fully as possible. When we arrive at a session they always commence the session with an ice breaker activity which they themselves participate in. This enabled the group to gel and makes [them] extremely approachable and friendly."

[They] have been brilliant PASS leaders and have inspired me to volunteer as a PASS leader myself."

First year Midwifery student talking about her PASS Leaders

"Laura and Maryan are really helpful in trying to explain and reassure us about our learning experiences. Their sessions are really engaging and PASS has been really beneficial in helping me settle in to University life...PASS has made me feel at home within the University of Manchester..."

1st year Religions and Theology Student

University of Plymouth⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Peer Assisted Learning Scheme – PALS
<i>How long have you been running SI-PASS?</i>	Since 2011
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To support the work of the Learning Development team
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PALS was introduced in 2011-12 in 4 disciplines. Since then, it has grown rapidly and every Faculty now has PALS. We have a Hub and Spoke model with a small hub (1.8 FTE) and many spokes (35+ PALS Academic Coordinators based in participating Schools). This model ensures scalability as PALS is a shared endeavour.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	New initiatives: PALS for Access; PALS for Student Nurses during Hospital Placements

<i>What subjects do you run SI-PASS in?</i>	All faculties and more than half of all u/g programmes
<i>How many courses per year have SI/PASS/PAL?</i>	100
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	approx 400
<i>How long is the training for SI-PASS leaders?</i>	12-14 hours in training groups of 20
<i>How do you support the Leaders?</i>	debriefs led by an academic in the programme and attended by a member of the core PALS team
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	6
<i>How do you monitor the success of the SI-PASS programme?</i>	In general - In many ways, including continued voluntary resourcing by schools and programmes. We evaluate benefits to leaders and students (well-being, confidence and capability, skills development); programmes (attendance, session content, real-time feedback, academic outcomes; student partnering) as well as post-graduation benefits including those associated with employability.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Carolyn Gentle (University-wide programme) Carolyn.gentle@plymouth.ac.uk Stacey DeAmicis (Marine Biology) stacey.deamicis@plymouth.ac.uk Ismini Vasileiou (Engineering) ismini.vasileiou@plymouth.ac.uk Web-page: www.plymouth.ac.uk/pals and https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development/pals

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
3,700	*	~15	12	1 hour	20,500

Example of the difference the SI/PASS/PAL programme makes

Alumnus feedback: "...reviewing activities: since my first job, I have many opportunities to work as a team with my colleagues. In order to work efficiently, I would update everyone in the team on the progress of the tasks I have in hand. Sometimes reporting to supervisors and other colleagues can be intimidating because tasks may not turn out to be expected. But having been a PALS leader and reporting the PALS sessions with lecturers and PALS staff, it gave me confidence and the skill of reviewing activities to fully report my progress to my teammates and highlight the follow-up work for further progress."

University of Portsmouth⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Peer Assisted Learning - PAL
<i>How long have you been running SI-PASS?</i>	Since 2014
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The university changed the deliver of course from semesters and modules to teaching blocks. This meant that all exams were sat by students at the end of the academic year as opposed to split between January and May. I also undertook some research to investigate how students manage their workload and where they turn for academic support. The findings suggested they turned to peers and higher year students. Thus PAL was introduced to help with transition into university and to help students manage their workload
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Student mentor programme piloted 2013-14 but findings suggested we needed something more structured and timetabled for students to gain most benefit. PAL launched in Pharmacy in 2014 and sessions timetabled. PAL delivered by Year 2 to Year 1 students. Four years on we still only have PAL in pharmacy but it is very successful. Completion of my PhD has limited my time to disseminate across the university. PhD now complete, I will be aiming to "spread the word"
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Aid transition; Help students manage their workload; Impact positively on students' preparedness for assessment; Help PAL leaders develop transferable skills
<i>What subjects do you run SI-PASS in?</i>	Pharmacy
<i>How many courses per year have SI/PASS/PAL?</i>	1
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	25
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Debriefs
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Feedback at the moment. I will be analysing attendance against exam performance later this year.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Dr Helen Hull (helen.hull@port.ac.uk)
Attendance Statistics	

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
140	140	-6	8	50 min	600

Example of the difference the SI/PASS/PAL programme makes

Level of attendance at PAL impacts positively on students' perceived preparedness and performance in end of year assessments. Students who attended half or more of the timetabled PAL sessions believe they are better prepared for, and perform better in, their end of year assessments.

Publications about SI/PASS/PAL programme

- Impact of Peer Assisted Learning (PAL) on MPharm students' transition to university and preparedness for assessments, Mrs Helen Hull and Miss Hollie Broome, In: Manchester Pharmacy Education Conference; 27 Jun 2016-27 Jun 2016; The University of Manchester. <https://www.escholar.manchester.ac.uk/uk-ac-man-scw:301318>
- Hull H, Amin J, Ghafoor A, Jaffer A, Sachoo A, Brown D and Portlock J. A qualitative investigation of peer assisted learning and MPharm student volunteers at the University of Portsmouth. International Journal of Pharmacy Practice. 2017;25(S1):27. <http://onlinelibrary.wiley.com/doi/10.1111/ijpp.12367/epdf> , page 27
- Hull H, Broome, Brown and Portlock J. A quantitative survey of the MPharm peer assisted learning programme at the University of Portsmouth. International Journal of Pharmacy Practice. 2017;25(S1):59. <http://onlinelibrary.wiley.com/doi/10.1111/ijpp.12368/pdf> , page 59

University of Reading

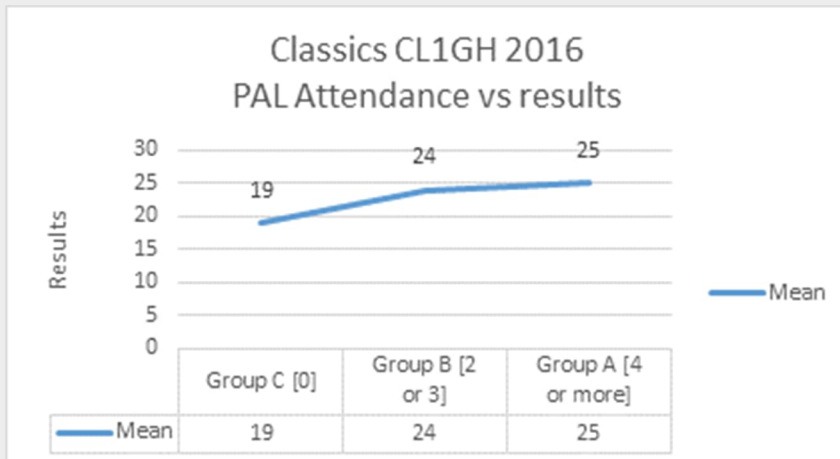
<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	Since September 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The Director of Student Engagement & Success advocated for the introduction and implementation of an academic 'by students; for students' scheme at the University of Reading in order to increase student outcomes and / or student satisfaction in problematic modules where retention or results had been recurrently low.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PAL was introduced in September 2015 in 4 key subjects. The subjects which offer PAL has varied year on year based on staff uptake & student recruitment into Leader roles, with anywhere between 5-15 subjects offering PAL each year. PAL Leaders are supported by Senior PAL Leaders. PAL numbers have been impacted by the Covid-19 pandemic and needs to be expanded again.

	PAL Leaders are volunteers, except in Mathematics where PAL Leadership is undertaken as a 20 credit bearing module for Part 3 students.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To support key strategic objectives such as retention, transition, Student experience & to support closure of awarding gaps.
<i>What subjects do you run SI-PASS in?</i>	<ul style="list-style-type: none"> • Law • Mathematics • Pharmacy • Economics • Animal Science • Biological sciences Plans to introduce the scheme in <ul style="list-style-type: none"> • Business • Chemistry Past Schemes in: <ul style="list-style-type: none"> • Ancient Greek • Art • Classics • Computer Science • Economics • Education Studies • Food Sciences • Psychology • Speech & Language Therapy
<i>How many courses per year have SI/PASS/PAL?</i>	6
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	30-90 depending on subject uptake
<i>How long is the training for SI-PASS leaders?</i>	Self-directed introductory learning, followed by 1 day of training, with additional self-directed follow up.
<i>How do you support the Leaders?</i>	Regular contact and communication with Senior PAL Leaders, fortnightly debrief meetings, observations. All Leaders upload Session Plans, Session Reviews and Attendance records on the university's VLE PAL Leader Blackboard, which helps to troubleshoot.
<i>Are the Leaders paid?</i>	PAL Leaders are voluntary. Senior PAL Leaders are paid.
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	1) PAL participant surveys 2) PAL Leaders surveys 3) Correspondence with PAL academics 4) Matching PAL attendance with module results
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Becky Porter (becky.porter@reading.ac.uk)

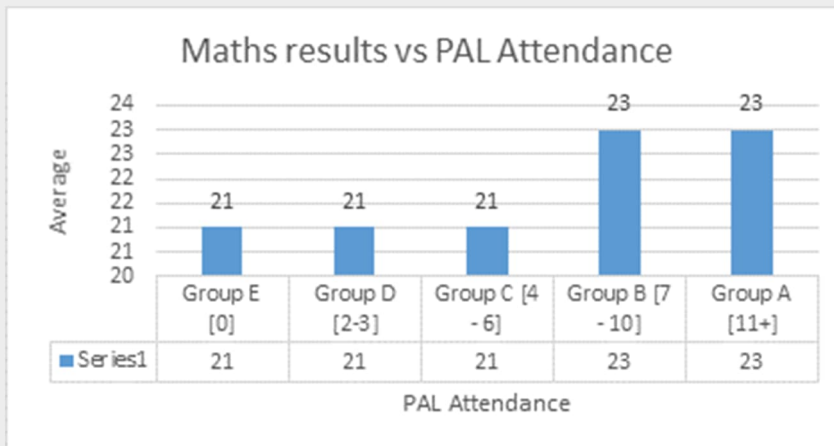
Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
425	370	10	7/14 (If the module runs for one/two terms)	One hour	3,300

Example of the difference the SI/PASS/PAL programme makes



Classics CL1GH (1st Year module autumn term 2016)



Maths MA 1RA (1st Year module autumn & spring term)

University of Southampton

<i>What is the name of your programme?</i>	Peer Assisted Learning (WPSM) / Peer Learning (SBS)
<i>How long have you been running SI-PASS?</i>	WPSM scheme: since 2022 / SBS Scheme: Since 2016
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	WPSM: 1) To provide support to new undergraduates joining subjects identified as having higher non-continuation rates 2) To enable students from underrepresented backgrounds to succeed in their degree programme. 3) To address awarding gaps 4) To support the aims of our Access and Participation Plan (APP) / SBS: To enhance existing support for transition to Higher Education for undergraduate business school students.

<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Peer Learning developed from an existing 'buddy' scheme which provided 1 to many mentoring and social activities into regular timetabled SI/ PASS type sessions for all first year business school students. Through ongoing funding and support the scheme continues to grow in SBS. Having had success with Peer Learning schemes in our Business School, the current WPSM coordinator changed roles and looked to apply and develop the model used in Southampton Business School to a wider set of subjects. Strengthened by completion of the supervisor training provided by the European Centre for SI-PASS, we continue to expand this scheme for the benefit of all our students but especially those from under-represented backgrounds.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Continue to embed the current scheme run out of Widening Participation and Social Mobility (WPSM), within a wider set of subjects. Within the Business School our goals are to continue to support and engage students with their transition to HE, and to develop great skills as leaders. Also to spread good practise of Peer Learning around the school and University.
<i>What subjects do you run SI-PASS in?</i>	BSc Psychology, BSc Politics, BSc International Relations, BSc Politics and International Relations, BSc Politics and Economics, BA Graphic Arts, BA Fashion Marketing and Management, BA Fine Art, BA Games Design and Art, BA Fashion Design, BA Textile Design, BSc Marketing, BSc Entrepreneurship, BSc Business Management, BSc Business Analytics, BSc Accounting and Finance, BSc Finance and FinTech
<i>How many courses per year have SI/PASS/PAL?</i>	WPSM + SBS Combined: 17
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	WPSM + SBS Combined: 80
<i>How long is the training for SI-PASS leaders?</i>	12 hours total
<i>How do you support the Leaders?</i>	MSTeams site with resources, Catch ups, observations, Whatsapp group
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs or threes
<i>How many trained supervisors are there at your HEI?</i>	For both schemes currently 1
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance data, training evaluation, surveys of students and leaders.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Emma Mansfield E.Mansfield@soton.ac.uk Web link: https://linktr.ee/uospal Holly Conroy H.F.V.Conroy@soton.ac.uk

Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions does a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1,100	650	23	11	1 hour	~8100

University of Suffolk⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Peer Assisted Student Success
<i>How long have you been running SI-PASS?</i>	Since 2007
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Meeting the needs of the students & becoming comparable with other HE institutions
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Very small PAL scheme, only two disciplines included from 2007 until 2015. From 2015 onwards additional disciplines have been included in the scheme. 2017 nine disciplines involved in scheme. 2018 12 disciplines with 20 leaders.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To increase engagement of students & for academics to value the scheme more highly.
<i>What subjects do you run SI-PASS in?</i>	Social Work, Early Childhood Studies, Business Management, Psychology, Sociology, Criminology, Interior Architecture & Design, Film Studies, Fine Art, Special Educational Needs, Sports Science, English, Event Management, Bioscience & Paramedic Science
<i>How many courses per year have SI/PASS/PAL?</i>	12
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	20
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Observations, de-briefs, once a semester group forum.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Feedback survey for both students and leaders
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Kristina Hearnden; kristina.hearnden@uos.ac.uk Web-page: http://libguides.uos.ac.uk/pass

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1,200	*	7	15	1 hour	~2,100

Example of the difference the SI/PASS/PAL programme makes

It instils confidence in the student with regard to the support on offer at UOS

University of Sunderland

<i>What is the name of your programme?</i>	PASS
<i>How long have you been running SI-PASS?</i>	Since 2019
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Undertaking the PASS/SI Supervisor Training programme with Lund University in 2018
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PASS originally launched as pilot to 45 students across two courses on undergraduate programmes in 2019 as a means of providing relaxed, engaging study sessions for first year students to improve their understanding, study skills, confidence, and sense of community. It has now expanded to 300 students across 3 courses and creates an informal environment for learning which promotes team working and self-reflection.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Improve attainment, reduce attrition and improve sense of belonging.
<i>What subjects do you run SI-PASS in?</i>	Psychology, Computing and Biomedical Sciences
<i>How many courses per year have SI/PASS/PAL?</i>	3
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	14
<i>How long is the training for SI-PASS leaders?</i>	3 days
<i>How do you support the Leaders?</i>	Ongoing Training, Resources Support, Debriefs
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Skills evaluation/confidence measures of PASS Leaders before PASS Training, and during and after PASS delivery across both semesters. PASS attendee feedback in both semesters. Capturing data on attendance, attainment and withdrawal rates.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Gill Thompson & Amy Bartle PASS.supervisors@sunderland.ac.uk
Attendance Statistics	

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~300 students	~131 students (43%)	~75 students (25%)	23	1 hour	~1600

Example of the difference the SI/PASS/PAL programme makes

Those students attending four or more sessions throughout the year score between 9%-22% higher average module marks (dependent on programme) compared to those who do not attend. Students attending four or more sessions had a 0% withdrawal rate compared to a rate of between 23%-36% (dependent on programme) for those who did not attend PASS. Overall, student feedback was positive with 73% of attendees agreeing that PASS was of benefit to their studies. The top 3 benefits identified from student feedback were:

- Understanding of course content (22%)
- Increased confidence (14%)
- Readiness for course assessment (12%)

Publications about SI/PASS/PAL programme

- Hayes, Catherine, Sunday, Joseph, Foluke Bosun, Stella, Ijeheito, Chinyere, Thompson, Kareem, Onuorah, Obi and Anyanwu, Philip (2018). Postgraduate peer assisted student support / Supplemental instruction in action: evaluating a pilot educational intervention with doctoral students. In: Student Success Stories Conference, 9 March 2018, University of Sunderland, UK.

University of Sussex

<i>What is the name of your programme?</i>	Module Mentoring
<i>How long have you been running SI-PASS?</i>	October 2022
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	As a way to provide more support to APP students
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The current scheme started in Oct 2022 with approximately 6 months lead-in time. Other similar schemes had been tried before in various faculties but this one is centralised.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To see if there is a way to make it more successful in future attempts. The uptake from the students this year has been extremely low – most come to just one session and then do not attend again, and most sessions have only 1 or 2 (or 0) students attending. There has been numerous attempts at informing and engaging students to attend.
<i>What subjects do you run SI-PASS in?</i>	3 – Psychology, Law and Media
<i>How many courses per year have SI/PASS/PAL?</i>	5
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	23
<i>How long is the training for SI-PASS leaders?</i>	8 hours

<i>How do you support the Leaders?</i>	Training, weekly debriefs, email communication
<i>Are the Leaders paid?</i>	yes
<i>Do the Leaders work alone or in pairs?</i>	pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Various quantitative and qualitative methods. The impact on APP students is tricky to establish as there are so many factors involved in their success.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1100	100	1	10-15	50 minutes	

University of the West of England (UWE Bristol)

What is the name of your programme?	Peer Assisted Learning (PAL)
How long have you been running SI-PASS?	Since 2002
What was the main reason for introducing SI/PASS/PAL at the beginning?	To support student transition, academic wellbeing, and progression.
Could you give a short history of your SI/PASS/PAL programme?	PAL provision moved into UWE's Library, Careers and Inclusivity Service in 2016. In 2018/19 the number of types of PAL scheme being run was streamlined to encompass Foundation and Year 1 courses at programme level and peer-led workshops open to all students e.g. Resilience PAL (wellbeing) and academic skills (Learning Hub PAL). Some PAL schemes operate at a cluster level i.e. Engineering PAL supports all Engineering courses which have modules in common; Espresso Science PAL is lab-based and supports all Applied Sciences courses. Sessions are normally 60 mins in length and run in term 1 and term 2 (approximately 26 weeks).
What goals do your Higher Education Institute have with SI/PASS/PAL today?	In addition to the above goals, to support course identity, employability and sense of community/belonging.
What subjects do you run SI-PASS in?	Across the majority of Foundation and Year 1 courses in the three Colleges and on all three campuses; we also run

	peer-led workshops accessible to all UWE students e.g. Resilience PAL (wellbeing focussed) and Learning Hub PAL (academic skills focused)
How many courses per year have SI/PASS/PAL?	Approx. 160
How many SI-PASS Leaders do you have (per academic year)?	Between 130-180
How long is the training for SI-PASS leaders?	Part 1 of training consists of two online workbooks (approx. 2hrs each) followed by part 2 of one full day of on campus training. We also run refresher training at the start of term 2.
How do you support the Leaders?	Senior PAL Leaders, PAL Coordinators (designated academics from the course teams), a Microsoft Team community of practice and by providing ongoing development opportunities e.g. ILM Level 3 in Effective Mentoring
Are the Leaders paid?	Yes
Do the Leaders work alone or in pairs?	Both options available
How many trained supervisors are there at your HEI?	2 (PAL Manager and PAL Training and Admin Coordinator)
How do you monitor the success of the SI-PASS programme?	Attendee and PAL Leader feedback surveys and focus groups; session attendance monitoring; temperature checks with Leaders and PAL Coordinators; student participation demographic reports; annual evaluation report to stakeholders.
Contact details (to get in touch with supervisors in your SI-PASS programme)	pal@uwe.ac.uk Jo Lewis (PAL Manager) jo.lewis@uwe.ac.uk

Testimonials from students who attend PAL sessions at UWE Bristol - How has PAL made a difference?

- Reassurance that I can do it.
- Having more confidence with talking to other people.
- Knowing more about what is expected from us during the course and post course.
- Better understanding of assignments.
- Having a deeper understanding so I can prepare better for assessments.
- Good to link with those further into the course and get their perspective on how things progress as the course does.
- Knowing what to expect on placement and how to deal with academic workload.

Testimonials from PAL Leaders:

- Becoming a PAL Leader is about more than the added income, ability to undertake the ILM Level 3 in Effective Mentoring, or having some experience on your CV. It's about having fun and making an impact with students who are going through the same thing you have just been through.
- I talked about being a PAL leader during my interview for my summer job and the interview was successful and I was hired. I am also hoping to further my skills by undertaking the Senior PAL leader role next year.
- I wanted to get some experience as a facilitator to inform my future career choices - I found PAL really useful for not only seeing if I was any good at it but improving the ways that I wasn't. It was also useful revision for course content I'd forgotten between 1st and 2nd year.

University of Winchester

<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL) scheme
<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To provide another opportunity for peer learning in addition to the already established SMART Buddy scheme.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The University of Winchester's PAL scheme originated from a joint collaboration between Academic Skills and the Learning and Teaching Development (LTD). It was implemented for the first time in 2015/16 as a pilot scheme with the Primary Education programme. In 2016/17, PAL was extended to the Education Studies and Politics and Global Studies programmes. It further migrated in 2017-18 onwards to Criminology, Drama, English Language, Education Studies, English Literature, Forensic Studies, History, Psychology, PRE (Philosophy, Religion and Ethics) and TRE (Theology, Religion and Ethics). From 2021/22, the scheme was reduced to four programmes for the purpose of piloting new structures. These programmes are: Education Studies, English Literature, History and Psychology.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Fostering academic success and progression. Enhancing retention and sense of belonging.
<i>What subjects do you run SI-PASS in?</i>	In the 2022/23 academic year, PAL will be running in Education Studies, English Literature, History and Psychology.
<i>How many courses per year have SI/PASS/PAL?</i>	All courses for first-year only.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	From 21/22 academic year, we have had between 8 and 16.
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Comprehensive training, observations, regular debrief meetings and monthly supervisions for ongoing training inputs.
<i>Are the Leaders paid?</i>	Yes, on a casual basis.
<i>Do the Leaders work alone or in pairs?</i>	Mostly alone, though paired delivery has been trialled.
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Feedback from PAL Leaders and attendees, attendance data, annual evaluation. Pre- and post-intervention surveys.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Oliver Cooper Oliver.Cooper@winchester.ac.uk Paula Green Paula.Green@winchester.ac.uk
Attendance Statistics	

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
*	*	*	24 (weekly) 12 (fortnightly)	1 hour	*

Example of the difference the SI/PASS/PAL programme makes

Across the 2018-2022 period, students who responded to feedback surveys for the University of Winchester's PAL scheme indicated that it:

- Assists students in preparation for assignments
- Helps students to understand how to succeed academically
- Improves students' understanding of course content
- Helps students to try new strategies to improve their work

Feedback data from PAL Leaders across this period indicates that the role:

- Builds Leaders transferable skills
- Provides skilled work experience
- Helps Leaders to improve their own approaches to study
- Helps Leaders to embrace challenge and to take risks
- Assists Leaders in engaging with their own studies in more depth

The PAL role is HEAR accredited.

Feedback from students:

- *"PAL eases some of my course stress by answering my questions and giving me an idea of what will be expected of me, not only in the coming weeks but in the future as well."*
- *"You get to see where the course will take you and get to know second year students!"*
- *"PAL leaders are really friendly and approachable individuals who have been where first year students are, so the support and advice is really relevant."*
- *"It's a great environment and you can ask questions that you don't feel comfortable to ask in lectures."*
- *"It is good to be able to talk to somebody who has already been through what we are currently doing and can really relate to how we may be feeling."*
- *"We can discuss the modules and certain subjects as a smaller group which helps with understanding and also sharing ideas."*

University of York

<i>What is the name of your programme?</i>	PAL (Peer Assisted Learning)
<i>How long have you been running SI-PASS?</i>	Since 2017
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Departments interested in helping students transition into university study, now supporting modules that students decide/ module leaders decide on.

<i>Could you give a short history of your SI/PASS/PAL programme?</i>	This year we have PAL in 12 departments, but have run it in approx 20 since 2017. Some depts drop off the radar a bit once the funding we offer them is no longer an option.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To expand PAL and to keep departments running it in ones we already have connections with
<i>What subjects do you run SI-PASS in?</i>	Education, Psychology, Philosophy, Music, Sociology, Computer Science, TFTI/ACT, Languages and Linguistics, Environment & Geography, Law & Interactive Media.
<i>How many courses per year have SI/PASS/PAL?</i>	One module per department
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	We fund 3 leaders per dept, but some depts fund extra. Approx 40 Leaders
<i>How long is the training for SI-PASS leaders?</i>	3 Hours
<i>How do you support the Leaders?</i>	Each department has had a paid postgraduate as a PAL Coordinator; weekly debriefs & ongoing training when required.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In 3's (sometimes 4's) but in the sessions depending on numbers they might split up and have 1 "group" each
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	We have been evaluating through reflective questions from PAL co-ords and staff contacts.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	katherine.smith@york.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
2021-2022, approx 300	*	*	We run PAL for 10 weeks during autumn and spring term. (depts choose 1 term or the other)	1 hour	*

Publications about SI/PASS/PAL programme

We have a publication relating to the student-led PAL initiative for PPE students:

Pope, S; Ngwamah, B and Duah, F (2016) 'Enabling Student Success through Peer Assisted Learning' *Value Added Graduates University of York Forum*, 40, Summer 2016

<https://www.scribd.com/doc/314357046/Value-Added-Graduates-UoY-Forum-40-Summer-2016>

GERMANY

Bielefeld University⁴

(info not updated since last report in 2018, see footnote above)

<i>How long have you been running SI-PASS?</i>	Since 2014
<i>What subjects do you run SI-PASS in?</i>	Sport Sciences, Biology, English studies, German studies
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	28
<i>How long is the training for SI-PASS leaders?</i>	3 days including one complete day of practical training
<i>How do you support the Leaders?</i>	At least one observation per semester (by PAL staff and peer tutors), weekly debriefs with PAL leaders and a student coordinator, workshops (dealing with topics coming from the debriefings) during the semester (given by peer tutors, PAL staff, external trainers), material (office supplies, a tablet, literature and a PAL reader) Inputs/participation of PAL staff during debriefs if needed at least one big social events (e.g. team building) - cross-faculty
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	Both alone and in pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	observation regular consultation with academics evaluations (Training evaluation, participants of PAL sessions, weekly reflection sheets of PAL leaders and debrief with student coordinators)
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Katrin Neuhaus Head of Peer Assisted Learning Bielefeld University Centre for Teaching and Learning Universitätsstrasse 24 33615 Bielefeld Germany Phone: +49 521 106 67503 Mobile: +49 157 72863332 Katrin.neuhaus@uni-bielefeld.de Webpage: http://www.uni-bielefeld.de/(de)/Universitaet/Einrichtungen/SLK/peer_learning/pal/index.html

IRELAND

Atlantic Technological University (former Galway Mayo Institute of Technology⁴)

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Peer Assisted Study Scheme – PASS
<i>How long have you been running SI-PASS?</i>	Started in 2009 with 3 programmes. Today it runs on 45 first-year programmes over 4 campuses - supporting all modules in year 1.
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	<p>In 2008, GMIT was awarded Strategic Innovation funding from the SIF cycle II of €2 million to lead a three year 'Student Leadership Programme'. The SIF programme focused on developing initiatives to support students at first year. The PASS programme aims are to help first students: settle into college life; prepare for exams and assignments; work collaboratively; create connections on their programme from year one to four; share ideas; and work out problems together. It is a student led learning environment and it supports all course topics on a first year programme of study.</p> <p>For the student leaders in 2nd year, this is extra curriculum at level 7 and provides an opportunity for them to develop facilitation, negotiation, leadership, communication, creativity and technology skills. The success of the programme has led to other higher education institutes in Ireland adopting the programme.</p>
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	<p>In 2008, GMIT was awarded Strategic Innovation funding from the SIF cycle II of €2 million to lead a three year 'Student Leadership Programme'. GMIT collaborated with higher education institutions in the project areas under Student Led Learning and Curriculum Reform. Dr Carina Ginty was appointed the SIF programme manager and led the development of a range of student engagement initiatives including the development of a Peer Assisted Learning programme. A pilot commenced in 2009 with three undergraduate degree programmes and this quickly grew to 16 programmes in one year. Today PASS runs across all disciplines on 45 programmes. In 2017, Carina developed an online course on Peer Assisted Learning Leadership to enable the delivery of a flipped classroom approach to support PASS simulation training and the delivery of the level 7 accredited module on peer learning leadership. To date, the programme has supported over 10,000 first years</p>

	<p>and 700 student leaders in GMIT. Retention and student engagement is a key priority for GMIT. For each student the PASS programme helps retain in GMIT, it equates to approximately €7k per year and €28k per student over their degree cycle.</p> <p>In 2014, following the success of the SIF programme implementation of PASS, GMIT (Dr Carina Ginty) and AIT (Nuala Harding) founded the National Student Led Learning Group with the support of the HEA and the National Forum for the Enhancement of Teaching and Learning. To date, Carina and Nuala have lead the national group Student Led Learning in the development of a suite of First Year Experience and Assessment themed learning resources, available to all HEI's in Ireland or internationally at www.lin.ie/sll. The SLL national steering group (14 members) includes IoT's, Universities, FE Colleges, Ahead, USI and IGC. The aim of the group is to develop and provide open access to learning and development resources that support a student's transition from second level to higher education and beyond. The focus is on retention and supporting student engagement.</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	<p>Continue to grow the programme at first year level. Develop a senior cycle PAL Mentoring Circle Leader programme, where students gain a PAL Digital Skills Badge. Plan to pilot this new initiative in a discipline group in GMIT Galway in 2018-2019.</p>
<i>What subjects do you run SI-PASS in?</i>	<p>Science and Computing, Engineering, Business, Tourism, Art and Design, Nursing, Teacher Education, Agriculture etc.</p>
<i>How many courses per year have SI/PASS/PAL?</i>	<p>45</p>
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	<p>110 annually</p>
<i>How long is the training for SI-PASS leaders?</i>	<p>We run a level 7 accredited PAL Leadership programme which includes engagement with an online learning PAL course, I recently designed and this is followed up by a one day intensive workshop or a 2 day workshop option. Mid term reviews also incorporated into the programme. An academic champion assigned to each school to mentor leaders and support the communications process. Leaders complete a series of assessments online. An online journal tool has been designed to capture leader engagement evidence.</p>
<i>How do you support the Leaders?</i>	<p>Training, online course, an accredited module, a mid term observation, debriefs, mentor support in each school with an academic pass/pal champion in place.</p>
<i>Are the Leaders paid?</i>	<p>No</p>
<i>Do the Leaders work alone or in pairs?</i>	<p>In pairs</p>
<i>How many trained supervisors are there at your HEI?</i>	<p>15</p>

<i>How do you monitor the success of the SI-PASS programme?</i>	Annual surveys, student training reflections, mid term reflections, feedback from the academic team. Programme led by an academic leader for PASS/PAL - Carina Ginty (part of Carina's role as GMIT Teaching and Learning Officer and lecturer in Teaching and Learning).
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Carina Ginty (carina.ginty@gmit.ie) Web-page: www.gmit.ie/pass

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
17,00	850	A PASS group ranges from 10-25	10	1 hour	~9,400

Example of the difference the SI/PASS/PAL programme makes

The first year experience for GMIT students includes a weekly one hour peer assisted learning session called PASS and this is led by student leaders from senior years who undertake a leadership module in second year or third year. This is a student led learning programme and it helps first year students: transition to higher education; tackle assignments; develop collaborative learning skills; and create connections on their degree programme.

Publications about SI/PASS/PAL programme

Two examples:

Ginty, C. & Harding N. (2014), The first year experience of a peer assisted learning program in two institutes of technology in Ireland. *Journal of Peer Learning*, 7, 2014, 36-56. Available at:

<http://ro.uow.edu.au/ajpl/vol7/iss1/5>

Ginty, C. & Boland, J. (2016) Supporting the first year experience in Higher Education in Ireland: Impact on Student Engagement, Teaching Practice and Institutional Policy. *Student Engagement and Experience Journal*, Volume 5, Issue 1. Available at

<https://research.thea.ie/bitstream/handle/20.500.12065/2191/CGintyarticle1.pdf?sequence=1&isAllowed=y>

Technological University Dublin

<i>What is the name of your programme?</i>	PAL for Access
<i>How long have you been running SI-PASS?</i>	2017 (5 years plus)
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The initial reason was to improve the retention and pass rates on a Computer Science course on an Access Programme, but now the aim is to do the same across our Access Foundation Programme.

<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Access Foundation Programmes on our University are part of a widening-participation initiative designed to encourage engagement in higher education among under-represented groups. This includes socioeconomic and educational disadvantage. Mature students in particular enrolled on these programmes experience greater difficulties making the transition to tertiary education, especially when they opt to study disciplines traditionally considered difficult. Computer programming is perceived as a traditionally difficult subject with lower pass rates and progression rates typically than other subjects, and this was the basis for our PAL programme. Since then, PAL has expanded to include Maths and Engineering modules on the Access Programme as well.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	None.
<i>What subjects do you run SI-PASS in?</i>	Computer Science Programming Computer Science Networking Technology Electronic Engineering Fundamentals Mathematics (Intermediate level) Mathematics (Fundamental level)
<i>How many courses per year have SI/PASS/PAL?</i>	5 Modules (encompassing 10 distinct class groups) over three programmes (Access Foundation Programme & two Pathways International Foundation Programmes)
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	14-20
<i>How long is the training for SI-PASS leaders?</i>	One Day Bespoke Training PLUS 1 st Session Observation (run by PAL Supervisors) and then observations on request thereafter.
<i>How do you support the Leaders?</i>	Regular meet ups. 'Community of Practice' & support over Whatsapp. Archive of Activities and material in a shared cloud storage.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	They usually elect to work in pairs and then split into two PALs after the initial joint session.
<i>How many trained supervisors are there at your HEI?</i>	Each year we train selected former PAL Leaders as PAL Supervisors, usually 6 per year.
<i>How do you monitor the success of the SI-PASS programme?</i>	Student feedback. Attendance.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	PAL at TU Dublin is run locally within the faculty, so as lecturer I run the PAL directly as its Staff Supervisor. Nevan.Bermingham@TUDublin.ie

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
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160	100-140	8 per PAL	24	2 Hours	-6,500
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Example of the difference the SI/PASS/PAL programme makes:

Our 3 Year Action Research Study into PAL uncovered the following findings:

- Perceived learning improvements in understanding the material.
- PAL attendance builds learner confidence.
- Creates a community of mutual support.
- Learning through/with others is effective and complements the lecturers and labs.
- Relaxed/Safe space improves perceived learning.
- PALs offer a more enjoyable learning environment that is social and mutually supportive.
- Cross Year PAL Leader proximity to students is motivational and inspiring.
- Embedding PAL into the programme delivery increased perceived worth.
- Learning support is expanded through social media communications apps beyond the confines of PAL to create a long-lasting support structure.
- Provides invaluable access to the hidden curriculum.

Publications about SI/PASS/PAL programme

(1) Nevan Bermingham, Frances Boylan & Barry Ryan (2022) The 4C's of PAL – an evidence-based model for implementing peer assisted learning for mature students, *Innovations in Education and Teaching International*, DOI: 10.1080/14703297.2022.2050779

[LINK](#)

(2) Bermingham, Nevan; Boylan, Frances; and Ryan, Barry J., Evaluating a Peer Assisted Learning Programme for Mature Access Foundation Students Undertaking Computer Programming at an Irish University, *Journal of Peer Learning*, 14, 2022, 52-70. Available at: <https://ro.uow.edu.au/ajpl/vol14/iss1/5>

[LINK](#)

Technological University of the Shannon: Midlands Midwest (formerly Athlone Institute of Technology (AIT))

<i>What is the name of your programme?</i>	Peer Assisted Student Support
<i>How long have you been running SI-PASS?</i>	Since 2009
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The programme aims are to help first years to adjust quickly to third level; acquire a clear view of course direction and expectations; develop their independent learning and study skills to meet the requirements of higher education; enhance their understanding of the subject matter of their programme through collaborative group discussion; and prepare better for assessed work and examinations. The PASS Leadership

	<p>module (5 ECTS) was created to develop students' leadership, communication and professional development skills through the facilitation of weekly PASS sessions with first year programme groups.</p>
<p><i>Could you give a short history of your SI/PASS/PAL programme?</i></p>	<p>PASS is based on the PAL programme developed by Bournemouth University (BU) in the UK. PASS was initially piloted in collaboration with Galway-Mayo Institute of Technology (GMIT; now ATU) – Student Led Learning and Dormant Accounts Initiative. The PASS Programme was introduced to AIT by the Learning & Teaching Unit in collaboration with the Student Resource Centre. It was retained in Student Resource Centre, as an Access Initiative. From the 2023/24 academic year; PASS will be under the remit of TUS Centre for Pedagogical Innovation and Development (CPID).</p>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<p>To sustain and improve the number of courses PASS is offered on. To continually enhance the quality of the programme for first year students and PASS Leaders. To grow the PASS leadership module across the TUS community.</p>
<p><i>What subjects do you run SI-PASS in?</i></p>	<p>This changes from year to year depending on first year numbers, applications received, etc.</p> <p>2022/23: Digital Marketing, Business and Law, Music and Instrument Technology, Mechanical Engineering, Software Design, Software Development, Social Care Practice, Early Years Care and Education, Pharmacy Technician, Microbiology, Biotechnology, Pharmacology, HC Science, Veterinary Nursing, Sports Science with Exercise Physiology, Nutrition with Health Science, Physical Activity & Health Science and Exercise & Health Science.</p> <p>In the past PASS has been run on: Access programme, Business, Computer Engineering, Applied Social Studies, Applied Psychology, Dental Nursing, Pharmaceutical Science, Bioveterinary Science, Athletic and Rehabilitation Therapy.</p> <p>This year we hope PASS will be expanded to: Education in technology, engineering and graphics and piloted on other campuses.</p>
<p><i>How many courses per year have SI/PASS/PAL?</i></p>	<p>14-20</p>
<p><i>How many SI-PASS Leaders do you have (per academic year)?</i></p>	<p>29-42 (changes each year depending on first year numbers, applications received, etc.)</p>
<p><i>How long is the training for SI-PASS leaders?</i></p>	<ul style="list-style-type: none"> • Pre-training on VLE (some information was flipped and students are asked to complete activities on the VLE before arriving to training) • 2 days (9:00-5:00 both days) <ul style="list-style-type: none"> ○ Day 1 online ○ Day 2 in-person

	<ul style="list-style-type: none"> A digital badge is awarded for completing all elements of the training.
<i>How do you support the Leaders?</i>	Weekly debriefs, observation, email, MS Teams, VLE (forum and messaging), journal preparation session. PASS Leader class rep, PASS Leader Whatsapp group (unmonitored; for Leaders only), TUS PASS society.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs or triads.
<i>How many trained supervisors are there at your HEI?</i>	15
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance is monitored and analysed. First year students, PASS Leaders and staff are asked to fill in discrete questionnaires. Further evaluation via surveys, debriefs and private discussions: pre-training, training, practice, VLE, communication, etc.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Aoife Walsh (Aoife.Walsh@TUS.ie)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
500-750	~350 (53-66%)	On average, attendance in week one tends to be 55% reducing proportionally to 25% by week 6.	6-10	1 hour	*

Example of the difference the SI/PASS/PAL programme makes

PASS has benefits for first year students, PASS Leaders, academic staff and to the faculty programmes as evidenced by the following comments from first year students and PASS Leaders:

I really enjoyed doing Kahoot quizzes and working in groups to try and revise topics. I thought the session had quite a fun energy to it, so it was a nice place to unwind – Early Years Care & Education student.

The best thing about PASS was that it was a moment that I could have revise my notes and understand the structure of a university – Pharmacology student.

The advice especially since it was coming from a fellow student who went through what we're going through now so he knew how we felt and how to help us – Veterinary Nursing student.

I am better able to resolve issues and help people by communicating effectively to let them know about where to look for resources or other sources of help or information – PASS Leader.

Talking to others and understanding their pursuits and goals, made me realise my own. I am more confident

in my own abilities and what unique qualities I bring to the course. Knowing this I can channel this toward my studies – PASS Leader.

Publications about SI/PASS/PAL programme

Ginty, C. & Harding, N., (2014). The first year experience of a peer assisted learning program in two institutes of technology in Ireland, *Journal of Peer Learning*, 7, pp. 36-56.

Available at: <http://ro.uow.edu.au/ajpl/vol7/iss1/5/>

Howley, H. Kelly, E. and Walsh, A. (2014). *Helping a diverse student population make the successful transition to academic life in an Irish Institute of Higher Education*. Nottingham Trent University. This paper was submitted as part of the European First Year Experience Conference 2014 proceedings.

Walsh A. (2021). PASS and the introduction of technology at an Irish higher education institution. In: Strømme-Bakhtiar, A., Helde, R. and Suzen, E. eds. *Supplemental Instruction Volume 1: Digital Technologies*. New York: Waxmann, pp. 59-66.

Walsh, A. (2022). Gaining Insight Into Students' Difficulties Using KWL. In: Ryan, M. ed. *Compendium of Active Learning & Assessment for Student Engagement – Volume 2*. Technological University of the Shannon: Midlands Midwest.

University of Galway

<i>What is the name of your programme?</i>	CÉIM (means 'step' or 'degree' in the Irish language)
<i>How long have you been running SI-PASS?</i>	Since 2013
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To support: (1) a successful transition to higher education, (2) help 1st year students develop a sense of belonging, (3) academic success, (4) student health and wellbeing, (5) progression.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Our PASS programme, CÉIM, was initiated by University of Galway Students' Union and was first piloted in collaboration with University of Galway School of Engineering in September 2013. Since then, CÉIM has expanded to Arts, Law and Science and is now offered to about 2,000 students. CÉIM won the 'Student Engagement Activity of the Year' Award at the Student Achievement Awards Ireland 2016. Central funding was secured from the University to run CÉIM in 2017 and in 2021 students voted to fund the cost of CÉIM via their student levy.
<i>What goals does your Higher Education Institute have with SI/PASS/PAL today?</i>	To mainstream CÉIM so that it is offered to the vast majority of 1 st year students
<i>What subjects do you run SI-PASS in?</i>	Engineering, Science, Law, Geography, Political Science & Sociology, Psychology, Spanish. It will

	be piloted in Business Studies in International Hotel Management and Commerce in International Hotel Management, as well as denominated Science programmes, in 2023.
<i>How many courses per year have SI/PASS/PAL?</i>	~27
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	~117-150
<i>How long is the training for SI-PASS leaders?</i>	2.25 days
<i>How do you support the Leaders?</i>	Extensive training, weekly debrief meetings which include mini training sessions, regular observations, clear expectations (handbook, attendance taking documents etc.), careers training, provision of stationery and creative props etc.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	Generally work in groups of three
<i>How many trained supervisors are there at your HEI?</i>	3 trained supervisors. 4 dedicated CÉIM team members.
<i>How do you monitor the success of the SI-PASS programme?</i>	We had a part-time researcher in place before we started the programme to evaluate impact via annual surveys of students and leaders, and correlate session attendance with overall grade outcomes and academic achievement on entry to university. We also get regular feedback from students and staff and closely monitor session attendance.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Amber Walsh Olesen (Students' Union staff) amber.walsholesen@universityofgalway.ie www.ceim.su.nuigalway.ie
<i>Other comments?</i>	CÉIM is based on a partnership between students, academic staff and the Students' Union. Each discipline running CÉIM has a dedicated academic coordinator who meets weekly with the student leaders and the Students' Union at debrief meetings.

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions does a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~200	~1,120+	5-40	17-20	1 hour	~6,000

Example of the difference the SI/PASS/PAL programme makes

First year students who participate regularly in CÉIM on average achieve significantly higher end-of-year grades than those who attend irregularly or never attend.

- "Working in smaller groups really helped me learn, especially things I didn't understand." 1st year student quote.
- "I'm in huge groups for lectures and CÉIM provides an opportunity to actually speak to people on my course and work through more challenging concepts." 1st year student quote.
- "I think CÉIM is really well organised in general and genuinely a great experience - not just something hollow to list on a CV which is great." CÉIM leader quote
- "As a lecturer of first-year Law students I have found CÉIM invaluable in helping students adjust to third-level. The smaller peer-led sessions work very well in helping students raise and work through issues. They are also great at creating a greater sense of community among the first-year student body. As a lecturer I receive weekly feedback from CÉIM Leaders on where my students are struggling academically and on what works well – invaluable in helping me to respond to student needs." Law Lecturer quote

Publications about SI-PASS programme

Scriver, S., Walsh Olesen, A., and Clifford, E. (2015). From Students to Leaders: Evaluating the impact on academic performance, satisfaction and student empowerment of a pilot PAL programme among first year students and second year leaders. *Journal of Learning and Development in Higher Education*, (November) Available at: <http://journal.aldinhe.ac.uk/index.php/jldhe/article/view/359/pdf>

Scriver, S., Walsh Olesen, A., and Clifford, E. (2021). Partnering for success: a students' union-academic collaborative approach to supplemental instruction. *Irish Educational Studies*, 40:4, 669-688. Available at: <https://doi.org/10.1080/03323315.2021.1899020>

Malm, J., Ody, M., Elvén Eriksson, H., Fairclough, I., Helde, R., Oakley, M., Rotherham, B., Suzen, E., Sletvold, H., & Walsh Olesen, A. (2022). How have Supplemental Instruction-Peer Assisted Study Sessions (SI-PASS) programmes adapted during the Coronavirus pandemic? : Studies from four Higher Education Institutes in Ireland, Norway, the UK and Sweden. *Student Engagement in Higher Education Journal*, 4(2), 24–44. Available at: <https://sehej.raise-network.com/raise/article/view/1152>

Walsh Olesen, A., and Tobin, N. (2022). CÉIM Shared Learning case study. National Student Engagement Programme, Ireland, Case Study Hub. Available at: https://studentengagement.ie/wp-content/uploads/2022/11/CEIM-Case-Study_FINAL.pdf

NETHERLANDS

Amsterdam University of Applied Sciences

<i>What is the name of your programme?</i>	Supplementele instructive (dutch for Supplemental instruction)
<i>How long have you been running SI-PASS?</i>	From February 2022
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We wanted to make up for the losses in physical education due to corona and received funds from the government to organise extra education. SI seemed a well-studied solution.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Increase academic performance, improve sense of belonging and well-being of students.
<i>What subjects do you run SI-PASS in?</i>	Pedagogy, Mathematics, Microbiology, Social Sciences, History-didactics, Economics, Geology, Sociology, Grammar (Dutch), Academic Argumentation (English), Spracherwerb (German),
<i>How many courses per year have SI/PASS/PAL?</i>	44
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	30
<i>How long is the training for SI-PASS leaders?</i>	3 days
<i>How do you support the Leaders?</i>	Observations with feedback sessions Voluntary supervision sessions Feedback on their first three lesson plans (voluntary feedback for every subsequent lesson plan) Regular check-ins by the supervisor A contract with good conditions
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Most do, but depends on the course
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	With a field experiment. We offered half our students SI in the first quarter, and the other half in the fourth (random allocation on the student level). Afterwards we compare academic performance (administrative data), well-being and belonging (survey).
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Izaak Dekker, i.dekker@hva.nl
Attendance Statistics	

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
500	260	5	28	100 minutes	~9000

NORTHERN IRELAND

Ulster University

<i>What is the name of your programme?</i>	PASS@Ulster
<i>How long have you been running SI-PASS?</i>	Since 2010
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	<p>The main reasons for introducing PASS were to:</p> <ul style="list-style-type: none"> • Address the gap in staff/student first year expectations • Aid transition from school to University • Improve student's skills development and confidence • Improve performance and retention • Engender enthusiasm for the subject • Improve students' relationships with each other and with staff – foster a greater sense of community and belonging • Enhance employability - raise aspirations • Enhance the quality of the student learning experience
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	<p>PASS was first introduced to Ulster by the Schools of Psychology, Law and Computing and Intelligent Systems in 2010. It is well established in some disciplines/ schools. In January 2017, the University provided funding to embed PASS institutionally to improve the success, retention and employability of students. Academic Business Development supports/leads the delivery of PASS, and other programmes have since joined PASS. Engagement with PASS was impacted during COVID and numbers reduced. Like other HEI's we had to pivot to a digital mode of delivery from</p>

	<p>2020 for several years. This posed significant new challenges. Student PASS Leader Mentors required bespoke new support and training to effectively use a range of synchronous and asynchronous technologies as they moved to supporting mentees digitally. We hope to encourage more students to sign as PASS Leaders next academic year.</p>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<p>As above. The benefits of PASS for students at Ulster are well known so we hope to help spread the benefits of PASS wider at Ulster University. We also wish to provide other progression routes for past PASS Leaders to further support mentoring at Ulster.</p>
<p><i>What subjects do you run SI-PASS in?</i></p>	<p>PASS currently runs within Psychology, Law, Law with Criminology, Law with Politics and International Studies, Accounting and Law, Computing, Biology, Biomedical Science and Quantity Surveying.</p>
<p><i>How many courses per year have SI/PASS/PAL?</i></p>	<p>It varies.</p>
<p><i>How many SI-PASS Leaders do you have (per academic year)?</i></p>	<p>During academic year 2022/23, 60 students signed up as a PASS Leaders. This is lower than previous rates of engagement. At Ulster we also offer alternatives forms of peer mentoring, but I do not have usage details of these for reporting purposes here. Some of these are progression route opportunities beyond PASS.</p>
<p><i>How long is the training for SI-PASS leaders?</i></p>	<p>There are usually demystified sessions during recruitment. Students are required to attend one full day training and sign up for certified professional development modules which are delivered throughout the year and cover other training aspects as required. Bespoke sessions are offered if and when needed to support the delivery of key peer mentoring initiatives.</p>
<p><i>How do you support the Leaders?</i></p>	<p>The Widening Access Policy and Research team support the delivery of PASS operationally alongside PASS Academic Leads. Academic Leads provide support via debrief sessions which take place throughout each semester. We have a student placement and student intern who are both dedicated to supporting peer mentoring at Ulster. New support resources are developed throughout the years and are shared via our Virtual Learning Environment (VLE) for PASS leaders. PASS leaders have opportunities to undertake two CPPD modules with Accreditation &/or EDGE to enhance their employability.</p>
<p><i>Are the Leaders paid?</i></p>	<p>No. Some of the other mentoring services do pay mentors.</p>

<i>Do the Leaders work alone or in pairs?</i>	Trained student PASS leaders (mentors) usually work in pairs to facilitate weekly timetabled study sessions with students in lower years groups (mentees). Trained PASS leaders facilitate weekly study sessions with groups of younger year student mentees face-to-face, for the most part. Some programmes used blended methods to offer flexibility of pace, place and mode. Mentees are encouraged to set the session agenda with their mentors and during sessions they learn collaboratively in groups. Mentors facilitate discussions and lead group work. Mentors meet regularly with academic leads for debrief sessions to provide staff with regular and ongoing feedback within agreed confidentiality parameters.
<i>How many trained supervisors are there at your HEI?</i>	Melanie Giles, Amanda Zacharopoulou, Joan Condell, Drew Neill, Anna Bradley and Catherine O'Donnell have completed the PASS Supervisor training which is required to deliver PASS training for quality assurance purposes. If there was sufficient demand, we would arrange further training.
<i>How do you monitor the success of the SI-PASS programme?</i>	In the past success has been monitored/evaluated by my colleagues (the champions/early adopters) who introduced PASS. Mixed method approaches such as questionnaires, focus groups and academic performance were used. The Kirkpatrick Model has been used more recently to capture the impact and success of PASS again using a combination of qualitative and quantitative measures including questionnaires, focus groups and academic performance monitoring. Each year a Pre and Post Survey was administered to both PASS Mentees and PASS Leader Mentors.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Catherine O'Donnell (c.odonnell@ulster.ac.uk)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
It varies but is time-tabled for all first years on	It varies but is time-tabled for all first years on	Up to 15	20	1 hour	Approx. 24 hours per programmes that offer PASS.

programmes that offer PASS.	programmes that offer PASS.				
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Example of the difference the SI/PASS/PAL programme makes

A few examples of recent open-ended feedback received from mentees about what they hoped to gain or gained from peer mentoring includes the following:

- "I feel like it will help me get to know the people in my group more as well as help me manage my workload."
- "Being able to gain insight about my course from people who have experienced it and will be able to understand and address any worries I have."
- "I hope that it helps me with my communication skills and answer any questions I have"
- "I hope it helps to tackle and explain some of my worries. This might include how to write the essays"
- "It will be nice to have a support system that involves other students to help settle into university"
- "I would love help with essays."
- "Peer mentor is brilliant, the mentors that we have are absolutely great. They help when needed and have the best patience. I am thankful I have this support when doing my study."

A few examples of open-ended feedback received about why PASS Leaders signed up or what they gained is included as follows:

- "It will help build my confidence and make me more employable"
- "I will get to meet new people and consolidate my learning from last year"
- "I feel that it will improve my knowledge by going over skills I may have forgotten as well as increasing my confidence"
- "I became a mentor because I remember how daunting it is to be a first-year uni student. I wanted to be a mentor so that I could assure at least one student that they are not alone and that they are surrounded by many resources to support them throughout their time in Ulster."
- "I think being a mentor is helping me communicate better with my other peer mentors and being able to help the first-year students. Another reason why I think being a peer mentor as helped me developed is gaining confidence when talking to other members of staff and to the younger students."

Publications about SI/PASS/PAL programme

Giles, Melanie, School of Psychology; Condell, Joan, School of Computing and Intelligent Systems; Zacharopoulou, Amanda, School of Law, University of Ulster Peer Assisted Study Sessions: the evaluation of a cross-faculty initiative in Ulster. URL:

http://uir.ulster.ac.uk/37745/1/PERSPECTIVES_ON_PEDAGOGY_AND_PRACTICE_2012.pdf

Condell, Joan (2012). Identification of students' motivations and attitudes towards attendance at peer-assisted study sessions @ Ulster (PASS@Ulster) (University of Ulster) in Enhancing learning and teaching in higher education in Northern Ireland. Dr Darren Kelsey (ed) July 2012. URL:

http://wiki.ulster.ac.uk/download/attachments/23200594/Enhancing_learning_and_teaching_in_higher_education_in_Northern_Ireland.pdf?version=1&modificationDate=1378372218000&api=v2

Zacharopoulou, Amanda, Giles, Melanie, and Condell, Joan (2015). Enhancing PASS leaders' employability skills through reflection. Journal of Learning Development in Higher Education. ISSN: 1759-667X. URL:

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.732.6495&rep=rep1&type=pdf>

McLaughlin, Marian, Giles, Melanie and Byrne, Cara (2016). Evaluating the effectiveness of a blended PBL approach in the design and delivery of a research methods curricula. . URL:

https://www.ulster.ac.uk/_data/assets/pdf_file/0005/131198/PPP-Vol-7-Final-Version.pdf

Giles, Melanie, Zacharopoulou, Amanda and Condell, Joan (2016) [An overview of the benefits of peer mentoring for PASS leaders](#). Journal of Learning Development in Higher Education, II . pp. 1-14. [Journal article]

O'Donnell, C., Murphy, B., Lynch, S. and Hunter, B. (27-28 May 2020), PASS: Assisting Widening Access and Inclusivity paper, Online International Forum for Peer Learning 2020.

O'Donnell, C., Murphy, B., Lynch, S. and Hunter, B. (9-10 November, 2020). Evaluating the Impact of Face-to-Face Peer Mentoring and Ensuring Continued Benefits the Digital Pivot to Online Delivery Methods Due to COVID-19 at ICERi. Pages: 1528-1537. ISBN: 978-84-0-24232-0

Lynch, S. and O'Donnell, C. (28th & 29th January 2021). The Value-Added Benefits Of Embedding The Student Voice And Perspective When Designing And Delivering Peer Mentoring. Online International Forum for Peer Learning 2021.

O'Donnell, C., Murphy, B., Hunter, B. and Toye, A. (November, 2022). Expanding Peer Mentoring Offerings During Covid-19 To Aid Student Retention And Enhance Employability at ICERi. ISBN: 978-84-09-34549-6 / ISSN: 2340-1095

NORWAY

Nord University

<i>What is the name of your programme?</i>	Supplemental Instruction - SI
<i>How long have you been running SI-PASS?</i>	Since 2017
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	When we started with the SI programme in 2017, Physics and Law were identified as problem subjects at Nord University, Traffical Field. We got some experience with SI from before, so we were familiar with the programme. Nord University (earlier North-Trøndelag Univesity College) introduced SI around 20 years ago. Dosent Dr.art Bård Toldnes had his training from University of Missouri, Kansas City, and he cooperated with Lund University.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We started SI at Physics in May 2017 and Law in September the same year
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The goal is to introduce SI to more subjects and to educate more supervisors and SI leaders in the years to come. Our research among the SI leaders today shows that the students also find the method interesting and useful related to their

	work as teachers to be. The program is interesting to introduce in Pedagogy in particular.
<i>What subjects do you run SI-PASS in?</i>	Physics, law
<i>How many courses per year have SI/PASS/PAL?</i>	7
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	30
<i>How long is the training for SI-PASS leaders?</i>	3 days + practice 4 weeks (2 hours every week)
<i>How do you support the Leaders?</i>	Observations, debriefs, Meetings, coaching if wanted
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	25
<i>How do you monitor the success of the SI-PASS programme?</i>	Ongoing Research among SI-leaders (Interviews, Observations and Questionnaires), Ongoing Research among students (Interviews and Questionnaire), Measure participating in SI-course related to grades,
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Roger Helde, phone: + 47 95 123891, e-mail: roger.helde@nord.no Elisabeth Suzen (elisabeth.suzen@nord.no)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
500-600	450	15	10-15	2 hours	~5,800

Example of the difference the SI/PASS/PAL programme makes

Our Research on SI in 2017 showed that the students which attended 6 SI Meetings or more, got the grades A, B or C at their exam in Physics. The students that attended at 5 or less Meetings, or did not attend at all, got the grades between A - F. 50% of those who got the grade F, did not attend any SI Meetings.

Publications about SI-PASS programme

1. "Supplemental Instruction Volume 1: Digital Technologies" (Strømmen-Bakhtiar, Helde, & Suzen, 2021). <https://doi.org/10.31244/9783830993247>
2. "Supplemental Instruction Volume 2: Student Learning Processes" (Strømmen-Bakhtiar, Helde, & Suzen, 2021). <https://doi.org/10.31244/9783830993254>
3. "Supplemental Instruction Volume 3: Organisation and Leadership" (Strømmen-Bakhtiar, Helde, & Suzen, 2021) <https://doi.org/10.31244/9783830993261>

Oslo Metropolitan University, Study Support Centre

<i>What is the name of your programme?</i>	PAL Studiegrupeledere
<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	A lot of the time spent studying is done in groups. We wanted to offer students something which would enhance their outcome of group work. In the Study Support Centre we have for a long time trained and hired students as writing mentors and experienced that 2 nd year students (or more senior students) can be a very good guide for all students in academic writing. When we learnt about PAL in England we immediately understood that training students to lead and facilitate learning in groups was the suitable concept for our needs
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	After an Erasmus exchange with Bournemouth University, where we observed the training of PAL leaders, we started offering the faculties PAL training of their students. The faculties had the ownership to the PAL leaders; recruiting and following up, in addition to decide what the groups should work on. Both Heads of the Institutes and individual lecturers initiated PAL. Only the Educations who had prioritised economic means to student assistants tried out PAL groups (with the exception of Developmental studies who sends unpaid first year students to our training). Between 2020 and 2023 we have, due to internal funding, been able to let 6 other educations try out PAL.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The long term goal has been to offer PAL to all students within 2025 but as funding is an issue for most of the Educations, the goal is far from being materialised.
<i>What subjects do you run SI-PASS in?</i>	PAL sessions have mainly focused on Anatomy, physiology and biochemistry (Nurse, Paramedics, Physiotherapy) and general study skills (Developmental studies, Library).
<i>How many courses per year have SI/PASS/PAL?</i>	5. Other studies who have tried out PAL, but who have not decided upon continuation are: Translators, pre-school teachers, IT, Public Administration, Public Health Nutrition, Social Educators and Dental technology
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Nurse: 2-10 Paramedics: 5 Physiotherapy: 12 Development studies: 10-14 Library: 5
<i>How long is the training for SI-PASS leaders?</i>	2 x 3 hours and a follow-up seminar (2 hours)
<i>How do you support the Leaders?</i>	It varies how much the academics follow up their PAL leaders. There are meetings before the courses start, input to the Leaders' preparations for the sessions and some co-lead some of the sessions. Some have de-brief meetings and all do evaluations.
<i>Are the Leaders paid?</i>	All but Developmental Studies pay their leaders

<i>Do the Leaders work alone or in pairs?</i>	Both
<i>How many trained supervisors are there at your HEI?</i>	5
<i>How do you monitor the success of the SI-PASS programme?</i>	The academics monitor their own programme. The Study Support Centre have monitored the Educations who have received funding by having one evaluation meeting in December and one evaluation meeting in June.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	gremj@oslomet.no and e-mails to academics in charge of PAL programmes: Tilrettelegging for læring i studiegrupper (PAL/SI-PASS) - Ansatt - minside (oslomet.no)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
725	~400	*	2-12	1-3	*

Example of the difference the SI/PASS/PAL programme makes

- Paramedic: in the subject of anatomy and physiology the activity is scored as one of the most useful measures for achieving learning outcomes in the subject.

Publications about SI/PASS/PAL programme (in Norwegian)

- [Hvordan lærer sykepleiestudenter anatomi, fysiologi og biokjemi \(AFB\) med hjelp fra læringsassistenter? \(sykepleien.no\)](#)
- [Studentassistenter bidro til læring i anatomi, fysiologi og biokjemi \(sykepleien.no\)](#)

University of Agder

<i>What is the name of your programme?</i>	FYSE (First Year Study Environment) & "God Start"
<i>How long have you been running SI-PASS?</i>	Since 2019
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	SI-program was introduced and implemented at selected on first year Bachelor program/courses at the Faculty of Humanities and Education and the Faculty of Engineering and Science to improve the learning experience and strengthen the overall learning environment for new students.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	SI-program was introduced and implemented at selected on first year Bachelor program/courses at the Faculty of Humanities and Education, the Faculty of Social Sciences and the Faculty of Engineering and Science in 2019.

	<p>Since 2019 it has been implemented on all BA-programs at the Faculty of Humanities and Education, and the Faculty of Engineering and Science – a total of over 20 Bachelor programs.</p> <p>In 2021 the education and training of new SI-PASS leaders was structured in a 5 ECTS course called TFL129 Introduction course for student mentors". The course also includes training in mentoring, communication and interpersonal skills in addition to the traditional SI-PASS.</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Continued development and institutionalization of SI-PASS and "best practise".
<i>What subjects do you run SI-PASS in?</i>	Social sciences, Humanities, Technology, Engineering, Mathematics, Natural Sciences
<i>How many courses per year have SI/PASS/PAL?</i>	
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	~ 80
<i>How long is the training for SI-PASS leaders?</i>	5 ECTS Education and training of new SI-PASS leaders is structured in a 5 ECTS course called TFL129 Introduction course for student mentors ". The course also includes training in mentoring, communication and interpersonal skills in addition to the traditional SI-PASS.
<i>How do you support the Leaders?</i>	One-to-one supervision, all-staff meetings, reflective weekly reports, team building
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone (in pairs occasionally)
<i>How many trained supervisors are there at your HEI?</i>	~4
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance, attendance vs course results and retention, surveys, debriefs, observations
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Sara Werling Sørstrand (sara.w.sorstrand@uia.no) Halvard Øysad (halvard.oysad@uia.no) Leif Arne Løhaugen (leif.a.lohaugen@uia.no)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~800	~600	5 - 15	10 - 15	1 hour	~ 9,600

Example of the difference the SI/PASS/PAL programme makes

Data and result at the Faculty of Engineering and Science see a correlation between course completion and SI-attendance. We also receive positive feedback from individuals.

Quote from a student: "The mentor group creates a sense of security during a new and possibly uncertain period. It provides structure and the opportunity to form a study group and make friends. Additionally, the SI-leader has already gone through

what you are starting, so it is helpful to have someone who can share experiences and help with academic matters outside of a teacher."

Quote from a SI-leader: *"I want this on my CV because I have really developed myself and learned a lot about how I interact with others through this program."*

Quote from a course responsible professor: *"The SI-program is doing a very good and important job with the students in Spanish, in the classes now the students dare to speak Spanish aloud in front of others, and they participate much more actively than I have experienced before. Most of them also try to say things in Spanish first if there is something they want to ask about. I think this is largely thanks to you giving them self-confidence and helping them to work on the academic material."*

University of South-Eastern Norway

<i>What is the name of your programme?</i>	Onboarding Learning Alliance (OLA)
<i>How long have you been running SI-PASS?</i>	Since 2019
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The main reason was student empowerment and fostering a student driven learning environment.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We started with a small pilot in 2019, in one subject. During the lockdown in 2020, the need for online study support escalated. The result became full scale OLA at about 130 subjects represented on all faculties.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	A thriving student driven learning community on campus, at every study program.
<i>What subjects do you run SI-PASS in?</i>	Social sciences, Humanities and art Science, Technology, Engineering, Health Science, Mathematics, Economics and Business.
<i>How many courses per year have SI/PASS/PAL?</i>	~130
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	250
<i>How long is the training for SI-PASS leaders?</i>	1 day training, plus a course in Canvas throughout the semester, and a voluntary certification course (certified learning facilitator)
<i>How do you support the Leaders?</i>	We hire about 4-6 learning facilitators in the role as OLA-coordinators. OLA-coordinators main responsibility is to support SI leaders (called learning facilitators).
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	They work in teams and give sessions that are 2 hours in length (with break).
<i>How many trained supervisors are there at your HEI?</i>	~3
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance, surveys, debriefs, observations, and reflection texts from the learning facilitators.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Contact person: Hanne Viken, Project leader E-mail: hanne.viken@usn.no Web-page: www.usn.no/ola

SCOTLAND

Queen Margaret University, Edinburgh

<i>What is the name of your programme?</i>	Peer Assisted Learning Scheme- PALS
<i>How long have you been running SI-PASS?</i>	Since 2017
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We take a large number of students from college with HNC/HND qualifications directly into 2nd or 3rd year of some degrees. These students are statistically more likely to come from a widening access background, suffer anxiety about any knowledge gap they may have compared to students who have been at uni from 1st year, and are most vulnerable in terms of retention and lower attainment.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PALS was piloted at QMU in 2017 with the intention of facilitating extra support sessions for Direct Entrant students articulating into Levels 2 or 3 of the Division of Business, Enterprise and Management (BEaM), with the predominant aim to help the transitions from college to university. In 2018, the scheme was established in the Division of Psychology, Sociology and Education (PSE) and a small number of leaders were recruited and trained to lead sessions over the course of the academic year. After successful results, the scheme has continued to grow and in 2020 was established in the Division of Media, Communication and Performing Arts (MCPA), in the BA Education Studies and BA Education Studies (Primary). In the academic year 2021/22, the scheme was further extended into Paramedic Science, and, in 2021/22 has reached students in the Division of Dietetics, Nutrition and Biological Sciences, Physiotherapy, Podiatry and Radiography (DPPR). Also, in 2022/23, the programme has been extended to students studying Sports Rehab at our partner Further Education colleges in Edinburgh and Glasgow. In recent years, PALS at QMU have worked on a number of extra initiatives including, student induction, podcasts recordings, International PALS, and TNEP PALS recordings.

<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	PAL is a key part of the University's focus of working with Students as Partners. This approach helps build a strong sense of community and belonging in a relatively small institution. PALS is an important student support as well as providing a communication route between students and academics which helps improve delivery of programmes and assessment.
<i>What subjects do you run SI-PASS in?</i>	We have built PALS provision over the past 5 years so that we now cover the majority of programmes at the University, and reach many more students through shared modules in certain programmes. Programmes covered: Business, Hospitality Management, Events Management, Psychology, Sociology, Education, Media, Communications, Performing Arts, PR & Marketing; Paramedic Science, Physiotherapy, Sports Rehab, Dietetics, Nutrition, Radiography.
<i>How many courses per year have SI/PASS/PAL?</i>	22
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	42
<i>How long is the training for SI-PASS leaders?</i>	Initial training of 1 day, then ongoing short 2 hour sessions during term to enhance skills
<i>How do you support the Leaders?</i>	Support to design sessions, observations, team planning meetings. Opportunities to attend conferences and a yearly award ceremony. All PALS leaders are offered various paid opportunities throughout the academic year which link into and help develop the skills involved in being a PALS leader.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	3
<i>How do you monitor the success of the SI-PASS programme?</i>	Each year we conduct an evaluation of the scheme. General evaluation is based on various data including student participant surveys, Leader surveys, session attendance, module assessment results. More focussed evaluation has been carried out through focus groups, surveys and reflective reporting. PAL Supervisors, and some leaders, have presented at on the QMU PAL scheme at conferences, providing opportunity for further analysis of the scheme.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	All emails should go to lcruden@qmu.ac.uk or kcullen@qmu.ac.uk (Karen Cullen), as project coordinators, or PALS@qmu.ac.uk

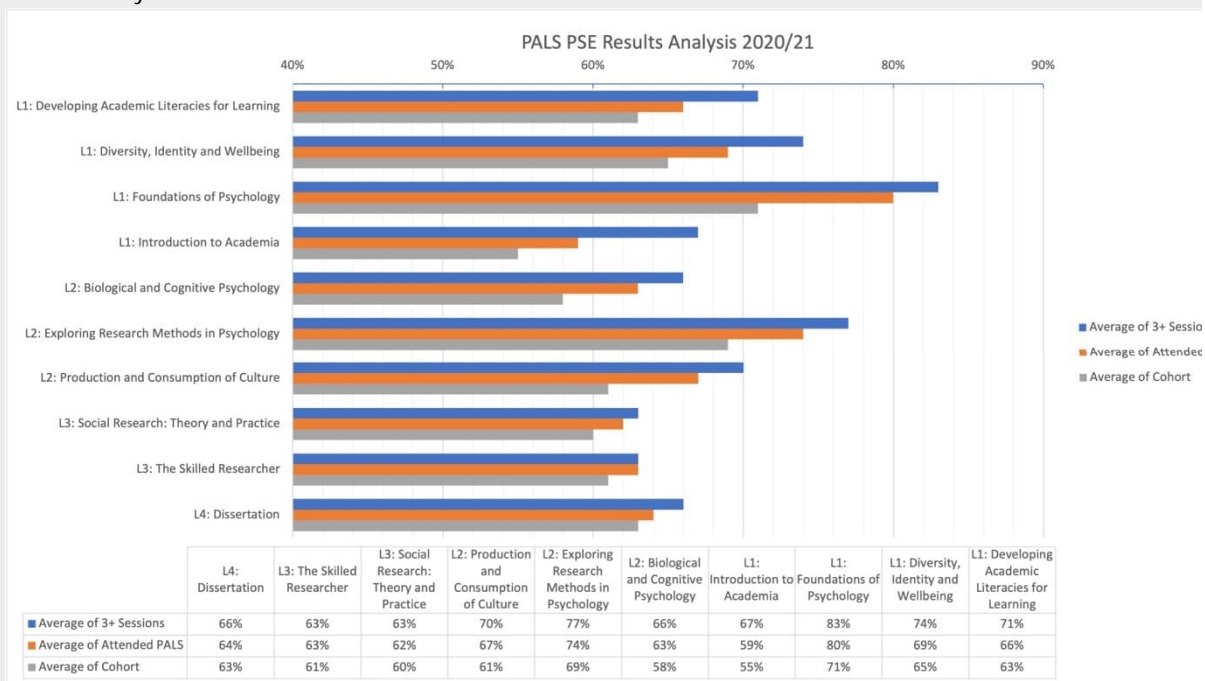
Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
2317	600	10	12	1	~2,500

Example of the difference the SI/PASS/PAL programme makes

From our yearly evaluations, there are clear benefits evidenced in the qualitative data gathered, and some evidence of benefits demonstrated through the quantitative data analysis. A selection of data is presented here.

Results Analysis:



Participant survey results:

Do you think attending PALS sessions helped you perform better academically than you would have had you not attended?

Semester 1:



Semester 2:



Comments from participants:

- *"[The leaders] running it went above and beyond to provide us with the best possible help towards understanding the subject/assessment"*
- *"They understood slight issues we would've had and engaged with us in a nice way. It was extremely helpful and made it easy to understand"*
- *"The extra support has been especially beneficial while we are unable to engage with lecturers in person"*
- *"Building relationships with current students. Also, all sessions were a very positive interaction with other students because of the covid19 lockdown we couldn't have in person interaction. Well done to all the PALS members"*

Leader Survey results:

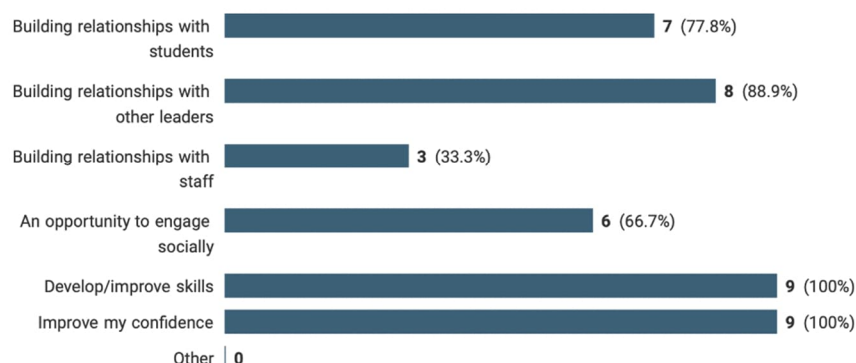
Do you think you have benefitted academically from being a PALS leader?



Do you think you've benefitted in other ways from being a PALS Leader?



In any of the following ways?



Comments from leaders

- *"It solidified my own knowledge and made me more confident in my own learning by being able to talk about what I had done in the past"*
- *"It was good way of refreshing my memory about some concepts that I had gone through in the previous years which in turn helped me with my dissertation"*
- *"Leadership skills, loads of academic tips and tricks, learned to use collaborate!!"*
- *"I have deepened my understanding of past modules and got to practice essay techniques"*

Publications about SI/PASS/PAL programme

Despite not having anything published, the QMU PALS team (Supervisors and Leaders) have presented at a number of conferences since 2019.

- Wallen, L., Vettese Cruden, L., Trowell, M., Shiner, T., Dow, B. and Kilcullen, M. (2022). "Using podcasts as a medium for Peer Assisted Learning in two university contexts" [presentation]. *International Forum for Peer Learning*. Lund University, Sweden [online]. June.
- Wallen, L. (2022). "Using Peer Assisted Learning through transitional stages in HE" [presentation]. *European First Year Experience Conference*. Graz University of Technology, Austria. April.
- Wallen, L. and Johnson, K. (2021). "Building an inclusive student experience through the implementation of Peer Assisted Learning sessions" [presentation]. *Higher Education Institutional Research Conference*. University of St Andrews, United Kingdom [online]. September.
- Wallen, L., Vettese Cruden, L., Kearney, R. and Ohi, M. (2020). "Transitioning into, through and out of Higher Education: The role(s) of PALS at Queen Margaret University" [presentation]. *International Forum for Peer Learning*. Lund University, Sweden [online]. February.
- Wallen, L., Syme, B. and Fraser, S. (2019). "PALS at Queen Margaret University" [poster presentation]. *SI/PAL/PASS Leaders Conference*. Loughborough University, United Kingdom. November.
- Vettese Cruden, L. and Wallen, L. (2019). "Evaluating the impact of PALS at Queen Margaret University" [poster presentation]. *International Forum for Peer Learning*. University of Brighton, United Kingdom. June.

University of Edinburgh

<i>What is the name of your programme?</i>	Peer Assisted Learning - PAL
<i>How long have you been running SI-PASS?</i>	Since 2013
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	<p>During the academic year 2012/13 a series of initiatives were brought in by the University of Edinburgh to strengthen the framework of academic and pastoral support we offer to improve the student experience. This was termed the Enhancing Student Support Project, which included the induction of the new Personal Tutor System and the EUSA-led project-developing peer learning and support across the university. As this initial funding came to an end, we moved in to becoming the Department of Peer Learning and Support. This is a partnership project between the University and Students Association. The aims of the Department of Peer Learning and Support are to:</p> <ul style="list-style-type: none"> o Foster a sense of belonging within the student body o Support students to develop strong interpersonal, communication and professional skills o Engage students as active and autonomous learners with a vested interest in their university experience o Provide an opportunity for academics and schools to receive 'real-time' feedback from students on multiple aspects of their student experience o Encourage the forming of an intellectual community of learners where students can exchange and discuss academic theories and ideas o Encourage integration between diverse student communities o Create a social space where students can make friends with other students who have common interests and ask non-academic queries o Allow senior students to grow in confidence and maturity as they facilitate the learning and positive experience of junior year students
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	See above
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Improve sense of belonging, community, grades and wellbeing.
<i>What subjects do you run SI-PASS in?</i>	Archaeology, Biomedical Sciences, Biology, Business, Chemistry, Classics, Cognitive Science, Economics, Engineering, English as Second Language, Geo Sciences, History, Informatics, Law, Literature, Maths, Philosophy, Physics, Politics and International Relations, Psychology, Scandinavian Studies, Social Work, Social Anthropology, Sociology, Social Policy, Sustainable Development
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Around 200
<i>How long is the training for SI-PASS leaders?</i>	1 day online/ in person training, and then further group training modules to complete prior to starting in the role.

<i>How long (in hours) is an average SI/PASS/PAL session?</i>	1.5
<i>How do you support the Leaders?</i>	Training, Planning meetings, observations, debriefs, networks, events, academic credit, award ceremonies, recognition.
<i>Are the Leaders paid?</i>	No- Some Schools do employ Senior Student Leaders who act as a main coordinator for that school (typically no more than 5 hours a week).
<i>Do the Leaders work alone or in pairs?</i>	In pairs or more.
<i>How many trained supervisors are there at your HEI?</i>	3
<i>How do you monitor the success of the SI-PASS programme?</i>	Impact Assessment: Numbers, availability, satisfaction feedback
<i>Contact Details</i>	Email- PeerSupport@eusa.ed.ac.uk Website- https://www.eusa.ed.ac.uk/activities/peerlearningsupport

Example of the difference the SI/PASS/PAL programme makes

- *"I have found this a fantastic way to reinforce learning of past courses to be used with my current studies, whilst also being able to assist in the learning of other students." PALS Leader*
- *"I found it a rewarding experience. I enjoyed supporting the first years – recollecting my own experiences of first year and seeing how I could help them overcome some of the challenges I faced." PALS Leader*
- *"I also enjoyed connecting with younger students and feeling like I made a difference to their experience and studies." PALS Leader*

University of Glasgow

<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	The longest running PAL schemes have been running for over 20 years.
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	PAL was introduced in several courses and programmes at the University of Glasgow in a short period of time, each of which had specific motivations for implementing this initiative. In general, though, there was a sense that students' could support each other's learning effectively due to: their experience of having studied a given subject; being more available than staff; there are key benefits for the explainer in attempting to pass knowledge onto others; it enhances the student's sense of community and belonging.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	According to a review by Dr Steve Draper, who introduced PAL to Psychology (one of the first disciplines to adopt the scheme and where it has run for longer), PAL schemes were

	<p>first introduced by the Student Network in Computer Science in 2002-3 thanks to a Chancellor's fund, and it quickly spread to other programmes and courses. By 2007 there were PAL schemes in Psychology, Law, Film and Theatre Studies, or the Medical School among others, some of which are still in place today. PAL schemes have evolved and changed significantly since they were introduced in the early 2000s both in form and provision as the resources available and needs of the programme changed.</p>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<p>Peer learning at the University of Glasgow is highly decentralised. Independent programmes and courses have traditionally adopted and adapted PAL according to their own goals and needs. The University of Glasgow has recently created a central Peer Learning Team to offer some coordination, support practice and increase provision of PAL and other peer learning schemes across the institution. We are also working to build structures connecting PAL schemes and leaders across programmes.</p>
<p><i>What subjects do you run SI-PASS in?</i></p>	<p>PAL currently runs in Psychology, Law, and Veterinary Medicine. Elements of PAL are present in many other programmes and courses, especially those that run peer support or peer mentoring initiatives like Management, Philosophy, Physics and Astronomy, Computing Science, Economics, or Digital Media and Information Studies, to name a few. A new PAL scheme is being piloted in Social and Political Science.</p>
<p><i>How many courses per year have SI/PASS/PAL?</i></p>	
<p><i>How many SI-PASS Leaders do you have (per academic year)?</i></p>	30+
<p><i>How long is the training for SI-PASS leaders?</i></p>	1 Day (6 hours) with comfort breaks.
<p><i>How do you support the Leaders?</i></p>	Leaders are typically supported through training, team meetings, online support via Microsoft Teams. We are in the process of introducing observations and creating a peer learning community of practice where PAL leaders and mentors across the institution can connect and support each other.
<p><i>Are the Leaders paid?</i></p>	Typically, no.
<p><i>Do the Leaders work alone or in pairs?</i></p>	It depends on the scheme and programme.
<p><i>How many trained supervisors are there at your HEI?</i></p>	3
<p><i>How do you monitor the success of the SI-PASS programme?</i></p>	Each course or programme running PAL monitors their schemes independently.
<p><i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i></p>	<p>Dr Aleix Tura Vecino Aleix.turavecino@glasgow.ac.uk Peer Learning Coordinator (Student Learning Development, SLD)</p>

University of the West of Scotland⁷

<i>What is the name of your programme?</i>	Peer Assisted Study Scheme - PASS				
<i>How long have you been running SI-PASS?</i>	Since 2016				
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Increase student engagement with the subject and their understanding				
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Piloted as PAL drop-ins with 4th year supporting 3rd year, quite unsuccessful with low uptake. Structure of degree changed meaning. Students started studying psychology for first year so we expanded into PASS and had 2nd and 3rd years supporting 1st years. Has run for 2 terms in term 1 only, generally popular.				
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	I am operating at a program level (in psychology). The institution has a newly appointed person in charge of student programs like PAL, she has said she is keep to expand initiatives across the university but nothing has happened yet.				
<i>What subjects do you run SI-PASS in?</i>	Psychology				
<i>How many courses per year have SI/PASS/PAL?</i>	1				
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	11				
<i>How long is the training for SI-PASS leaders?</i>	2 days				
<i>How do you support the Leaders?</i>	Training, Debriefs, Facebook group				
<i>Are the Leaders paid?</i>	No				
<i>Do the Leaders work alone or in pairs?</i>	In pairs				
<i>How many trained supervisors are there at your HEI?</i>	1				
<i>How do you monitor the success of the SI-PASS programme?</i>	Evaluation from students and leaders				
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Graham Scott (graham.scott@uws.ac.uk)				
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
120	~84 (70 %)	10	8	1 hour	~440

⁷ The data for the PASS programme is a few years old. The programme is on pause and planned to be restarted 23/24.

SWEDEN

Gothenburg University

<i>What is the name of your programme?</i>	SI-PASS
<i>How long have you been running SI-PASS?</i>	2018
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To create a sustainable inclusive and collaborative learning environment
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Our history started in 2018 when 1 coordinator for widening participation, 6 academic staff members and 1 student mentor coordinator participated in the supervisors' training in Gothenburg, facilitated by Lund's European Centre for SI(PASS). After that training, four more supervisors (1 senior lecturer, two study counsellors and 1 university librarian) were trained as supervisors. The first batch of SI-leaders were trained and SI/PASS was launched at the Dept of Mathematical Sciences and the Dept. of Physics followed by the IT-faculty. During the pandemic, SI/PASS in mathematics was the only SI/PASS that continued and was offered digitally. In 2022, we moved back to the classroom. We still had one digital group, but students chose the campus groups instead.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The goals for SI/PASS today is still to widen participation in higher education, and to offer an inclusive and sustainable learning environment for all students.
<i>What subjects do you run SI-PASS in?</i>	At the moment, only in mathematics for teacher's education. Next semester, the plan is to start with a course in economics as well. We will suspend SI in mathematics for 2022.
<i>How many courses per year have SI/PASS/PAL?</i>	3-4 courses per year
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	4 leaders in mathematics (2 groups in 2 courses)
<i>How long is the training for SI-PASS leaders?</i>	0,5 days – 1 day
<i>How do you support the Leaders?</i>	Supervision: observe one pass, weekly check-ups.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	At present, we have 10 trained supervisors at our university.
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance lists and following up student results in the course; student survey.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	laura@chalmers.se ; Jonas.enger@gu.se ; Jonas.karlen@gu.se ; carlo.ruberto@gu.se tina.mathe@gu.se

(these are the supervisors that have conducted SI/PASS in their courses/programmes)					
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
Math: 60	Ca.40	10	8	2 hrs	640

Gävle University College⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Supplemental Instruction - SI				
<i>How long have you been running SI-PASS?</i>	Since 2017				
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Facilitate students to complete the education. Widening participation.				
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We started with SI during the spring term of 2017 with the Swedish and international social work program. SI has entered a comprehensive project called, Including university. The intention is to introduce SI in other programs at the university.				
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Reduce the dropouts in programs.				
<i>What subjects do you run SI-PASS in?</i>	Social studies (both in Swedish and for international students)				
<i>How many courses per year have SI/PASS/PAL?</i>	6				
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	10				
<i>How long is the training for SI-PASS leaders?</i>	6 hours				
<i>How do you support the Leaders?</i>	Supervisor meetings				
<i>Are the Leaders paid?</i>	Yes				
<i>Do the Leaders work alone or in pairs?</i>	The SI leaders have mostly worked alone, in some cases in group.				
<i>How many trained supervisors are there at your HEI?</i>	4				
<i>How do you monitor the success of the SI-PASS programme?</i>	Surveys handed out to participants and SI leaders				
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Tomas Boman (Tomas.Boman@hig.se)				
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in</i>	<i>How many attendees are there on average in your</i>	<i>How many SI/PASS/PAL sessions do a</i>	<i>How long (in hours) is an average</i>	<i>How many contact hours do you have in total per year for your</i>

	<i>SI/PASS/PAL per year?</i>	<i>SI/PASS/PAL sessions?</i>	<i>Leader have on average per year?</i>	<i>SI/PASS/PAL session?</i>	<i>students at SI/PASS/PAL?</i>
50	30	15	10	1-2 hours	2,250

Example of the difference the SI/PASS/PAL programme makes

Students perform better in their education. SI leaders get the opportunity to train on their upcoming career role.

Halmstad University

<i>What is the name of your programme?</i>	Supplemental Instruction - SI
<i>How long have you been running SI-PASS?</i>	Since 2008
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Student performance problems in mathematics and chemistry.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Started 2008 at one of the faculties. Have since 2012 spread to all faculties and numerous subjects. Examples: mathematics, chemistry, sport science, nursing, sociology, education, political science, programming, economics. SI sessions have both Swedish and English as working languages as SI is also available for first-year international master students.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Increase education quality and increase retention. Give students more tools to be successful in their studies.
<i>What subjects do you run SI-PASS in?</i>	Subjects in all fields
<i>How many courses per year have SI/PASS/PAL?</i>	35
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Approx 50
<i>How long is the training for SI-PASS leaders?</i>	In total 1 day but divided on two occasions.
<i>How do you support the Leaders?</i>	Observations, supervision meetings, reflective weekly reports for SI-PASS leaders
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Both alone and in pairs
<i>How many trained supervisors are there at your HEI?</i>	7
<i>How do you monitor the success of the SI-PASS programme?</i>	Questionnaires to participants and statistics. A new report will be produced this year also including interviews with teaching staff.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Marielle Wall (marielle.wall@hh.se) Heidi Norrström (heidi.norrstrom@hh.se) Webb-page (in Swedish): https://www.hh.se/om-hogskolan/hogskolepedagogiskt-centrum-hpc/kurser-och-aktiviteter-vid-hpc/supplemental-instruction-si.html

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~1,800	*	10	20	2 hours	~ 6,000

Example of the difference the SI/PASS/PAL programme makes

Students become more aware about their own responsibility and get an opportunity to process course material in a group. Many see the value of feedback to the teachers. The SI-leaders get an opportunity to train their leadership.

Publications about SI/PASS/PAL programme

Josefsson, I. (2018). Supplemental Instruction at Halmstad University. Unpublished report (in Swedish).

Hässleholm´s Technical School (Upper Secondary School)

<i>What is the name of your programme?</i>	SI
<i>How long have you been running SI-PASS?</i>	Since 2008
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Contact with HEI and HEI students. Students develop (personally and pedagogically) within subject and get used to finding solutions without looking on answers before.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	It started with one student from Lund University helping out in a STEM Course and students from Hässleholm´s Technical School helping out in lower secondary school in STEM subjects. After that it has grown successively and at its peak we had 27 SI-leaders (internally within the high school, students working in lower secondary school and HEI students from Lund coming to Hässleholm).
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Inspire students at High School to overcome negative attitudes in STEM subjects (some students are fearing STEM subjects)
<i>What subjects do you run SI-PASS in?</i>	Math, Physics and Chemistry
<i>How many courses per year have SI/PASS/PAL?</i>	4
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	12
<i>How long is the training for SI-PASS leaders?</i>	2 hours
<i>How do you support the Leaders?</i>	1 hour with supervision each week, plus drop-in services. Emphasis on information of what SI is to students and teachers. Emphasize to leaders to agree upon ground rules for sessions at the first session and creating a contact list with students.
<i>Are the Leaders paid?</i>	They get a scholarship
<i>Do the Leaders work alone or in pairs?</i>	In pairs

<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Reflections and feedback from leaders, students and teachers
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Rouwaida Yassin (Rouwaida.Yassin@hassleholm.se)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
90	90 (obligatory)	~15	~25	1 hour	2,250

Example of the difference the SI/PASS/PAL programme makes

Students develop their study strategies, their ability to work collaboratively and to take responsibility for their studies. They attend SI-sessions to a higher degree than regular teaching and are more focussed in sessions.

Linnaeus University

<i>What is the name of your programme?</i>	Supplemental Instruction - SI
<i>How long have you been running SI-PASS?</i>	Since 2018
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Student retention and sense of academic belonging
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	N/A
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	N/A
<i>What subjects do you run SI-PASS in?</i>	Economy, English, Political Science, Sports, Sociology, Literature, Social sciences, Design, Education, Programming, Media and Communication, Journalism (all faculties at the university are involved)
<i>How many courses per year have SI/PASS/PAL?</i>	~45
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	50
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Supervision meetings, 1-1 meetings, monthly reflective reports & feedback. Senior SI-leader provides support during first month of service.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Both alone and in pairs
<i>How many trained supervisors are there at your HEI?</i>	4

<i>How do you monitor the success of the SI-PASS programme?</i>		Attendance, Student performance vs SI attendance, surveys, interviews with teachers			
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>		Kajsmari Engdahl (kajsmari.engdahl@lnu.se) Marie Brorson			
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~ 1000	~ 600	9	15	1,5 hours	~6,750

Luleå University of Technology

<i>What is the name of your programme?</i>	Supplemental Instruction - SI
<i>How long have you been running SI-PASS?</i>	Since February 2018
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To complement ordinary education and have organized study groups with an instructor
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	NA
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	NA
<i>What subjects do you run SI-PASS in?</i>	Mathematics, Physics, Economics
<i>How many courses per year have SI/PASS/PAL?</i>	11
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	9
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	6 supervision meetings per semester, 1-2 observations/coaching per SI leader, reflective report after each meeting, online platform for SI-leaders
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone and in pairs
<i>How many trained supervisors are there at your HEI?</i>	3
<i>How do you monitor the success of the SI-PASS programme?</i>	Recurring evaluations during the academic year with SI participants and SI-leaders. Students' results vs. attendance at SI will be monitored.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Karin Bolldén E-mail: karin.bollden@ltu.se Teresa Pettersson E-mail: teresa.pettersson@ltu.se
Attendance Statistics	

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
*	*	*	32	1 hour and 30 minutes	*

Lund University

<i>What is the name of your programme?</i>	Supplemental Instruction – Peer Assisted Study Sessions (SI-PASS)
<i>How long have you been running SI-PASS?</i>	Since 1994
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The main reason was quality of learning. We wanted the students to have strategies for in depth learning.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Supplemental Instruction was introduced in 1994, being the first university in the region to start with SI. It began in small scale in the faculties of Science and Engineering, but has since spread widely. Today it also covers the subject areas of Humanities and Theology, Social Science, Medicine, and Business/Economics. A part of the program is run centrally (training of SI leaders, reflective evaluation, general support), while the rest of the work is done locally by supervisors and peer mentors in the different subjects.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Enhance students early learning experiences, let students see their peers as learning resources, improve student results and retention.
<i>What subjects do you run SI-PASS in?</i>	Humanities, Religion, Engineering, Science, Medicine, Law, Economics/Business, Social sciences
<i>How many courses per year have SI/PASS/PAL?</i>	~160
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	235
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Observations/coaching, supervision meetings, reflective weekly reports for SI-PASS leaders, Awards, Ceremony, Social event/team building
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Mostly alone (In pairs occasionally)
<i>How many trained supervisors are there at your HEI?</i>	~60
<i>How do you monitor the success of the SI-PASS programme?</i>	Attendance, attendance vs course results and retention, surveys, debriefs, observations

Contact details (to get in touch with supervisors in your SI-PASS programme)

The European Centre for SI-PASS, Student Affairs, Lund University, Box 117, S-22100 Lund, Sweden.

E-mail: si-pass@stu.lu.se

Web-page: <https://www.si-pass.lu.se/>

Contact persons:

Linda Dahlberg, European Centre for SI-PASS

Arthur Holmer, Joakim Malm & Lise-Lotte Mörner

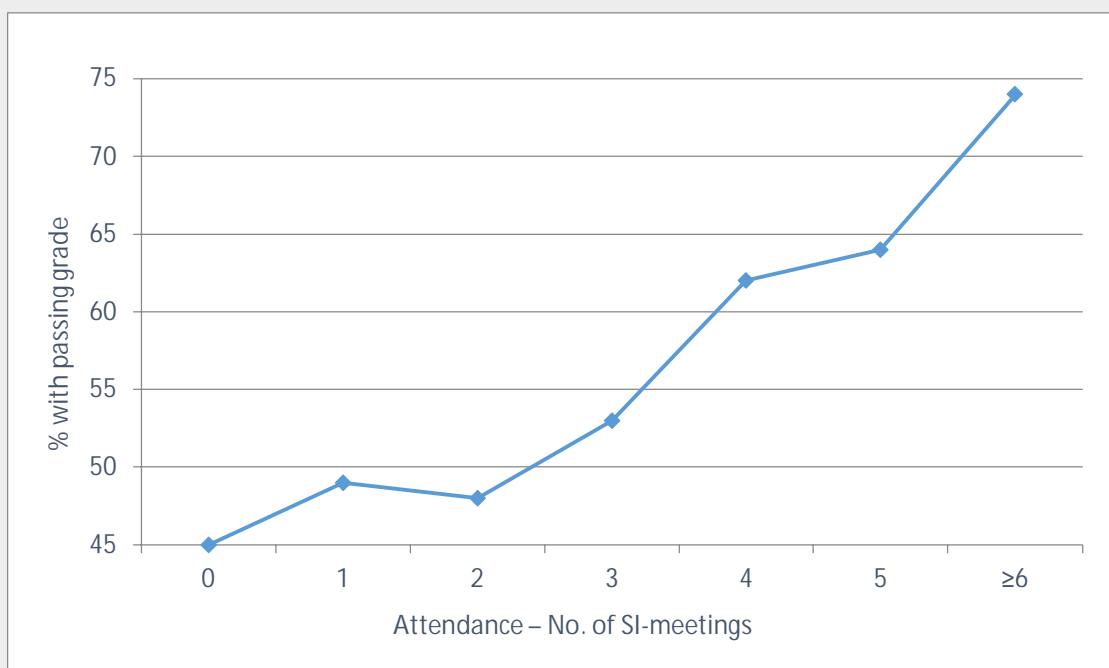
Certified trainers, European Centre for SI-PASS

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~8,400	50 % (~4,200)	10	14	1.5	49,400

Example of the difference the SI/PASS/PAL programme makes

Impact on student performance:



Results from first calculus exam for engineering students vs. SI-attendance. The students had access to seven two-hour SI-meetings before the exam. The data is from ~700 students with the attendance relatively evenly spread between the attendance numbers on the horizontal axis.

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Malmö University

<i>What is the name of your programme?</i>	SI
<i>How long have you been running SI-PASS?</i>	2014
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Increase support for students.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We offer SI for all teaching and engineering programs. The SI sessions are in their course schedule when the course starts, and the SI leaders introduce themselves and the method at the course introduction. The SI leaders have close contact with the SI supervisor during the course.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The goals are that more students pass the courses and that SI contributes to course development.
<i>What subjects do you run SI-PASS in?</i>	Mathematics, Swedish, science, arts, history, religion, social science, childhood and learning.
<i>How many courses per year have SI/PASS/PAL?</i>	14
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	32-34
<i>How long is the training for SI-PASS leaders?</i>	Two days (one day on-line and one day at campus)
<i>How do you support the Leaders?</i>	Weekly reports handed in by SI leaders. Supervision meetings every/every second week. Start-up and evaluation meeting for everyone.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Both
<i>How many trained supervisors are there at your HEI?</i>	~25
<i>How do you monitor the success of the SI-PASS programme?</i>	By a survey for all participants, SI-leaders and SI-supervisors that is summarized in a report and presented at an evaluation meeting. Investigation of percentage of passed students on exam as a function of attendance frequency in SI-PASS.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Cecilia Winström, cecilia.winstrom@mah.se Jörgen Ekman, jorgen.ekman@mau.se

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~1170	~240	5-20	~6-20	2	6,500

Example of the difference the SI/PASS/PAL programme makes

Easier to catch communication gaps in the course. The SI leaders get in touch with the SI supervisor when this happens or pick up the questions at the SI meetings. Creates a sense of calm among students to talk to students who are in the program and have passed the course. Opportunity for students to talk about the course content from a student perspective. Higher percentage of students that pass exams in calculus courses. Mentorship relation that stretches beyond SI. Facilitates socialisation.

Royal Institute of Technology

<i>What is the name of your programme?</i>	SI
<i>How long have you been running SI-PASS?</i>	Since 2003
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To get better student completion in the in the first mathematic courses and to bridge the gap between upper secondary and tertiary education
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	NA
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To get better student completion in the in the first mathematic courses and to bridge the gap between upper secondary and tertiary education
<i>What subjects do you run SI-PASS in?</i>	Mathematics, Mechanics, Electronics for the following engineering programmes: Engineering Physics, Engineering Mathematics, Vehicle Engineering, Media Technology, Electrical Engineering, Computer Engineering
<i>How many courses per year have SI/PASS/PAL?</i>	6
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	17-18
<i>How long is the training for SI-PASS leaders?</i>	Two half days
<i>How do you support the Leaders?</i>	Supervision meetings, reflective diary that is handed in after the last meeting, one observation per SI leader.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	~20
<i>How do you monitor the success of the SI-PASS programme?</i>	Statistics + questionnaire, supervision meetings and contact with participants
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	ckk@kth.se annelia@kth.se Annika Parswald, aparsw@kth.se

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~700	*	*	6-21	2	*

Stockholm University

<i>What is the name of your programme?</i>	Terms "SI" and "Samverkansinläring" are both used.
<i>How long have you been running SI-PASS?</i>	Since ~2012. One department (Physics) had SI at least 10 years ago but does not any longer. The department of Philosophy has had SI continually for 9 years (since fall 2013). During the last 3-4 years an additional 4 departments have started programs. During 2022 and 2023 additional departments have joined and we are now 13 departments that have SI.
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Since many departments are involved and have partially locally organized activities, the answers will vary. But the main motivation has been to improve student results in difficult courses.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The department of Physics (Astronomy) have had SI-activities on and off starting at least 10 years ago. The Department of Philosophy has had SI-activities, continuously, since fall 2013. Since approx. 2017 additional department joined. These departments received assistance with starting the program and training SI-leaders from the department of Philosophy. In 2022 the University had a large pedagogical project that helped finance SI-activities. Since then additional departments have joined. We have now 13 departments that have SI-activities. The university employs (part-time) the SI-supervisor from the Department of Philosophy as a SI-coordinator for the whole University.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The main goal is to improve the quality of learning experience for students. In addition, a coordinated SI-activity gives opportunities to learn about and improve the quality of the teaching.
<i>What subjects do you run SI-PASS in?</i>	<ul style="list-style-type: none"> • Department of Criminology, • Department of Slavic and Baltic studies, Finnish, Dutch and German (German) • Department of Romance Studies and Classics (French) • Department of Education (Teacher's program) • Department of Geological Sciences • Department of Biochemistry and Biophysics • Stockholm Business School • Department of Philosophy • Department of Swedish Language and Multilingualism • Department of Political Science • Department of Asian and Middle Eastern Studies • Department of Child and Youth Studies
<i>How many courses per year have SI/PASS/PAL?</i>	In most cases every department has SI on one course per semester. The exception is the department of Philosophy that offers SI on 7-8 courses per semester

<i>How many SI-PASS Leaders do you have (per academic year)?</i>	For the whole university approx. 45-50 SI-PASS leaders
<i>How long is the training for SI-PASS leaders?</i>	One whole-day training (8 hours) at the start of each semester for new SI-leaders. Plus, department-specific sessions in some cases of additionally a few hours. All SI-PASS leaders (even those with experience) are expected to participate in at least the second half of the training at the start of the semester. (The second half of the training has several sessions where experienced and new SI-leaders collaborate).
<i>How do you support the Leaders?</i>	Regular SI-leader meetings with their supervisor. There is also the opportunity to contact the university SI-coordinator for support.
<i>Are the Leaders paid?</i>	In most cases.
<i>Do the Leaders work alone or in pairs?</i>	Varies, mostly they hold their sessions alone. They might have several SI-groups in one course in which case they SI-leaders will cooperate in planning.
<i>How many trained supervisors are there at your HEI?</i>	7-8 (several more are being trained)
<i>How do you monitor the success of the SI-PASS programme?</i>	The University has a Centre for the Advancement of University Teaching, that helps out via hiring the SI-coordinator. They also run a pedagogical project that investigates the effects of the SI-program.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Stockholm University SI-coordinator: Sama.agahi@philosophy.su.se

Södertörn University

<i>What is the name of your programme?</i>	SI
<i>How long have you been running SI-PASS?</i>	Since 2021
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The program target group have limited knowledge in the educational language and country culture
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The program is active since 2018 and we have always worked with students as mentors. The SI-methodology gave us a way to formalise their training
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	As far as today it is only active in the Commissioned Educational Program. Although I am lobbying for it to also be used in our Social Work Program.
<i>What subjects do you run SI-PASS in?</i>	The Program has three courses. One in Social Policy and Welfare, one in Social Law, and one in Applied Social Law in Case Work
<i>How many courses per year have SI/PASS/PAL?</i>	The Program runs once a year, with the same three courses
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	We have between four to five Leaders
<i>How long is the training for SI-PASS leaders?</i>	We have developed a Workshop-based Training Course for our Leaders, in a total of six workshops that each is planned for two hours. In total 12 hours, plus preparative reading for the Leaders.

<i>How do you support the Leaders?</i>	We have a rather informal setting, in which they are welcome to contact me at any time and depending on the issue at hand we book an appointment or discuss online. We have two meetings per semester. Also, we currently have two Leaders that have been with us for one year so they are a great support to the new Leaders.
<i>Are the Leaders paid?</i>	Yes, they get paid according to a student salary index
<i>Do the Leaders work alone or in pairs?</i>	They are free to choose, depending on their sense of security and the topic at hand.
<i>How many trained supervisors are there at your HEI?</i>	One
<i>How do you monitor the success of the SI-PASS programme?</i>	We don't have a system in place for monitoring, since it is a rather small enterprise so far.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Sandra Karlsson Sandra.karlsson@sh.se

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
20	20. In the schedule of their program it is obligatory, so we do not follow the methodology in that respect	20	They are four Leaders that share the responsibility to give at least on SI-pass per week, during courses. The program runs from end of August to end of February	About 1,5 hours	~600

Umeå University

<i>What is the name of your programme?</i>	Supplemental Instruction - SI
<i>How long have you been running SI-PASS?</i>	Since 2017
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We wanted to increase the retention of students and create a good environment and good study habits for the students.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We use SI on our bachelor program in Cognitive Science. We started the autumn 2017 and then used SI on two of our courses the first semester and on one course in the third semester. Since fall 2019 we have changes so that we now offer SI-meetings in all four courses during the first semester of the Cognitive Science program. In this way we simplifies the logistics of the program but more important we believe that we

	better would meet the aims expressed above (reasons for introducing).
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	We have the same goal as when we started.
<i>What subjects do you run SI-PASS in?</i>	Cognitive Science (Department of psychology)
<i>How many courses per year have SI/PASS/PAL?</i>	4
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	2
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Observations at one to two times per course as well as feedback meeting. Evaluation report by SI-leaders and concluding evaluation after each semester.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	We have an evaluation with supervisors. We also look at the results in the courses over time. SI is also evaluated in course evaluations.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Anders Lindmark (anders.lindmark@umu.se) Michael Gruber (michael.gruber@umu.se)

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
34	30	18	18	2 hours	~650

Example of the difference the SI/PASS/PAL programme makes

We have found out that the retention on the semester with SI is higher than previous years. Our Leaders find it rewarding to work with SI.

University West

<i>How long have you been running SI-PASS?</i>	Since 2017
<i>What subjects do you run SI-PASS in?</i>	Engineering, Nursing, IT and Economics. Both undergraduate and master programmes
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	20

<i>How long is the training for SI-PASS leaders?</i>	2 evenings 3 hours each and a day in the beginning of the fall
<i>How do you support the Leaders?</i>	Supervision meetings three times per study period. Observations and follow ups. A reflection paper is in the development stage to help the SI Leaders evaluate their SI-PASS sessions. A senior SI Leader employed to strengthen and motivate their leadership development.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Mostly in pairs, sometimes alone. We even have groups of four for the international master programmes.
<i>How do you monitor the success of the SI-PASS programme?</i>	Evaluations to participants and SI Leaders. Contacts with teaching staff.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Agneta der Nederlanden Rebecka Sverker (si@hv.se)

University of Skövde⁴

(info not updated since last report in 2018, see footnote above)

<i>What is the name of your programme?</i>	Supplemental Instruction - SI
<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We wanted to reduce the dropouts during the first year and help the students to get a good start of their education.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	-
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The same as when we started, we want to reduce the dropouts during the first year and help the students to get a good start of their education.
<i>What subjects do you run SI-PASS in?</i>	Engineering
<i>How many courses per year have SI/PASS/PAL?</i>	5
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	6-8
<i>How long is the training for SI-PASS leaders?</i>	Two eight-hour days
<i>How do you support the Leaders?</i>	It is a variation including introduction to SI, meetings in SI-spirit, structural information, and experiences from earlier SI leaders
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How many trained supervisors are there at your HEI?</i>	4
<i>How do you monitor the success of the SI-PASS programme?</i>	Surveys to SI leaders and participants at SI sessions. Follow-up on participation/non-participation on SI sessions.

<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Josefine Siewertz (josefine.siewertz@his.se) Erik Lundell Web-page: http://www.his.se/si/
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Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
100	30	5	10	2 hours	~700

Example of the difference the SI/PASS/PAL programme makes

We can see that some study groups that are formed during SI continue to work together for the whole education.

Uppsala University

<i>What is the name of your programme?</i>	SI-leader training
<i>How long have you been running SI-PASS?</i>	Since 2000
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Started in 2000 at the physics department, focusing on first and second year bachelor students. At that time we had a rather small group of SI-leaders, educated 2-5 per year. In 2021 the SI-unit at the physics department took responsibility also for SI for engineers in system technology, and the year after also for engineers in water and environment. The last two years we have educated 15 SI-leaders per year. Initiative from program responsible, many students facing problems especially with the course in construction mechanics (Construction Engineering). In the subject of Modern Languages students need more opportunities to practice and communicate in a foreign language.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Construction Engineering: Started January 2022 parallel to construction mechanics course, running fall 2022 parallel to mathematics courses at the program.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Help students with their learning outcomes in Modern Languages (level A).
<i>What subjects do you run SI-PASS in?</i>	Bachelor in Physics (Mechanics, Thermodynamics, Electromagnetism, quantum mechanics, waves and optics); Construction Engineering (Algebra, Calculus, Construction Mechanics); Modern Languages (Spanish, French, German); Master's Programme in Chemistry (Spectroscopy), Bachelor in Political sciences (Political sciences A).

<i>How many courses per year have SI/PASS/PAL?</i>	Construction Engineering: 3 courses; Bachelor in Physics: 5 courses; Modern Languages: 6 courses; Master's in Chemistry: 1 course; Bachelor in Political sciences: 2 courses
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Construction Engineering: 3; Bachelor in Physics: 15; Modern Languages: 12; Master's in Chemistry: 4; Bachelor in Political sciences: 8
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	<ul style="list-style-type: none"> - Weekly reports and debriefs every third week - We have mentor meetings once a week or every second week depending on the frequency of the SI meetings. - We have mentor meetings approximately every second week depending on the frequency of the SI meetings.
<i>Are the Leaders paid?</i>	yes
<i>Do the Leaders work alone or in pairs?</i>	Mostly in pairs
<i>How many trained supervisors are there at your HEI?</i>	6
<i>How do you monitor the success of the SI-PASS programme?</i>	We keep count on how many students that are present at each meeting, and we let the students do evaluations. Weekly debriefs and observations (one per semester).
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	<p>Sophie Ugarte Bern, SI-supervisor and Teaching Assistant at Division for Quality Enhancement, Academic Teaching and Learning: sophie.ugarte.bern@uu.se</p> <p>Lovisa Håkansson, SI-supervisor and Educational developer at Division for Quality Enhancement, Academic Teaching and Learning: Lovisa.hakansson@uu.se</p> <p>Charlotte Lindgren, Senior Lecturer and SI-supervisor: Charlotte.Lindgren@moderna.uu.se</p> <p>Susanne Liljehammar, SI-supervisor and Lecturer in Spanish: Susanne.liljehammar@moderna.uu.se</p> <p>Carl Caleman, Carl.caleman@physics.uu.se</p> <p>Malin Wohlert, malin.wohlert@angstrom.uu.se</p>

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
545	290	~10	~8	1,5	~2,500

Publications about SI/PASS/PAL programme

Berg, Lovisa och Charlotte Lindgren (2021). Technology and Education - The Attitudes of Distance Students towards Supplemental Instruction Online i *Digital transformation and Supplemental Instruction (SI)*, Strømme-Bakhtiar, A., Suzen, E. & Helde, R. (red). Münster: Waxmann Verlag, s.101-118.

TURKEY

Middle East Technical University Northern Cyprus Campus

<i>What is the name of your programme?</i>	SI-PASS
<i>How long have you been running SI-PASS?</i>	Since 2018
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	<ul style="list-style-type: none"> to increase students' success at two of the high risk first-year math courses in our institute to help English Preparatory Program (EPP) students pass the English Proficiency exam so that they can start their undergraduate education on time (i.e. in one year).
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We have been running SI-PASS to support students who are taking (a) Calculus with Analytic Geometry and (b) Calculus for Functions of Several Variables for 4 years now. In 2022 Spring Semester a pilot SI-PASS Program was carried out for EPP students. Study sessions for each English proficiency level was delivered throughout the semester by the 4 th -year students in the Teaching English as a Foreign Language (TEFL) Program who completed the SI-PASS Leader Training. SI-PASS Program was run under the roof of the community service course in TEFL Program so leaders gained course credit by conducting the study sessions.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	<ul style="list-style-type: none"> to increase students' success at two of the high risk first-year courses in our institute to expand it to other high risk-first year courses and reduce the high drop-out rate experienced in the first year
<i>What subjects do you run SI-PASS in?</i>	(a) Calculus with Analytic Geometry and (b) Calculus for Functions of Several Variables
<i>How many courses per year have SI/PASS/PAL?</i>	We have been running SI-PASS for two courses each year. Also as mentioned above in Spring 2022 we conducted it for EPP
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Each year, we have 3-4 SI-PASS Leaders. In Spring 2022 we had 10 extra leaders for the pilot program.

<i>How long is the training for SI-PASS leaders?</i>	2-day long workshop, individual supervision for their first session, & group supervision once in 2 weeks.
<i>How do you support the Leaders?</i>	With individual supervision for their first session, & group supervision once in 2 weeks and via SI-PASS whatsapp group.
<i>Are the Leaders paid?</i>	Yes. The leaders in TEFL Program were not paid but gained course credit.
<i>Do the Leaders work alone or in pairs?</i>	Alone.
<i>How many trained supervisors are there at your HEI?</i>	One
<i>How do you monitor the success of the SI-PASS programme?</i>	By monitoring the attendance rates, comparison of grades from short exams, midterms and final exams for students who do and do not attend SI-PASS.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	edasun@metu.edu.tr

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1160	270	5	20	-1,5 hour	2,100

TED University

<i>What is the name of your programme?</i>	Peer Assisted Study Program
<i>How long have you been running SI-PASS?</i>	Since February, 2022
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Peer Assisted Study Program was introduced to increase student success in historically difficult courses, and to enable students to learn from their peers in a non-threatening atmosphere.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	In the Spring semester of 2022, we decided to run a pilot Peer Assisted Study Program with three high-risk courses from different faculties to see how the program would unfold. We have worked in coordination with four instructors and six peer leaders. Based on the data coming from the piloting phase, we modified the program according to institutional needs. Currently, in the Fall semester of 2022, the program is being implemented in five different courses students have to take during their first year as part of the core curriculum at TEDU. At present, we are working in coordination with nine instructors and 14 peer leaders.

<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	The main goal is to make sure that student learning is supported effectively in first year courses, to improve retention, and to facilitate students' adaptation to university life academically and socially.
<i>What subjects do you run SI-PASS in?</i>	Physics, English for Academic Purposes, Humanities, Science, Digital Competence, Finance and Economy
<i>How many courses per year have SI/PASS/PAL?</i>	7
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	20
<i>How long is the training for SI-PASS leaders?</i>	It is offered in the form of asynchronous training composed of 3 modules; "PASS Principles", "Communication Skills" and "Conflict Management". Students are given one week to complete each module and an online synchronous meeting is held after each module. It takes approximately three weeks for leaders to complete the training modules. Afterwards, leaders are given one week to complete the exit exam. The entire training takes one month to complete.
<i>How do you support the Leaders?</i>	Leaders are supported through weekly meetings with the supervisors. In addition, a WhatsApp group is formed, through which supervisors actively respond to the leaders' questions and concerns.
<i>Are the Leaders paid?</i>	Yes.
<i>Do the Leaders work alone or in pairs?</i>	Some work alone. Some work in pairs.
<i>How many trained supervisors are there at your HEI?</i>	1
<i>How do you monitor the success of the SI-PASS programme?</i>	Program evaluation survey is conducted each semester. We gather qualitative data through focus group interviews with the leaders and some volunteer students participating in the program.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Dr. İlknur Bayram ilknur.bayram@tedu.edu.tr Deniz Özmeriç deniz.ozmeric@tedu.edu.tr

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~1000	~50	3	12	2 hours	~960

WALES

University of Wales Trinity Saint David

<i>What is the name of your programme?</i>	Peer Assisted Learning - PAL
<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To benefit students' learning environment, improve retention and attainment, and develop the PASS leaders' skills.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	<p>From 2015, we ran PASS on a small scale to begin with, targeting specific programmes of study. This eventually grew to cover wider subject areas across various campuses, with steady attendance of 2-3 students per session.</p> <p>Activity was limited during the coronavirus pandemic, with some small-scale but successful online sessions taking place in spring 2021.</p> <p>In 2021-22, activity was halted while the supervisors undertook an extensive review of the PASS scheme. The result of this review led to a change aims/objectives, with more of a focus on student retention and transition to HE. We also changed the scheme's name to 'PAL' and the name of the student facilitator role to 'mentor'.</p> <p>The PAL scheme is still underpinned by many of SI-PASS principals, but with more focus on one-to-one/small group learning.</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	<p>To improve student retention and help with the students' transition into HE.</p> <p>To offer PAL sessions to every first year undergraduate student in the University.</p>
<i>What subjects do you run SI-PASS in?</i>	Health and Social Care, Leadership and Management, Computing, Business Studies, Education, Humanities, Foundation.
<i>How many courses per year have SI/PASS/PAL?</i>	15
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	16
<i>How long is the training for SI-PASS leaders?</i>	12 hours (approx.) of online training, followed by 2 half-days face to face.
<i>How do you support the Leaders?</i>	Weekly debriefs, occasional observations, occasional large groups meetings and one-to-one supervisor-mentor meetings as required. Supplemental training as required (e.g. Wellbeing, Careers).
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs, although some work alone.

<i>How many trained supervisors are there at your HEI?</i>		3			
<i>How do you monitor the success of the SI-PASS programme?</i>		Mentors fill in online form at the end of every session documenting number of attendees, topic(s) of discussion, and where they signposted attendee (if required). Supervisors collect data directly from potential attendees using paper form. This data is then collated and used in End of Year report. Regular debriefs produce more qualitative data.			
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>		Christopher Fleming (Christopher.Fleming@uwtsd.ac.uk) Margaret Gordon (M.Gordon@uwtsd.ac.uk) Jo Kelleher (j.kelleher@uwtsd.ac.uk) Web-page: PAL (Peer Assisted Learning) University of Wales Trinity Saint David (uwtsd.ac.uk) .			
Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
250	n/a – no data as yet	2-3	20	1 hour	*

Swansea University

<i>What is the name of your programme?</i>	PASS
<i>How long have you been running SI-PASS?</i>	Officially since 2019, we did run a few very small pilot programmes in 2018. I believe there was someone at the university before us who did the Supervisor training but I don't know if they ever really started PASS in a module.
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We offer centralised skills support for students. Our department head learned about PASS, thought it looked interesting, did the training and ran a pilot programme in a small module. She decided it would be a good thing for us to run as a central service and that's when we started 'officially'.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	(continued from above) We started in Law because there was an academic in the Student Experience role who was keen to start a peer support type programme. She was instrumental in our programmed being successful. This was during the 2019/2020 academic year. Obviously, in March everything changed. So adapted PASS to be online rather than face to face (including the training). Since then, we've expanded into three other colleges and are looking to expand to include PASS sessions for students studying in Welsh (so session run in Welsh). Engineering ran for a term but not terribly

	successfully. We've addressed a few issues (timetabling mainly) and have already recruited leaders for next academic year so hoping to see that succeed.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	We want to continue to expand into more degree programmes, including offering PASS in Welsh.
<i>What subjects do you run SI-PASS in?</i>	Accounting and Finance, Law, Public Health and Promotion and Engineering
<i>How many courses per year have SI/PASS/PAL?</i>	This year, 4, next year we will have at least 8.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	20-25 usually, this number will likely be 30-40 next academic year.
<i>How long is the training for SI-PASS leaders?</i>	12 hours spread out over three days (we have a fully online, fully face to face and a hybrid iteration)
<i>How do you support the Leaders?</i>	Weekly check-ins. In Law we also have Senior PASS Leaders who have 2-4 PASS Leaders they mentor and support (this is something we hope to be able to offer in a few other programmes as well next year). All Leaders are observed at least once a term (once by a Supervisor and once by a Senior PASS Leader)
<i>Are the Leaders paid?</i>	No but this is something we are going to explore as it is getting more difficult recruiting leaders.
<i>Do the Leaders work alone or in pairs?</i>	Alone mostly but we have had pairs
<i>How many trained supervisors are there at your HEI?</i>	7 currently. We will have 8-9 by the end of the next academic year.
<i>How do you monitor the success of the SI-PASS programme?</i>	We monitor attendance and get feedback from students (both those attending sessions and those leading the sessions). We also ask for college feedback.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	I currently coordinate our PASS programme, so I'm your best first contact: n.m.chartier@swansea.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
580s	226	Law: 35 Public Health: 33 Accounting and Finance: 3	1 per teaching and learning week, so ~10 per term.	1 hour	Depending on the module. For a full year module, ~20, for a one term module ~10

Example of the difference the SI/PASS/PAL programme makes

We don't have any data on this as of yet (but are interested in trying to find ways to measure impact). The most noteworthy for me though is the students who apply to become leaders often say it is because they had such a good experience as students in PASS.

SI/PASS/PAL PROGRAMMES NO LONGER IN OPERATION

Since the last status report of SI/PASS/PAL programmes in Europe was published (2018), a number of these have ceased to operate. The most common reasons to close SI/PASS/PAL programmes were the challenging situation with the pandemic or lack of funding or engagement from students and/or staff. Below former programmes are listed with the information given in the previous report. The reason for including this information about the programmes is to give the reader an idea of how they operated while still active.

Goldsmiths, University of London

<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	2014
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	PAL was introduced to assist students with more space to study, help retention and also to utilise student skills more fully.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	4 years at Goldsmiths in various capacities – with it not working successfully. This year we have refreshed the PAL scheme and asked for Department cooperation with it – it is now running successfully across 7 departments for UG yr 1 / yr 0 students, which we hope to increase for next year and onwards.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	For PAL sessions to run for all year groups in the current Departments that are opted-in. To increase awareness of the PAL scheme and continued growth. To role PAL out to all Departments in various ways. To introduce PAL mentoring, as well as the current PAL leaders model.
<i>What subjects do you run SI-PASS in?</i>	Anthropology Computing IMS Media Psychology Sociology Visual Cultures
<i>How many courses per year have SI/PASS/PAL?</i>	Anthropology – 2 sessions Year 1

	Computing – 1 session Year 0 IMS – 1 session Year 1 Media – 2 sessions Year 1 Psychology – 3 sessions Year 1 Sociology – 2 sessions Year 1 Visual Cultures – 1 session Year 1
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	23 PAL leaders overall
<i>How long is the training for SI-PASS leaders?</i>	2 days (14 hours)
<i>How do you support the Leaders?</i>	Regular meetings / debriefs Department representative / Academic Champion Regular emails with updates Occasional refresher workshops with a PAL supervisor
<i>Are the Leaders paid?</i>	They receive a bursary at the end of each term
<i>Do the Leaders work alone or in pairs?</i>	The PAL leaders work in pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Through participation, satisfaction and feedback from focus groups / participants
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	PAL@gold.ac.uk

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
~2000	*	8-12	20	50 minutes	1,900

Sheffield Hallam University

<i>How long have you been running SI-PASS?</i>	Since 2016
<i>What subjects do you run SI-PASS in?</i>	Midwifery, Physical Education and Sport Science, Criminology
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	40
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	Monthly debriefs and one observation per group, per semester
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	Feedback from leaders, participants and staff involved
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Nick Russell (n.p.russell@shu.ac.uk)

University of Brighton

<i>How long have you been running SI-PASS?</i>	Since 2009
<i>What subjects do you run SI-PASS in?</i>	Podiatry, Physiotherapy, Nursing Primary Education, Education Studies, Early Years Education Sport Exercise Science, Sport Business Management Computing, Digital Media, Civil Engineering, Games, Mathematics, Maths with Finance Pharmacy, Biomedical Science, Ecology, Chemistry Media, Architecture, Interior Architecture, Accounting and Finance, Finance and Investment, Finance and Banking Creative Writing, Linguistics, English Literature, Social Sciences Across all foundation programmes in the International College, Kaplan.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Approximately 130
<i>How long is the training for SI-PASS leaders?</i>	1 day conference-style training, plus two 30 minute online tutorials
<i>How do you support the Leaders?</i>	We have a paid role for experienced Leaders called 'PASS Ambassadors' - students in this role (usually in their final year of degree) conduct observations, run debriefs, and work in partnership with each subject PASS Supervisor to support the Leaders and maintain a quality PASS programme.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	We are trying to find a system for attendance monitoring at PASS, but this has proved difficult in terms of technology. Our institution would like us to keep full attendance registers, so that we can track attending students to see if PASS has any effect on grade-point average, retention, attainment, employability/ career. We do track the PASS Leaders in this way, and we also look at the demographic data, to see which student groups are attending, who is accessing PASS and Leadership. We also conduct qualitative studies, which are more localised. See https://blogs.brighton.ac.uk/pass/research-by-the-team/ for examples..
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Catherine McConnell (C.McConnell@brighton.ac.uk) Kendall Jarrett (K.Jarrett@brighton.ac.uk)

Munster Technological University (former Cork Institute of Technology)

<i>What is the name of your programme?</i>	PALS (Peer Assisted Learning & Support)
<i>How long have you been running SI-PASS?</i>	Since 2013
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To build on the existing Peer Mentoring Project and introduce a peer to peer assisted learning Project. Academic support was identified as an excellent partner which would support first year students in their study and develop a sense of belonging within their course of study and within the college community. The Peer Assisted Learning would also enhance the first year understanding of all aspects of academic expectation.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PALS was developed to support student retention and engagement. PALS as part of the overall Student Engagement and Retention Initiative aimed at implementing actions to enhance student experience and success. Working closely with academic faculty and department staff. PALS was first piloted to the School of Business and the School of Mechanical, Electrical and Processing Engineering. Over the years since PALS has continued to grow within these departments and also with in the outside campuses of CIT. To date (2017) there are now PALS sessions in School of Science & Informatics. The number of departments within the above mentioned Schools has now grown to 10 including one course from an outside campus in CCAD (Crawford College of Art & Design).
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To continue to offer the study sessions with a focus on sustaining those departments presently offering sessions and imbed PALS into departments.
<i>What subjects do you run SI-PASS in?</i>	Economics, Computing, Transport, Accounting, BIS, Fine Art
<i>How many courses per year have SI/PASS/PAL?</i>	10
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	40
<i>How long is the training for SI-PASS leaders?</i>	3 days
<i>How do you support the Leaders?</i>	Fortnightly debriefs, regular weekly pop in observations, workshops for continued development i.e. mindfulness etc.
<i>Are the Leaders paid?</i>	No. Leaders are rewarded with a hoodie on completion of training and are also given the option of completing a 5 credit module 'PALS

	Leadership' if they wish. The Business Leaders are also acknowledged in a rewards ceremony by the School of Business and Humanities.
<i>Do the Leaders work alone or in pairs?</i>	Pairs
<i>How many trained supervisors are there at your HEI?</i>	2
<i>How do you monitor the success of the SI-PASS programme?</i>	Evaluation Report and focus group with students availing of sessions and those leading the sessions.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Barbara Hempel, Barbara.hempel@cit.ie Project Officer PALS, Student Engagement Office, Office of Registrar & VP for Academic Affairs, Cork Institute of Technology, Rossa Avenue, Bishopstown, Cork.

Example of the difference the SI/PASS/PAL programme makes

'PALS has been a learning experience this semester. I am most heartened by the effort, enthusiasm and commitment of our PALS Business Leaders who gave their time voluntary to prepare and facilitate sessions for the first year students' Economics Lecturer (SI/PASS Supervisor)

Blekinge Institute of Technology

<i>How long have you been running SI-PASS?</i>	Since 2018
<i>What subjects do you run SI-PASS in?</i>	Dynamics, mathematics, programming
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	10
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	NA
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How do you monitor the success of the SI-PASS programme?</i>	Weekly follow-ups with SI-leaders and observations on SI-meetings.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Lena Prinselaar (Lena.prinselaar@bth.se) Gunilla Åkesson Nilsson (Gunilla.akesson.nilsson@bth.se)

Chalmers Institute of Technology

<i>How long have you been running SI-PASS?</i>	Since 1998
<i>What subjects do you run SI-PASS in?</i>	Mathematics, Programming, Mechanics, Automatic control
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	~70

<i>How long is the training for SI-PASS leaders?</i>	12 hours divided on three occasions
<i>How do you support the Leaders?</i>	Supervision meetings every second week, sometimes start-up meetings
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone
<i>How do you monitor the success of the SI-PASS programme?</i>	Statistics, evaluations, reports to people responsible for the engineering programmes that buy SI from us
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Marie Bernelo (marie.bernelo@chalmers.se) Supervisors given on home page

Dalarna University

<i>How long have you been running SI-PASS?</i>	Since 2015
<i>What subjects do you run SI-PASS in?</i>	Mathematics (pilot in languages intended to start autumn 2018)
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	9
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Regular supervision meetings, reflective reports, observations
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	Both alone and in pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	Statistics over study results and SI attendance
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Pia Wallén (pia@du.se) Language pilot: cld@du.se ; lbg@du.se

Kristianstad University

<i>How long have you been running SI-PASS?</i>	2017
<i>What subjects do you run SI-PASS in?</i>	Biology/ Biomedical lab science
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	5
<i>How long is the training for SI-PASS leaders?</i>	Half-a-day
<i>How do you support the Leaders?</i>	Supervision meetings
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How do you monitor the success of the SI-PASS programme?</i>	Discussions with SI-leaders before and after each session. Course evaluations.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Ann-Sofi Rehnstam-Holm (ann-sofi.rehnstam-holm@hkr.se)

Mälardalen University

<i>What is the name of your programme?</i>	Supplemental Instruction – SI
<i>How long have you been running SI-PASS?</i>	Since 2014
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	To increase the number of students passing the specific course.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	We started SI in the fall of 2014. It was a project for two years to begin with.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To help student to learn together. To increase the number that pass the course.
<i>What subjects do you run SI-PASS in?</i>	Economy, Psychology, Anatomy/Physiology, Thermodynamics, and Mathematics
<i>How many courses per year have SI/PASS/PAL?</i>	20
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	25-40 (It varies)
<i>How long is the training for SI-PASS leaders?</i>	Today – 8 hours
<i>How do you support the Leaders?</i>	Supervision meeting each week/every second week, Weekly reflective reports by SI-leaders, Observations one time per course.
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	10
<i>How do you monitor the success of the SI-PASS programme?</i>	A survey handed out to everybody in an SI course (to receive reasons why students did not participate). The survey is to become digital.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Marina Bergman E-mail: marina.bergman@mdh.se Web-page: http://www.mdh.se/student/stod-studier/studieteknik/si-tank-tillsammans-1.80727

Attendance Statistics

<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How long (in hours) is an average SI/PASS/PAL session?</i>	<i>How many contact hours do you have in total per year for your students at SI/PASS/PAL?</i>
1,500	520	~10 (typically in the range 4-20)	~20 (typically in the range 5-50 dependent on course)	2 hours	~6,400 hours

Example of the difference the SI/PASS/PAL programme makes

Some students say they would not have passed the course without SI.
Students do not have to contact teachers as often as SI solves it.
SI-leaders creative way of learning can inspire teachers ...

Swedish University of Agricultural Sciences in Alnarp

<i>What is the name of your programme?</i>	Supplemental Instruction – SI
<i>How long have you been running SI-PASS?</i>	Since 2014
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Increasing number of students failed to pass exam in chemistry
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Started 2014 with students within the course, called them SI-trainees. Very appreciated by the students attending SI-meetings and much better course result. 2015 the SI-trainees (now in year 2) did the formal education ti SI-leaders and the worked in pairs with SI-trainees at SI-meetings. The result on examination boomed. 2016 the interest to sign up as SI-trainee went down, the students chose to relay on the SI-leaders. Not as good results as the year before on examination. This year 2017 the interest to work as SI-trainee was even poorer and less students also visited the SI-meetings. The result on examination went down again. Much more work for me to motivate students.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	-
<i>What subjects do you run SI-PASS in?</i>	Chemistry, Statistics, Technology
<i>How many courses per year have SI/PASS/PAL?</i>	NA
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	6-9
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	We have supervision and follow-up meetings a couple of times each semester
<i>Are the Leaders paid?</i>	Yes
<i>Do the Leaders work alone or in pairs?</i>	In pairs
<i>How many trained supervisors are there at your HEI?</i>	3
<i>How do you monitor the success of the SI-PASS programme?</i>	Discussion with educated SI leaders and SI trainees, detailed follow up of study results as well as asking specific questions in the course evaluation tool Evald
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Marie Bengtsson, marie.bengtsson@slu.se Torsten Hörndahl, torsten.horndahl@slu.se Mats Gyllin, mats.gyllin@slu.se

Example of the difference the SI/PASS/PAL programme makes

Problem solving is an important part of studies in STEM-subjects. Practical experience is essential for a deeper understanding of fundamental concepts. I.e., to gain the basic knowledge that students need for coming courses and later in working life. During a number of years, I together with many of the Science pedagogues

have witnessed a decline in the students' knowledge in mathematics. This means increasing difficulties with problem solving in Science subjects, where the courses often are considered difficult and may be an obstacle for continued studies. The students are aware of the problem and asks for more "time-on-task", tutorials and support teaching for weaker students in course evaluations.

2014 I tried a simplified version of Supplemental Instruction, SI (see Malm 2011; 2012), in a fundamental Chemistry Course in the land surveyor education to increase student learning. SI is an academic support programme that has been used successfully in Sweden since 1994. In the original model, older students that have taken the course previously are trained to become SI leaders, including group dynamics and modern leadership. Studies have shown that SI programmes that are applied to "difficult" courses during the students first semester have a considerable positive effect on their study results (Malm 2014). I had an "in-course" concept, with what I call "SI-trainees" (SI leader is a term under copyright, just to be used for students that have participated in a formal training for SI leaders). The set-up meant initially that I after two weeks of teaching asked and engaged eight students that I considered suitable for the task of holding SI-meetings. The SI-trainees worked in pairs - under my instructions and supervision – to lead student groups (5-9 students) during the rest of the course.

Both in the oral and in the concluding written course evaluation, the SI-concept was much appreciated and the students considered it to be of great help in the studies. It was also highlighted as one of the components in the course that absolutely should be kept to the next year. The SI-trainees were also satisfied with their efforts and pointed out how they increased their own understanding in the subject, i.e. "the one who teaches learn". At the exam, I could like Malm see that the percentage of students with a passing grade increased considerably (2014: 76%) compared to earlier years without the SI intervention (2008-2013: 58% on average). Another positive effect was the increase in average score on the exam (2014: 13 points of 20) compared to (2008-2013: 9.9 points out of 20), which indicates that not only has more students improved their knowledge to get a passing grade, but the entire student group had developed. My pilot also showed that the concept with SI trainees within the same course leads to positive results for both participants and leaders.

In June 2015, my colleague Torsten Hörndahl and I participated in a SI supervisor training and in November, the first six students in the land surveyor education were trained as SI-leaders at the European Centre for SI-PASS at Lund University. In the following years, Chemistry courses both SI leaders and recruited SI trainees from year 1 have worked side-by-side during the whole course. The results from the exam has continued to be on a relatively high level (2015: 89%, 2016: 81% , 2017: 70%). The last two years have however demanded a larger effort from teachers to get this concept to work.

At this moment, 22 land surveyor students have just been trained as SI-leaders and there are seven SI-trainees from year 1. This have given me a larger base to develop SI fully on my course, but also support SI in other courses at the LTV-faculty. I find it especially interesting that the SI-concept emphasizes collaborative learning. Not only does this lead to better learning of the subject, but also a development of generic skills like study strategies, teamwork, and critical thinking that is useful also in other parts of the education. The implementation of the method has also created more collaboration between students from different educations.

As a teacher on the land surveyor and garden engineer educations, it is my ambition to continuously develop my pedagogy. Due to my SI commitment, it was of great interest to participate in the "European Forum For Peer Learning" 2017. The conference focused on various sorts of academic peer learning both in Great Britain and in other countries, and offered participants possibilities to share experiences, challenges and success stories. It will be of great interest to me to transform gained knowledge to practice in my teaching. // Marie Bengtsson

APPENDIX 1. ESSENTIAL ELEMENTS OF SI-PASS

(taken from SI-PASS Supervisor training manual, European Centre for SI-PASS)

There are certain elements of the model that should be present to ensure the integrity of the programme.

1. SI-PASS Programmes:
 - a. are managed by a certified SI-PASS Supervisor who has undertaken training with a Certified Trainer, based at a National or Regional Centre (e.g., European Centre at Lund University).
 - b. are student-driven with participants determining the content of SI-PASS sessions facilitated by SI-PASS Leaders.
 - c. are monitored and evaluated through attendance data, student feedback, and students' final marks. Outcomes are reported to stakeholders where appropriate.



2. SI-PASS sessions:
 - a. are small supplementary study groups in which there are no more than 20 participants, with groups of 8-12 being best practice. Sessions are facilitated by SI-PASS Leaders working individually or in pairs dependent on what is appropriate at the Institution.
 - b. are voluntary and are open to all students enrolled in the unit/subject/course.
 - c. are not linked to the awarding of marks for the unit/course/subject.

- d. are facilitated by a student who is at least one year beyond the level of the target unit in their own studies and has successfully completed the unit they are supporting.
 - e. are designed to supplement existing learning opportunities open to all students, such as lectures, tutorials, practicals, etc.
 - f. are aligned with unit/subject/course content, with SI-PASS Leaders planning regular sessions and related activities based upon the previous week's lecture(s) or core content.
 - g. integrate both course content and related study skills.
 - h. provide an active, positive collaborative peer learning environment.
 - i. do not deal directly with assessable tasks (anything that has marks attached – homework/ assignments).
 - j. attendance is taken and Leaders are regularly observed and monitored by a SI-PASS representative and provided with guidance and feedback for on-going improvement.
 - k. are attached to a class or discipline, never a student and are non-remedial in their approach.
3. SI-PASS Supervisors:
- a. and senior Leaders/Mentors/Coordinators model SI-PASS principles and facilitation skills both in training and on-going professional learning in order to inform best practice. The same is true of other locally specified roles such as Mentors (senior Leaders) and Coordinators.
 - b. work collaboratively with academic colleagues to ensure SI-PASS is linked appropriately into the course schedule and course content.
4. SI-PASS Leaders/Facilitators:
- a. are recognised and rewarded (some Institutions pay their Leaders, some offer academic credit or other appropriate compensation).
 - b. are provided with an initial minimum two-day training program and on-going professional learning.
 - c. are provided with resources to support them in their role.
 - d. do not reteach the course material. They are specifically trained and supported in order to develop students as independent learners and to ensure that SI-PASS sessions do not become another lecture or a replacement for tutorials.
 - e. have regular contact with course teaching team so that they are knowledgeable about what is occurring in the course to ensure that the following aims are met:
 - i. Leaders are modelling good study behaviour
 - ii. Marketing the purpose and benefits of SI-PASS
 - iii. Leaders are maintaining currency in subject content/ relevant unit information in order to support preparation
 - iv. Leaders have awareness of difficult content
 - v. Leaders are able to provide feedback to inform the course teaching team.

APPENDIX 2. LIST OF HEI:S IN EUROPE HAVING HAD SUPERVISORS TRAINED

List of HEIs having had supervisors trained. Furthermore, active SI-programmes (based on answering survey or having information on website indicating an active SI-programme) are marked together with HEIs answering the survey (1 = basic survey, 2 = extended survey).

HEI	Active SI-programme	Answered survey (1/2)
Belgium		
Artevelde University of Applied Sciences	Yes	2
KU Leuven	No	-
University of Liège	Yes	-
Vrije Universiteit Brussel	No	-
Denmark		
Denmark's Technical University (DTU)	No	-
England		
AECC University College	Yes	2
Aston University	Yes	-
Bath Spa University	No	-
Birmingham City University	Yes	-
Bournemouth University	Yes	2
Brunel University London	Yes	2
Bucks New University	No	-
Canterbury Christ Church University	Yes	-
City College Brighton and Hove	No	-
City, University of London	Yes	-
Coventry University	No	-
De Montfort University, Leicester	Yes	2

Durham University	Yes	-
Falmouth University	Yes	1
Global Banking School	Yes	2
Goldsmiths, University of London	No	-
Imperial College	Yes	2
King's College London	No	-
Kingston University	Yes	2
Lancaster University	Yes	-
Liverpool John Moores University	No	-
London College of Communication, UAL	Yes	2
London Metropolitan University	Yes	2
London School of Business and Management	Yes	-
London South Bank University	Yes	-
Loughborough University	Yes	2
Manchester Metropolitan University	Yes	1
Middlesex University	Yes	2
Newcastle College University	Yes	-
Newham College of Further Education	No	-
Northbrook College Sussex	No	-
Northumbria University	Yes	2
Norwich University of the Arts	Yes	-
Nottingham Trent University	No	-
Queen Mary University	Yes	2
Royal Holloway, University of London	Yes	-
Sheffield Hallam University	No	-
SOAS, University of London	Yes	2
South Devon College	No	-
Sparsholt College Hampshire	No	-
Teesside University	Yes	2
University College Falmouth	No	-
University for the Creative Arts	Yes	-
University of Bath	Yes	2

University of Bedfordshire	No	-
University of Birmingham	Yes	2
University of Bolton	No	-
University of Bradford	Yes	2
University of Brighton	No	-
University of Bristol	Yes	2
University of Central Lancashire	Yes	2
University of Chester	No	-
University of Cumbria	No	-
University of East Anglia	No	-
University of East London	No	-
University of Exeter	Yes	2
University of Hertfordshire	Yes	1
University of Huddersfield	No	-
University of Hull	Yes	2
University of Kent	Yes	2
University of Leeds	Yes	-
University of Leicester	No	-
University of Lincoln	No	-
University of Liverpool	Yes	2
University of Manchester	Yes	2
University of Plymouth	Yes	2
University of Portsmouth	Yes	2
University of Reading	Yes	2
University of Salford	No	-
University of Sheffield	Yes	-
University of Southampton	Yes	2
University of Suffolk	Yes	2
University of Sunderland	Yes	2
University of Surrey	No	-
University of Sussex	Yes	2
University of Westminster	No	-
University of the West of England	Yes	1
University of Winchester	Yes	2
University of York	Yes	2
York St John University	Yes	-
Germany		
Bielefeld University	Yes	1
Bielefeld University of Applied Sciences	No	-
European University Viadrina	No	-
Frankfurt University of Applied Sciences	No	-
University of Bremen	No	-
Ireland		
Atlantic Technological University	Yes	2
Dublin City University	No	-
Dundalk Institute of Technology	No	-

Munster Technological University	No	-
Technological University Dublin	Yes	2
Technological University of the Shannon	Yes	2
Trinity College Dublin	No	-
University College Cork	No	-
University College Dublin	No	-
University of Galway	Yes	2
University of Limerick	No	-
Netherlands		
Amsterdam University of Applied Sciences	Yes	2
Northern Ireland		
Queens University Belfast	No	-
Ulster University	Yes	2
Norway		
Nord University	Yes	2
Oslo Cathedral High School	Yes	-
Oslo Metropolitan University	Yes	2
University College Kristiania	No	-
University of Agder	Yes	2
University of South-Eastern Norway	Yes	2
Scotland		
Edinburgh Napier University	No	-
Queen Margaret University, Edinburgh	Yes	2
University of Edinburgh	Yes	2
University of Glasgow	Yes	2
University of Strathclyde	No	-
University of the West of Scotland	Yes	2
Spain		
Universidad de Zaragoza	No	-
Sweden		
Blekinge Institute of Technology	No	-
Chalmers Institute of Technology	No	-
Dalarna University	No	-
Ersta Sköndal Bräcke University College	No	-
Gothenburg University	Yes	2
Gävle University College	Yes	2
Halmstad University	Yes	2
Hälsleholm's Technical High School	Yes	2
Jönköping University	No	-
Karlstad University	No	-
Karolinska Institute	No	-
Kristianstad University	No	-

Linköping University	No	-
Linnaeus University	Yes	2
Luleå University of Technology	Yes	2
Lund University	Yes	2
Malmö University	Yes	2
Mid Sweden University	No	-
Mälardalen University	No	-
Royal Institute of Technology	Yes	1
Stockholm School of Economics	No	-
Stockholm University	Yes	2
Swedish Defence University	No	-
Swedish University of Agricultural Sciences in Alnarp	No	-
Södertörn University	Yes	2
The Swedish School of Sport and Health Sciences (GIH)	No	-
Umeå University	Yes	2
University College West	Yes	2
University of Borås	No	-
University of Skövde	Yes	2
Uppsala University	Yes	2
Örebro University	No	-
Turkey		
Middle East Technical University Northern Cyprus Campus	Yes	2
Sabancı University	No	-
TED University	Yes	2
Wales		
Cardiff University	No	-
Swansea University	Yes	2
University of South Wales	No	-
University of Wales Newport	No	-
University of Wales Trinity Saint David	Yes	2

