

Status report for European SI/PASS/PAL-programmes

Last updated: Tuesday, 15 May 2018

Publisher:



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ISBN 978-91-984120-2-4

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APPENDIX 1. ESSENTIAL ELEMENTS OF SI-PASS92

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). 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.

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.

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Summary

This report is based on the contributions from SI/PASS/PAL supervisors at 59 Universities in Europe to a basic survey of 13 questions. Each institution that responded to the survey was invited to provide more detailed information about the programme including attendance statistics and examples of evaluation/impact; 39 universities provided these more detailed responses. At present, there are eight countries in the northern part of Europe with SI/PASS/PAL schemes. However, with supervisors trained recently from Belgium, Spain, Cyprus and Turkey it is likely that an expansion southwards will happen in the near future.

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 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. Whilst we know there are some HEIs that have yet to respond to the first call for information from the 59 programmes responding to the survey, we can estimate

- there are ~220 trained supervisors actively involved in the SI/PASS/PAL programmes,
- approximately 5,200 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 ~1,240 courses supported by SI/PASS/PAL each year,
- the number of students having access to SI/PASS/PAL per year is ~107,400,
- the number of students attending at least one time per year is ~62,800 (58 % of those having access),
- the average attendance¹ on SI/PASS/PAL sessions is ~33 %,
- the average number of students at a session is ~10,
- the number of contact hours is ~652,000 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.

¹ Average attendance estimated based on the assumption that each student is assigned to a leader/pair of leaders.

STATUS OF SI/PASS/PAL PROGRAMMES IN EUROPE

OVERVIEW

Higher Education Institute	SI-PASS programme operating since	Subject areas ² 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
ENGLAND						
Bournemouth University	2001	Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	62	~320	*	6,000
Brunel University London	2015	Business/Economics, Medicine and Health, Social Sciences, STEM subjects	10	~130	2	2,175
Canterbury Christ University	2008	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, Music	~10	~20	0	2,000
Falmouth University	2012	Business/Economics, Humanities, Arts & Design, Music	*	20-30	*	*
Kingston University	1991	Business/Economics, Medicine and Health, Social Sciences, STEM subjects, Arts & Design	21	150	1	3,000

² 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.

London Metropolitan University	2012	Education ³	1	15-20	1	80
Manchester Metropolitan University	Pilot in 2018	*	*	*	*	*
Queen Mary University of London	2002	Business/Economics, Humanities, Medicine and Health, Social Sciences, STEM subjects	*	~185	*	*
Sheffield Hallam University	2016	Medicine and Health, Social Sciences, Sports	*	40	*	*
Teesside University	2014	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects	14	44	6	*
University of Bath	2013	Business/Economics, Humanities, Medicine and Health, Social Sciences, Sports, STEM subjects	20	120	1	3,000
University of Birmingham	2009	Business/Economics, Humanities, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	16	175	3	1,040
University of Bradford	2012	Business/Economics, Humanities, Law, Medicine and Health, Social Sciences, STEM subjects	30	121	2	1,750
University of Brighton	2009	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	*	130	*	*
University of Bristol	2009	Business/Economics, Education, Humanities, Law, Medicine and Health, STEM subjects, Arts & Design	*	160	*	*
University of Hertfordshire	2014	STEM subjects	*	8-26	*	*
University of Exeter	2009	Education, Humanities, Law, Medicine and Health, STEM subjects	~10	~150	2	2,300
University of Kent	2007	Business/Economics, Humanities, Law, Social Sciences, Sports, STEM subjects, Arts & Design, and Music	*	~440	3	*
University of Liverpool	2012	Medicine and Health, STEM subjects	24	120+	4	1,300+
University of Manchester	1995	Business/Economics, Humanities, Medicine and Health, STEM subjects	29	~900	6	4,000
University of Plymouth	2011	Business/Economics, Humanities, Law, Medicine and	100	~400	6	3,700

³ The listed programme is a course-specify programme, attached to the Education Studies course at London Metropolitan University

		Health, Social Sciences, STEM subjects				
University of Portsmouth	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	16	86	1	2,300
University of Southampton	2016	Business/Economics,	5	20	2	327
University of Sunderland	2016	Medicine and Health	2	4	1	~40
University of Suffolk	2007	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, Sports, Arts & Design	12	20	2	1,200
University of the West of England	2002	Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design, Music	*	160	*	*
University of Winchester	2015	Humanities, Social Sciences	*	23	3	*
University of York	2017	Humanities, Social Sciences, STEM subjects	7	37	2	~600
GERMANY						
Bielefeld University	2014	Humanities, Sports, STEM Subjects	*	28	*	*
IRELAND						
Athlone Institute of Technology	2009	Business/Economics, Medicine and Health, Social Sciences, Sports, STEM subjects	14	24	15	500
Cork Institute of Technology	2013	Business/Economics, STEM subjects, Arts & Design	10	40	2	*
Galway Mayo Institute of Technology	2009	Business/Economics, Education, Humanities, Law, Medicine and Health, Social Sciences, Sports, STEM subjects, Arts & Design	45	110	15	1,700
National University of Ireland Galway	2013	Law, STEM subjects	3	52	3	750
University College Cork	Pilot in 2018	Social Sciences	*	*	*	*
NORTHERN IRELAND						
Ulster University	2010	Law, Medicine and Health, Social Sciences, STEM subjects	*	72	*	*
NORWAY						
Nord University	2017	Law, STEM subjects	4	11	2	100
SCOTLAND						
Queen Margaret University, Edinburgh	2017	Business/Economics	3	13	1	364
University of Edinburgh	2013	Business/Economics, Humanities, Law, Medicine and	50	300	2	10,000

		Health, Social Sciences, STEM subjects				
University of the West of Scotland	2016	Social Sciences	1	11	1	120
SWEDEN						
Blekinge Institute of Technology	2018	STEM subjects	*	10	*	*
Chalmers Institute of Technology	1998	STEM subjects	*	-70	*	*
Dalarna University	2015	Humanities, STEM Subjects	*	9	*	*
Gävle University College	2017	Social Sciences	6	10	4	50
Halmstad University	2008	Business/Economics, Education, Humanities, Social Sciences, Sports, STEM subjects	35	-50	7	1,800
Kristianstad University	2017	STEM subjects	*	5	*	*
Linnaeus University	Pilot in 2018	*	*	*	*	*
Luleå University of Technology	2018	STEM subjects	6	6	2	*
Lund University	1994	Business/Economics, Education, Humanities, Medicine and Health, Social Sciences, STEM subjects,	150	230	20	7,500
Malmö University	2015	Education, STEM subjects	*	34	*	*
Mälardalen University	2014	Business/Economics, Medicine and Health, Social Sciences, STEM subjects	20	25-40	10	1,500
Royal Institute of Technology	2003	STEM subjects	*	6	*	*
Stockholm University	2016	STEM subjects	*	4	*	*
Swedish University of Agricultural Sciences in Alnarp	2014	STEM subjects	*	6-9	3	*
Umeå University	2017	Social Sciences	3	2	2	47
University College West	2017	Medicine and Health, STEM subjects	*	7	*	*
University of Skövde	2015	STEM subjects	5	6-8	4	100
Uppsala University	2008	STEM subjects	*	2-6	*	*
WALES						
University of Wales Trinity Saint David	2015	Humanities	13	22	5	*

ENGLAND

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>	<p>PAL was launched at BU in 2001. It is now well established and is one of the largest of 55 other peer-learning operations in the UK.</p> <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>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	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.

<i>What subjects do you run SI-PASS in?</i>	We have implemented PAL across all Faculties and all undergraduate degree programmes, supporting student learning and engagement and personal development.
<i>How many courses per year have SI/PASS/PAL?</i>	Approx 62
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Approx 250 regular PAL Leaders and 70 Placement PAL Leaders
<i>How long is the training for SI-PASS leaders?</i>	Two full days: <ul style="list-style-type: none"> - Day 1 for content - Day 2 for a series of simulated sessions
<i>How do you support the Leaders?</i>	Our PAL Leaders receive an observation to assess how their sessions are going and to find out if there are any other ways in which we can support them. They also receive support from a 'PAL Academic Course Contact' who is their programme specific contact for PAL with regards to accessing programme specific resources and materials to help Leaders plan their sessions. The central PAL Team have an office with an open door policy enabling Leaders who require help or support to pop in and see us.
<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 programmes operate in pairs.
<i>How many trained supervisors are there at your HEI?</i>	The supervisory framework we operate at BU involves: <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 organises the PAL Leader Training, facilitates recruitment, training, timetabling and payment of PAL Leaders - PAL Placement Intern, 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 Training Team, Library and Learning Support professionals who deliver training
<i>How do you monitor the success of the SI-PASS programme?</i>	We normally deploy two annual surveys, the first evaluating the experience of students attending PAL sessions, the second the experience of the PAL Leader
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Aimée Fish Peer Learning Officer pal@bournemouth.ac.uk 01202 965322 PAL Team 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>
Approximately 6,000	Approximately 5,000	*	15-22 for Regular PAL 5-12 for Placement PAL	1 hour	In 2015/16, 16,500 person hours of PAL were delivered

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

PAL was highlighted in BU's TEF Silver award, which identified *Strong support for Peer Assisted Learning within the institution and very good uptake levels.*

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 ASK Academic Skills Team. The scheme has a Project Manager who works with Academic Coordinators to manage all aspects of the scheme across the university. In 2017/18, Senior PAL Leaders were introduced in to the structure. Their role includes supporting ASK at the one day PAL Leader training, running observations throughout the year, and facilitating departmental debrief sessions. PAL currently runs in 10 departments at

	the university with 131 trained PAL Leaders (volunteers), and 14 Senior PAL Leaders (paid).
<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>	Biomedical Sciences, Business School, Civil Engineering, Computer Science, Economics and Finance, Maths, Mechanical and Aerospace Engineering, Occupational Therapy, Politics and History, Psychology
<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>	130+ PAL Leaders, 14 Senior PAL Leaders
<i>How long is the training for SI-PASS leaders?</i>	One full day of training
<i>How do you support the Leaders?</i>	Training, Senior PAL Leaders, Observations, 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>	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>	Andrew Williams (Andrew.Williams@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>
2,175	*	*	8	1 hour	*

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

At Brunel, 84% of PAL leaders stated in 2016/17, PAL helped increase their confidence, while students who attended PAL claimed PAL 'helped me have more confidence within this first year by providing me with first rate knowledge'. In 2016/17, 91% of PAL leaders believed that PAL has improved their leadership skills, while 88% believed PAL helped them to improve their communication skills. In addition to this, 92% of PAL leaders stated they could apply the skills they learnt from PAL to real world situations.

PAL Leader Feedback

Computer Science leader (2015): *I have enjoyed helping students engage more with the course, as PAL wasn't available to me in my first year and I think it's a great benefit for them. It allows open discussion about work.*

Business (2016): *I really enjoyed how PAL leader enriched my communication and team-working skills something that it will be essential in my future work experience.*

Occupational Therapy (2017): *I really enjoyed the training day as it was well organised and I felt I really benefited from the sessions. I have also enjoyed being a PAL leader and being able to help the year 1s in a creative way that I wouldn't have been able to within the course itself.*

Student Feedback

Mechanical & Aero (2017): *I enjoyed the fact that the guys were really helpful in giving me advice. They helped me with my assignments and also helped me explain stuff that the lecturer couldn't clearly.*

Economics and Finance (2017): *What I really liked about my PAL leaders is that they let us choose the topics we wanted to discuss and always let us ask any questions we wanted to ask and this made me happy as I knew that they would be willing to listen, answer and help us with anything we wanted to ask. PAL sessions should continue to be like this in the future.*

Canterbury Christ Church University

<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 Web-site: www.canterbury.ac.uk/students/support-services/support-advice-and-wellbeing/peer-mentoring.aspx

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.

Falmouth University

<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)

Kingston University

<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

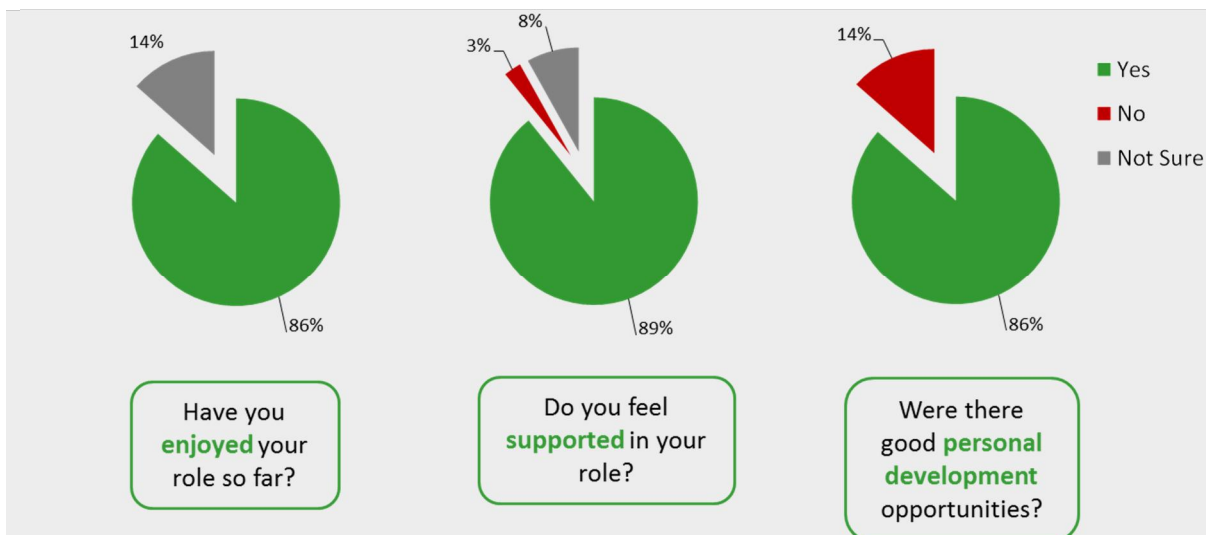
	University's KPI around BME attainment, and students from low socio-economic backgrounds as the project is funded by the Access Agreement.
<i>What subjects do you run SI-PASS in?</i>	Dance, Drama, Politics, Economics, Chemistry, Computer Science, Maths, Pharmacy, Pharmaceutical Science, Engineering, 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

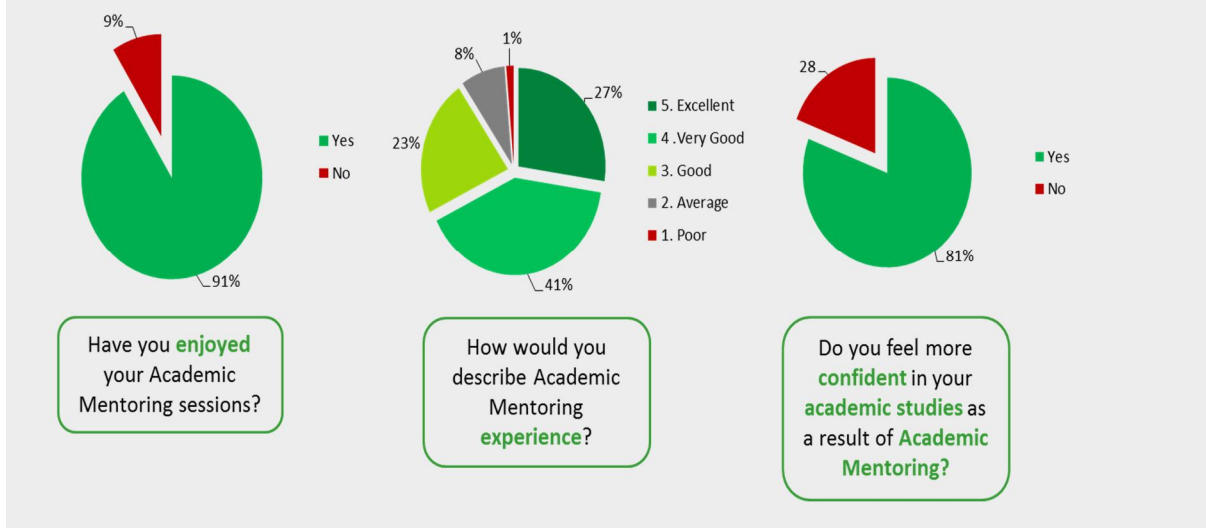
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average per year?</i>	<i>How 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 Metropolitan University

<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.'

Manchester Metropolitan University

<i>How long have you been running SI-PASS?</i>	About to start
<i>What subjects do you run SI-PASS in?</i>	NA
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	NA
<i>How long is the training for SI-PASS leaders?</i>	Half day
<i>How do you support the Leaders?</i>	Delivering Training, Supervision, offering other developmental opportunities.
<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>	I would plan a combination of surveying both students and leaders, as well as holding focus groups.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Helen Lord (h.lord@mmu.ac.uk)

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 has always been based in the Widening Participation department in partnership with academic schools and departments. 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 Agreement.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Goals are set within the Widening Participation department. The four core aims of PASS are: <ul style="list-style-type: none"> • To help students to feel part of the QMUL student community • To support students' understanding of their subject and the expectations of their course • To enable students to provide feedback on their first year experience • To develop transferable skills in Mentors and Student Organisers and provide CV-enriching experience

<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.
<i>How many courses per year have SI/PASS/PAL?</i>	All courses within the Schools listed above can access the PASS at Queen Mary Scheme. Every effort is made to recruit mentors from each course within the Schools.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	This varies year on year. For the academic year 2017/18 we had: 23 Student Organisers 162 Trained mentors
<i>How long is the training for SI-PASS leaders?</i>	Half a day
<i>How do you support the Leaders?</i>	All mentors attend the compulsory training at the start of the year. Follow on training for further development and support is given by QMUL Careers (for all) and Advice and Counselling colleagues (only for Student Organisers). Mentors and Student Organisers are given handbooks containing 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. Student Organisers meet with mentors regularly for debriefs and are present at all mentoring sessions. Student Organisers also have twice a year meetings with the Central PASS team to share good practice and learn from each other. 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.
<i>Are the Leaders paid?</i>	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.
<i>Do the Leaders work alone or in pairs?</i>	This varies. Some Schools have Co-organisers whilst others have a single Student Organiser. 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.
<i>How many trained supervisors are there at your HEI?</i>	-
<i>How do you monitor the success of the SI-PASS programme?</i>	At the end of each semester, the Student Organisers collate the recorded attendance from each sessions' sign-in sheet and sends to the central and academic coordinator. Mentors and mentees are invited to add comments to the sign-in sheets 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

	<p>mentees are asked to record their attendance at each session, they are promised individual confidentiality.</p> <p>Mentor training is evaluated via questionnaire, feedback from which is used to make changes to future training sessions. The training handbook is also modified according to student feedback.</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. Good practice from these sessions is disseminated at mentor meetings and via the PASS Bulletin.</p> <p>Student organisers meet twice a year at the PASS Central Team for planning and reflection. '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> <p>This year in particular, a PASS review is being carried out by the Widening Participation Evaluations and Monitoring Officer to look into the students using the Scheme and how they are/are not benefiting from the programme. Feedback from this will be used to make the scheme more tailored to the mentees and mentors needs.</p>
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	<p>Fathea Khanum (f.khanum@qmul.ac.uk) Peer Mentoring and Transition Coordinator Web-site: www.qmul.ac.uk/undergraduate/teachers/wp/pass/</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>
-	-	-	-	1 hour	-

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)

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 the Library with some staff from the Student & Library Services department. It has expanded into all 5 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>	Business, Sport Management and Marketing, English, Foundation Computing, Foundation Engineering, Foundation Science, Foundation Games and Animation, History, Computing, Law, Occupational Therapy, Physiotherapy, Radiography, Psychology
<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>	44
<i>How long is the training for SI-PASS leaders?</i>	4x3 hour sessions
<i>How do you support the Leaders?</i>	Debriefs (weekly or fortnightly) and observations
<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
<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>

*	236 (2016/17)	5 (2016/17)	53 (2016/17)	1 hour	~5,800
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Example of the difference the SI/PASS/PAL programme makes

A Leader mentioned that in last week's History session, a student said that the work done in PASS on a semester one essay, meant she got the highest grade for that assignment than any others in the semester

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 2015 :Senior PAL Leaders introduced 2017: PAL extended to students learning a language in the Foreign Languages Centre 2018: 120 PAL Leaders/5 Senior PAL Leaders/20 PAL schemes - an excellent example of partnership working between the Students' Union & the University.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	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.
<i>What subjects do you run SI-PASS in?</i>	Politics, Pharmacy, Civil Engineering, Mechanical Engineering, Accounting & Finance International Management, Computer Science, Chemistry, Physics, Sport & Social Sciences, Psychology + 8 languages in the Foreign Languages Centre
<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>	120
<i>How long is the training for SI-PASS leaders?</i>	One day + additional online training
<i>How do you support the Leaders?</i>	Observations (once a semester), weekly debriefs, PAL forums, additional workshops, Moodle (online resources)
<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>	Surveys, qualitative & quantitative feedback, focus groups

<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Annika Theilgaard (a.c.theilgaard@bath.ac.uk) Web-page: https://www.thesubath.com/peer-support/
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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>
3,000	*	8-10	22	1 hour	11,900

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

- Student experience/satisfaction
- Develops confidence
- Academic development
- Social development
- Helps out lecturers

University of Birmingham

<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 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 piloted PASS in 6 subjects with great success. We grew, bottom up and organically, using the power of the student voice, to the point where PASS is now core enhancement activity embedded across all colleges.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Continue to grow and embed PASS with the understanding that PASS is discipline owned and student led.
<i>What subjects do you run SI-PASS in?</i>	Theatre Arts, History and Cultures, Chemical Engineering, Computer Science, Maths, Biosciences, Geography, Earth and Environmental Sciences, Psychology, Sport, Exercise and Rehabilitation Sciences, Biomedical Sciences, Dentistry, Pharmacy, Accounting & Finance, Social Policy and a Birmingham International Academy (BIA) Foundation pathway
<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>	175
<i>How long is the training for SI-PASS leaders?</i>	7 hours
<i>How do you support the Leaders?</i>	Paid PASS Coordinators lead on Quality Assurance (observations, debriefs, building community)
<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>	Annual evaluation / Graduate Employability rates for PASS Leaders
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Mike Stanford; m.j.stanford@bham.ac.uk Web-page: www.intranet.birmingham.ac.uk/pass
<i>Other comments?</i>	Currently recruiting for an Academic Transition Officer. This post will be responsible for the day to day operations of PASS at UoB

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>
1,040	443	8	12	1 hour	~8,400

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 first year 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. Our PASS Leaders from 2014/15 achieved 91.6% graduate employability in the latest DLHE stats, compared to the University average of 85.3%."

University of Bradford

<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>	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 each year since then and now runs in all 5 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
<i>What subjects do you run SI-PASS in?</i>	Public Health & Community Wellbeing • Paramedic Science • Nursing • Clinical Sciences Foundation Year • Chemistry • Pharmacy • PHD Pharmacy • School of Computing • Chemical Engineering • Civil/Structural Engineering • Clinical Technology • Mechanical & Automotive Engineering • Medical Engineering • School of Media, Design & Technology • School of Law • School of Management (including Economics) • Psychology • Peace Studies & International Development • Social Work • Pre-Sessional English • Certificate of International Foundation Studies
<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>	In 2017/18, we have worked with 121 PAL Leaders
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	The training and then a compulsory debrief programme run after each PAL session (face to face sessions and some virtual); an e-portfolio they complete over the role that we view and support them with; some have/request observations and we use a feedback template sheet for this that focuses on key strengths and where they can enhance sessions; they can book one-to-ones if they wish to as well and request additional group training. Programme based staff can also provide discipline specific information/support as needed.
<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>	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). This includes: the debriefs themselves - as schemes progress we see what is happening and what is working, needs enhancement etc; specific evaluation sessions as part of the debrief programme where we run focused activity to gain Leader feedback; via the PAL Leader e-portfolio. Leaders record their 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 and an activity using the STAR technique to articulate capabilities from PAL for example. All also have to write a final reflective statement on how the role has impacted upon them. We can access all this 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 to use as assets in their portfolios. We often see these (or Leaders share their findings in debriefs) so can access ongoing feedback from new students.

Students receiving PAL are sent a questionnaire each year at the end of their scheme and the PAL Leaders have one too that focuses more on the training, support and debriefs.

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 sessions. At times we may conduct activity that focuses on specific topics regarding PAL (e.g. using the VLE) or we may conduct individual interviews with PAL Leaders for particular projects. Overviews of success are available at scheme level and an annual institutional overview is now produced.

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

Ruth Lefever
r.lefever@bradford.ac.uk
 Web-page: <https://www.bradford.ac.uk/student-experience/peer-assisted-learning/>

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>
1,750	*	*	8	1	*

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

Our evaluations have shown the impact that PAL has, for both new students and PAL Leaders. First years have highlighted the opportunity to learn from the experiences of peers in higher levels, friendship development, and support with settling in. For Leaders, PAL offers a learning opportunity to develop key capabilities and graduate attributes and each year they report and demonstrate higher level personal and professional skills development (such as innovation, problem solving and leadership). For both groups, important themes regarding employability and future goals, course/skills development or engagement with study are all beginning to materialise. In addition, both first years and PAL Leaders feel that PAL can support a sense of belonging for those involved and community development in the department.

Publications about SI/PASS/PAL programme

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 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)
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University of Bristol

<i>How long have you been running SI-PASS?</i>	Since 2009
<i>What subjects do you run SI-PASS in?</i>	Biochemistry, Chemistry, Cellular & Molecular Medicine, Physics, Physiology, Pharmacology, Neuroscience, Law, Mathematics, Biomedical Sciences, Languages, English, History, Classics, Philosophy, Archeology & Anthropology, Ancient History, History of Art, Arts & Humanities Foundation Year. For 2018/19 we will also have Economics, Finance, Accounting, Management and Biological Sciences running PASS.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	160
<i>How long is the training for SI-PASS leaders?</i>	3 x 4 hours sessions
<i>How do you support the Leaders?</i>	Observations, debriefs, VLE materials
<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>	Feedback from staff, students & leaders/ attendance data / observations
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	student-peer-support@bristol.ac.uk Zoe Pither

University of Exeter

<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 Hertfordshire

<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 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 15 Schools and over 400 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. 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

	<p>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>KE104 – Mentoring at University: APM mentors are also encouraged to undertake the Kent module designed to help them and provide them with a certificate in mentoring. This is a non-credit bearing course which runs for 12 weeks, and is recognized through the HEAR.</p>
<i>What subjects do you run SI-PASS in?</i>	<p>APM is run in the following Schools:</p> <p>Anthropology · Architecture · Biosciences · Centre for English and World Languages (CEWL) · Economics · Engineering and Digital Arts · Kent Business School · Politics and International Relations · Physical Sciences · Psychology · School of European Culture and Languages (SECL) · School of Sports and Exercise Sciences · School of Music and Fine Arts · School of Maths and Actuarial Sciences · School of Social Policy, Sociology and Social Research (SSPSSR)</p>
<i>How many courses per year have SI/PASS/PAL?</i>	*
<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
<i>How long is the training for SI-PASS leaders?</i>	One afternoon. It used to be two days but we have had to cut it down.
<i>How do you support the Leaders?</i>	Available in person, by phone and by email. We also have peer review meetings. Furthermore, we offer a module: Student Mentoring at university and a number of mentors attend this recognised by HERA module.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	They are able to do either.
<i>How many trained supervisors are there at your HEI?</i>	At least 3.
<i>How do you monitor the success of the SI-PASS programme?</i>	Through reviews, surveys and assessing impact of specific targeted students with protected characteristics.

Contact details (to get in touch with supervisors in your SI-PASS programme) **Allia M. Wilson**
A.M.Wilson@kent.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?
*	*	~3 (1-5)	24	One hour	21,100

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

A few quotes

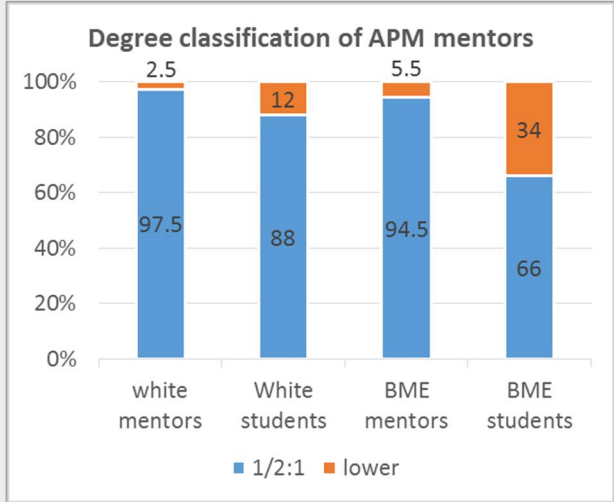
"My mentee walked up to me in Kent Law School and hugged me with excitement! She said that she got a first class in Public Law which she never believed she could. ... The mentorship provided her with guidance, resources and reassurance, so much that she is actually looking forward to becoming a mentor and providing this assistance to other first years. That made my day! Thank you also for giving me this opportunity to positively impact people!"

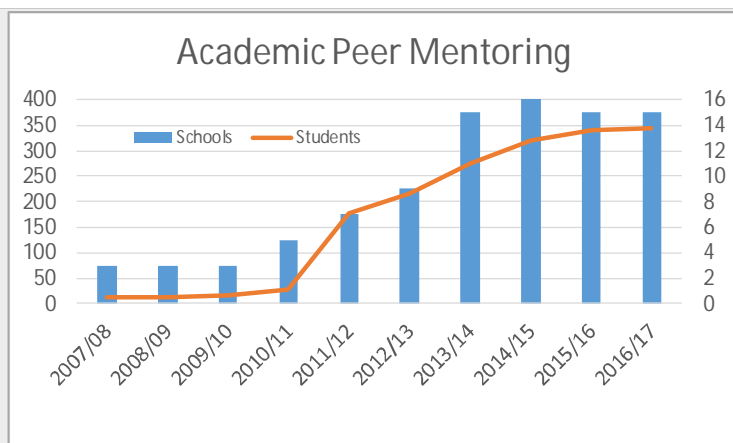
"The most important skill I got out of the scheme was the confidence to stand up in front of people and give a talk. Time management was also a major skill I got as it took careful planning for each session"

"I also wanted to say that it has been an absolute pleasure to have worked with you in my journey to becoming a mentor. I have learnt a lot and I will endeavour to apply what I have learned in your sessions to my own sessions with my mentees 😊."

"Thanks to the third year students that helped me in the APM sessions, I stayed at university and continued my studies with a better understanding."

Impact:





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>	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 a specific maths module which is regarded as one of the most difficult subjects in the chemistry degree programme
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Following one year research, PAL was tailored to the requirements of the chemistry programme and undergraduate students. Chemistry undergraduate students were involved in the project from the early stages, which gave them confidence that the system belongs to them, that it is run for them and that it is run by them. Learning strategies and session activities are planned mainly by PAL subject leaders and the PAL leaders, with help from academic staff who lead the modules relevant to the subjects being covered at the PAL sessions. Since 2014-15 the PAL student coordinators have organised the PAL session leaders and the subject leaders. They keep in regular contact with the academic coordinator to provide feedback on the scheme throughout the year and also assist in training new PAL leaders every academic year.

	As a result of the successful PAL in the Department of Chemistry, the scheme has been adopted by some departments/schools within the University of Liverpool.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To enhance teaching and learning activities such as collaborative learning, to develop PAL leaders' leadership and employability skills, and to help Year 1 students to adapt to the new academic environment.
<i>What subjects do you run SI-PASS in?</i>	Chemistry, Mathematics, Engineering, Life Sciences
<i>How many courses per year have SI/PASS/PAL?</i>	24
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	120+
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	Ongoing support by student and staff coordinators, one debrief each semester, Online resources on VLE
<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>	4
<i>How do you monitor the success of the SI-PASS programme?</i>	Questionnaires and focus groups
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Gita Sedghi g.sedghi@liv.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>
1300+	*	*	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 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

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
 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 Engineering and Science based programmes but is now more widespread in all Faculties including Humanities. The PASS programme is now embedded within Institutional strategy and supported with core funding.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	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: <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
<i>What subjects do you run SI-PASS in?</i>	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
<i>How many courses per year have SI/PASS/PAL?</i>	29
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	Approx 900 (academic Year 17/18 we have 855 - but this fluctuates year to year)
<i>How long is the training for SI-PASS leaders?</i>	10 Hours (split over 3 session)
<i>How do you support the Leaders?</i>	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>	Isabella Fairclough (Isabella.fairclough@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 Plymouth

<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 Ismeni Vasileiou (Engineering) ismeni.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 Portsmouth

<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.

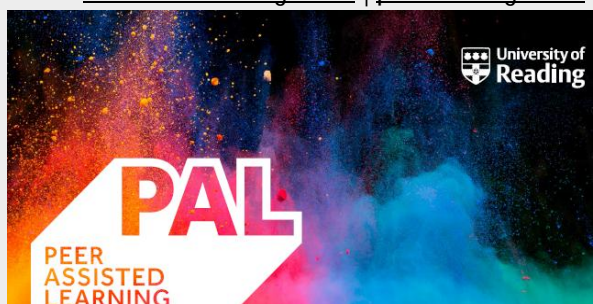
Publications about SI/PASS/PAL programme

- 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

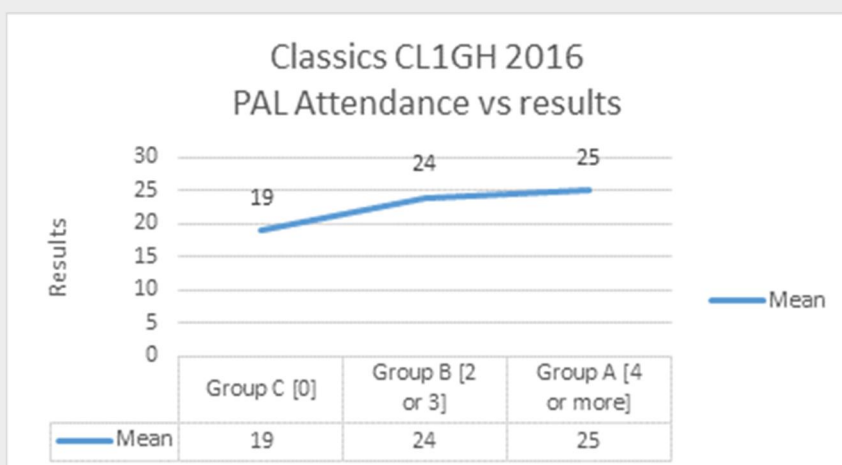
<i>What is the name of your programme?</i>	Peer Assisted Learning (PAL)
<i>How long have you been running SI-PASS?</i>	Since September 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	The Director of Student Engagement & Success advocated for the introduction and implementation 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. In the first year, as my line manager, she brokered contact with supportive academics to whom I pitched and with whom I worked on implementing PAL in specific modules.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	<p>In March 2015 the role of PAL Coordinator was created, I was recruited to the role, having been a lecturer in education previously with an interest in student learning and collaborative learning.</p> <p>In Year 1, I engaged with interested individual academics in four subjects: Maths, Economics, Fine Art and Speech & Language Therapy to gain support for offering PAL. Having visited Bournemouth University and UWE (Bristol) and modelling practice on their training, I started by training 13 PAL leaders who ran weekly PAL sessions in specific modules for one term. Average attendance was 5 students. I then attended SI Supervisor training in January 2016 in Manchester.</p> <p>In Year 2, (2016-17) Maths, Fine Art and Speech & Language Therapy decided to continue with PAL recruitment and offer, and I managed to invite English Lit Creative Writing, Psychology, and Classics to select a module which would be helped by the additional offer of PAL sessions. I trained 37 PAL Leaders. Most worked in pairs, running 21 PAL sessions. In mathematics, we decide to write a PAL Leadership in Mathematics module (20 credits) for 3rd Year Maths students to work with 1st Year Maths students on the module "Real Analysis". The maths PAL leaders ran PAL sessions for the duration of the module over two terms, and then produced a Reflective portfolio drawing on peer learning literature and their own practice in order to gain credit in their module.</p> <p>In Year 3, (2017-18) we increased the number of subjects to 16 offering PAL to include: Ancient Greek, Bioscience, Chemistry, Classics, Computer Science, Food Sciences, Fine Art, Economics, Law [3 modules], Maths, Pharmacy, Psychology, Speech & Language Therapy. I trained 86 PAL Leaders and recruited for the first time 3 Senior PAL leaders (paid posts) for one term to assist with the training, support and monitoring of PAL groups.</p>
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To increase the offer of PAL sessions across all faculties in at least one module and extend the experience university wide.

<i>What subjects do you run SI-PASS in?</i>	Ancient Greek · Art · Bio sciences · Chemistry · Classics · Computer Science · Economics · Food Sciences · Law General · Law Tort · Law Land · Maths · Pharmacy · Psychology · Speech & Language Therapy
<i>How many courses per year have SI/PASS/PAL?</i>	16 - See above
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	2015-16 = 9 2016-17 = 37 2017-18 = 86
<i>How long is the training for SI-PASS leaders?</i>	Two full days outside of term time, so either two days, just before the start of, or at the end of term.
<i>How do you support the Leaders?</i>	The role of PAL Leader is voluntary, but I endorse both training and volunteering hours on PAL leaders' university employability award (the RED Award); I also include PAL leadership on their degree transcripts. I train them for two days and then either the Senior PAL Leaders or I observe Leaders in action, and provide written feedback. We offer 3 debrief sessions each term and a mid-term "Sharing Good Practice" meeting (with pizza) for all Leaders. We run a PAL (closed) Facebook where Leaders 'spin off' their own PAL group FB pages. I monitor 'traffic' and support through comments and responses. All Leaders upload Session Plans, Session Reviews and Attendance records on the university's VLE PAL Leader Blackboard, which I monitor with Senior PAL leader help and communicate about with Leaders.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs where possible. This is their preference.
<i>How many trained supervisors are there at your HEI?</i>	Currently one (me)
<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 to see if there is
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Caroline Crolla, FHEA Peer-assisted Learning Coordinator Student Success and Engagement Team Certified (UMKC) International S.I. / P.A.S.S. Trainer Carrington 207 Whiteknights University of Reading RG6 6UA Tel: 0118 378 6514 email: c.s.crolla@reading.ac.uk pal@reading.ac.uk

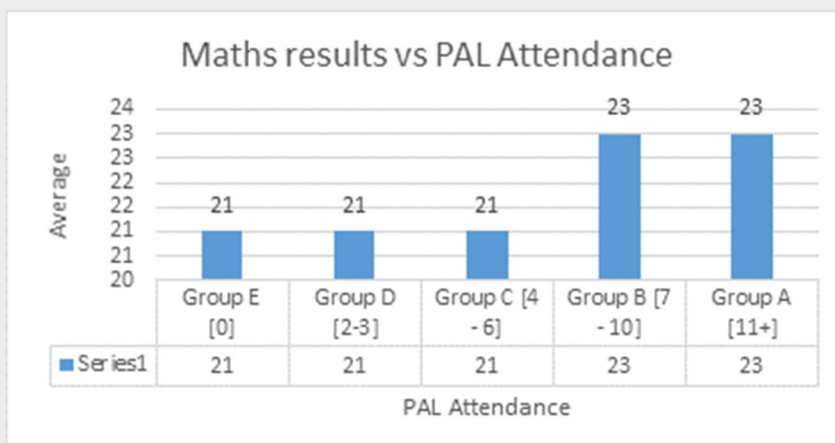


Attendance Statistics					
<i>How many students per year have access to SI/PASS/PAL?</i>	<i>How many students participate at least one time in SI/PASS/PAL per year?</i>	<i>How many attendees are there on average in your SI/PASS/PAL sessions?</i>	<i>How many SI/PASS/PAL sessions do a Leader have on average 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>
2,300	655	10	7/14 (If the module runs for one/two terms)	One hour	4,300

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)

Publications about SI/PASS/PAL programme

The following publications can be obtained from PAL-coordinator Caroline Crolla (c.s.crolla@reading.ac.uk):

1. What is PAL_Leaders?
2. What is PAL_Participants?
3. PAL Guide for PAL Leaders
4. PAL Guide for Academic Contacts

5. Strategy Cards for PAL Leaders
6. PAL Leadership in mathematics module description

University of Southampton

<i>What is the name of your programme?</i>	Peer Learning
<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 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 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. We received education enhancement funding to develop Peer Learning over two years. In year one we developed training for leaders and offered 'sign-up' sessions based on study skills. In year two we have scaled up to offer weekly timetabled sessions for all students covering a range of academic, social and administrative topics.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	No institutional plans. Within Southampton Business School we aim to embed our pilot programme into business as usual and share good practice with other departments who may be interested.
<i>What subjects do you run SI-PASS in?</i>	BSc Business Management, BSc Marketing, BSc Accounting and Finance
<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>	20
<i>How long is the training for SI-PASS leaders?</i>	1.5
<i>How do you support the Leaders?</i>	Observations, debriefs, online materials, drop-in
<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>	Attendance data, training evaluation, surveys, focus groups/ interviews. Researching peer learning scheme as case study for HEFCE Catalyst B project using pre and post questionnaires on assessment literacy and feedback orientation.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Neil Ford (njf1d15@soton.ac.uk)

	Web-page: http://www.sbsaob.soton.ac.uk/peer-support/peer-learning/				
<i>Other comments?</i>	We are currently participating in a HEFCE Catalyst B research project. Our case study is investigating the effect of attending peer learning on assessment literacy and feedback orientation.				
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>
327	250	7	11	1 hour	770
Example of the difference the SI/PASS/PAL programme makes					
Quote from Peer Leader: "We have developed many skills; time management, discipline, communication, session planning, dealing with challenging working situations, self-confidence and facilitation."					

University of Sunderland

<i>What is the name of your programme?</i>	PASS/SI Programme Faculty of Health Sciences and Wellbeing
<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>	Undertaking the PASS/SI Supervisor Training programme with Lund University in 2016
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	The Faculty of Health Sciences and Wellbeing had a high percentage of Nigerian PhD students who had come to their programme of study via successful completion of the MSc Public Health/Nursing programmes. At the time, the majority of students coming to the University of Sunderland to study MSc Public Health/Nursing programmes were also Nigerian students making a transition into the UK Higher Education System. Introducing an SI/PASS/PAL scheme was piloted as a potential means of supporting international students in an authentic way, with the support of students who had also followed the same educational trajectories of learning.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	As a faculty specific pedagogical intervention, this pilot project had three key aims: 1. To support students socially and academically in adjusting to the demands of UK Higher Education.

	2. To provide discipline specific opportunities for SI/PASS/PAL participants and leaders which are reciprocally rewarding. 3. To evaluate the tangible impact of SI/PASS/PAL on student attainment across the MSc Public Health and MSc Nursing programmes.
<i>What subjects do you run SI-PASS in?</i>	MSc Public Health and MSc Nursing
<i>How many courses per year have SI/PASS/PAL?</i>	2
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	4
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Ongoing Training, Resources Support, Development Opportunities via Academic Development Support e.g.) Learning to Teach programmes
<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>	Comparative analysis of previous cohorts in relation to average student attainment across SI/PASS supported modules/ programmes.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Dr Catherine Hayes +44(0)191 5152523

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>
~40 students	~40 students	10	6	1 hour	120

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

In the initial year that SI/PASS/PAL was introduced as a mechanism of providing additional support to MSc Public Health and MSc Nursing students the end of year module marks for the project module increased by an average of 10% across the cohort.

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 Suffolk

<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 the West of England, Bristol

<i>How long have you been running SI-PASS?</i>	Since 2002
<i>What subjects do you run SI-PASS in?</i>	Across all subjects
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	350
<i>How long is the training for SI-PASS leaders?</i>	1.5 days
<i>How do you support the Leaders?</i>	Senior PAL Leaders, Virtual Learning Environment
<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>	Evaluation reports
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	pal@uwe.ac.uk Oli Schofield

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.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	-fostering academic success and progression -enhancing retention
<i>What subjects do you run SI-PASS in?</i>	From 2018/19: Criminology, Drama, English Language, Education Studies, English Literature, Forensic Studies, History, Psychology, PRE (Philosophy, Religion, and Ethics), TRE (Theology, Religion, and Ethics)
<i>How many courses per year have SI/PASS/PAL?</i>	*
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	In 2017/18, we worked with 23 PAL Leaders
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Comprehensive training, observations and regular debrief meetings
<i>Are the Leaders paid?</i>	Yes via a bursary payment
<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>	Feedback from PAL Leaders and attendees, attendance data, annual evaluation led the Learning and Teaching Development (LTD) team
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Oliver Cooper Oliver.Cooper@winchester.ac.uk Dr Luca Di Gregorio Luca.DiGregorio@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>
*	*	*	*	1 hour	*

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

The University of Winchester's PAL scheme:

- promotes academic development and independent learning
- increases student confidence
- enhances leadership and problem-solving skills
- provides HEAR accreditation
- fosters employability skills
- promotes sense of belonging

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."

Publications about SI/PASS/PAL programme

- 'Learning from best practice in peer learning and mentoring across the Cathedrals Group' (p. 17) by Paula Green, Head of Student Academic Support at the University of Winchester. Available at: <https://www.heacademy.ac.uk/knowledge-hub/cathedrals-mission-group-peer-learning-project-2017-project-report>
- 'Peer Assisted Learning 2016-17: findings report' by Juliet Winter, Senior Researcher in Learning & Teaching Development at the University of Winchester

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 - Currently in 1st year official pilot
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	Departments interested in helping students transition into university study
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	To date, we have piloted PAL in 5 departments. We have had one scheme, run by students, within the Economics department (Maths for PPE students) for the last 3 years.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	At present, to see how PAL works in each of the pilot departments
<i>What subjects do you run SI-PASS in?</i>	Electronic Engineering; Philosophy; History; Sociology; School of Political and Social Sciences (SPS - a multi-disciplinary programme with a small cohort of 48 students)
<i>How many courses per year have SI/PASS/PAL?</i>	In this pilot year we have had PAL in 7 modules. In SPS it is non-module specific)
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	37 this year
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	Each pilot department has had a paid postgraduate as a PAL Coordinator; weekly debriefs, ongoing training when required.
<i>Are the Leaders paid?</i>	no
<i>Do the Leaders work alone or in pairs?</i>	Pairs (SPS run things differently – 1 PAL session per week run by the PAL Coordinator assisted by 4 PAL Leaders)
<i>How many trained supervisors are there at your HEI?</i>	At present just 2
<i>How do you monitor the success of the SI-PASS programme?</i>	We have been evaluating our pilot through student surveys, focus groups with PAL Leaders and discussion with staff.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Tamlyn.ryan@york.ac.uk Web-site: https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/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>
This pilot year, ~600	In Autumn term only, 106 students in total participated in	*	We run PAL for 8 weeks during autumn and spring term. At	1 hour	*

	PAL at least once		present, each PAL leader runs one session per week (as a pair).		
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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 University

<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

Athlone Institute of Technology

<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 was introduced to enhance the first year experience, to develop student leadership skills, to help first year students develop their independent learning and study skills, to help first year students adjust more readily to the requirements of their programme and to enhance first year students' understanding of their subjects and prepare more effectively for assignments and exams.
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	PASS has been running at AIT since 2009. It is based on the PAL programme developed by Bournemouth University (BU) in the UK. PASS initially commenced as a collaborative project between Galway-Mayo Institute of Technology (GMIT) and AIT. AIT extended the project for a number of years with funding from the Dormant Accounts Initiative. The programme now resides within the Student Resource Centre (as an Access initiative).
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	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.
<i>What subjects do you run SI-PASS in?</i>	This changes from year to year depending on first year numbers, applications received, etc. 2017/18: Digital Marketing, Business, Business and Law, Music and Instrument Technology, Mechanical Engineering, Software Design, Software Development, ICT Engineering, Applied Social Studies, Early Years Care and Education, Sports Science with Exercise Physiology, Biotechnology, Veterinary Nursing In the past PASS has been run on: Social Care Practice, Dental Nursing, Pharmacy Technician, Pharmaceutical Science, Bioveterinary Science, Toxicology, Health Science with Nutrition, Athletic and Rehabilitation Therapy This year we hope PASS will be expanded to: Microbiology
<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>	24 (33 last year; again this changes each year depending on first year numbers, applications received, etc.)
<i>How long is the training for SI-PASS leaders?</i>	2 days (9:00-5:00 both days)
<i>How do you support the Leaders?</i>	Debriefs during week 1 and week 2, observation during week 3, mandatory debrief during week 4, optional debriefs after that
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs. Sometimes our Leaders work alone, but no Leader begins sessions alone (they receive support from other PASS Leaders until they feel comfortable working alone).
<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>	Weekly attendance is monitored and analysed, first years students and PASS Leaders are asked to fill in discrete questionnaires.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Aoife Walsh, PASS Coordinator (awalsh@ait.ie) Web-page: www.ait.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>
500	~340 (65-70%)s	On average, attendance in week one tends to be 50% 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:

'It gave me the opportunity to get to know my fellow classmates and also from talking to my PASS Leader etc. it made me see that there are so many opportunities if I stuck it out and it also showed me that I wasn't the only one in this position as our PASS Leaders felt the same in their first year and also some of my other peers felt the same' – Dental Nursing student.

'It helped me get on top of the course work and understand it. Also we were told about other financial aids other than SUSI' – Veterinary Nursing student.

'Although the role of the PASS leader wasn't to teach as such, I felt that having enough knowledge of the material to be able to guide the students, made me feel confident that I understood the material to a sufficient degree' – Music and Instrument Technology PASS Leader.

'I gained a better insight as to how our course is run and what can be improved and we made these suggestions to the Head of Department' – Social Care Practice PASS Leader.

'As student and then a Leader the PASS Programme helped me gain confidence in myself and instilled a sense of pride in college' – Applied Social 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/>

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)

Galway Mayo Institute of Technology

<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>	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

	<p>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>
<p><i>Could you give a short history of your SI/PASS/PAL programme?</i></p>	<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 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>
<p><i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i></p>	<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>	Science and Computing, Engineering, Business, Tourism, Art and Design, Nursing, Teacher Education, Agriculture etc.
<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>	110 annually
<i>How long is the training for SI-PASS leaders?</i>	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.
<i>How do you support the Leaders?</i>	Training, online course, an accredited module, a mid term observation, debriefs, mentor support in each school with an academic pass/pal champion in place.
<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>	15
<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>

National University of Ireland 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 NUI Galway Students' Union and first piloted in collaboration with NUI Galway College of Engineering and Informatics in September 2013. CÉIM was trialled with BA Law students in September 2015, and was further rolled out in the College of Arts, Social Sciences and Celtic Studies in 2016/17 to Geography students. CÉIM won the 'Student Engagement Activity of the Year' Award at the Student Achievement Awards Ireland 2016. We secured central funding from the University to run CÉIM in 2017 and are currently working to secure longer term funding to expand the programme.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	To increase the number of students who are currently offered PASS
<i>What subjects do you run SI-PASS in?</i>	Engineering, BA Law (Arts), Geography
<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>	52
<i>How long is the training for SI-PASS leaders?</i>	2.5 days
<i>How do you support the Leaders?</i>	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
<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 correlating session attendance with overall grade outcomes and academic achievement on entry to university. We will soon include lecture attendance in the analysis. We also get regular feedback from staff and closely monitor session attendance.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Amber Walsh Olesen amber.walsholesen@nuigalway.ie (Students' Union) Web-page: www.su.nuigalway.ie/ceim
<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 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>
750	~525	8-20	19-20	1 hour	4,900

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.

"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."

NUI Galway 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.alidinhe.ac.uk/index.php/jldhe/article/view/359/pdf>

University College Cork

<i>How long have you been running SI-PASS?</i>	Piloting in 2018/19
<i>What subjects do you run SI-PASS in?</i>	Applied Psychology
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	NA
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Undecided
<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>	Undecided
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	David Carey (dcarey@ucc.ie)

NORTHERN IRELAND

Ulster University

<i>How long have you been running SI-PASS?</i>	Since 2010
<i>What subjects do you run SI-PASS in?</i>	Psychology, Law, Computing, Built Environment, Health and Social Care, Pharmacy, Biology and Travel and Tourism. We are hoping more programmes will join Academic Year 2017/18.
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	72 that I am aware of through the pilot but we are hoping to extend PASS next academic year. Other programmes offer mentoring but I do not know details.
<i>How long is the training for SI-PASS leaders?</i>	There are usually demystified sessions during recruitment. Students are required to attend one full day training and sign up for modules which are delivered throughout the year and cover other training aspects as required. Training amounts to the equivalent of 2 days.
<i>How do you support the Leaders?</i>	Via debriefs and observations which take place throughout each semester. We are currently designing new support resources within our Virtual Learning Environment (VLE) for PASS leaders and mentees and a number of new key deliverables are planned such as, CPPD modules with Accreditation &/or EDGE, Community of Practice, a SU society for mentors and a Celebration event/showcase.
<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>	In the past success has been monitored/evaluated by my colleagues (the champions/early adopters) who introduced PASS via questionnaires, focus groups and academic performance etc. We are seeking to evaluate the impact and success of the pilot.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Catherine O'Donnell c.odonnell@ulster.ac.uk

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, Trondheim. We got some experience with SI from before, so we were familiar with the programme. Nord University (earlier North-Trøndelag University College) introduced SI around 20 years ago. Dozent Dr. art Bård Toldnes has his education 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 and law
<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>	11
<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>	2
<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>
100	90	15	10-15	2 hours	~2,000

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

Publications are in progress (Book Chapter and Articles)

SCOTLAND

Queen Margaret University, 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 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>	We only started the scheme in Oct 2017 so still in the first year. We have some key academic staff who are supporting the programme as they see it as a good additional support for students, but our main challenge continues to be getting students to engage. We have a number of repeat-attenders which is great, but know there are many more students who would benefit but are not engaged.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	to improve retention and attainment in one of our most vulnerable student groups (advanced entry students from college)
<i>What subjects do you run SI-PASS in?</i>	In our first year we are only working in: BA(Hons) Business Management, BA(Hons) Events Management, BA(Hons) International Hospitality & Tourism Management - looking to expand into new subject areas in 18/19 if we can secure additional funding
<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>	13
<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
<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>	As this is our first year, we are yet to conduct any surveys of participants or analysis of impact, although we will do this as we approach the end of the academic year
<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

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>
364	32	3	6	1	120

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

As we are still in our first year of PALS, we have not conducted any analysis or survey yet, although we intend to do this soon in order to apply for funding to run it again next year. We are encouraged by students now contacting us to ask for particular sessions to be run, so although this is not a quote it is an example of the scheme making a difference for some students

Publications about SI/PASS/PAL programme

Not yet! Later this year we will analyse the difference it has made in its first year here, with particular attention to retention and attainment in the target group

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>	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:

	<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>	Engineering, Maths, Informatics, Physics, English, Sociology, Social Policy, Politics and International Relations, Sustainable Development, Biology, Geography, Geology, Geoscience, Business, Economics, Law, Spanish, French, Literature and Vet Medicine
<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>	Around 300
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	Training, observations, debriefs, networks, events, academic credit, award ceremonies
<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>	Impact Assessment: Numbers, availability, satisfaction feedback, academic attainment (just started)
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Katie Scott (Students Association) Katie.scott@eusa.ed.ac.uk Web-page: https://www.eusa.ed.ac.uk/support_and_advice/peer_learning_and_support/
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>
10,000	7,250	15	16	2	72,000

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

"...It really encourages students, when they arrive to become quite independent and autonomous and looking after their own learning. So, I think in some sense, PALS helps in building up that confidence, that social sense of being part of the University. Which is actually really educational, because the educational dimension of University is all about being able to do things yourself, such as finding your own materials and coming up with your own ideas(...) all in all, it certainly seems to create a lot more confidence in the students who come along to the sessions in all areas." PALS Coordinator

"Most leaders were not the same people they once were before joining PALS." PALS Leader

'I signed up to the Leadership Development Course to become more confident in my PALS role, but I got so much more out of it. Not only did I learn about leadership, but I got practical advice from organisations about how I can use these skills beyond the PALS Schemes. I had lots of opportunities to practice and put my knowledge into action, and to top it all off I met some amazing people along the way. I would highly recommend this course' PAL Course Participant

University of the West of Scotland

<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 dropins 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

SWEDEN

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

Gävle University College

<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)
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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>
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 has both Swedish and English as working languages.
<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 areas
<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>	~50
<i>How long is the training for SI-PASS leaders?</i>	1 day
<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>	Alone
<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
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Ingemar Josefsson (ingemar.josefsson@hh.se)

Jörgen Öjervall
jorgen.ojervall@hh.se
 Web-page (in Swedish):
<http://hh.se/arstudent/stodtillstuderent/sistuderentlaravvarandra.65446512.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	6	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). Available through Ingemar Josefsson, e-mail: ingemar.josefsson@hh.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

Linnaeus University

<i>How long have you been running SI-PASS?</i>	We have had SI for several years as small local initiatives in subjects without any central coordination. Beginning autumn 2018 we will start a centrally coordinated SI-PASS programme in small scale.
<i>What subjects do you run SI-PASS in?</i>	*
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	*
<i>How long is the training for SI-PASS leaders?</i>	*
<i>How do you support the Leaders?</i>	*
<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>	*
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Kajsmari Engdahl (kajsmari.engdahl@lnu.se) Marie Brorson

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, Psychology, Applied Systems Science
<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>	6 (spring 2018)
<i>How long is the training for SI-PASS leaders?</i>	9 hours
<i>How do you support the Leaders?</i>	6 supervision meetings per semester, 1-2 observations per SI leader, reflective report after each meeting, group with discussion forum in learning platform
<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>	Evaluation of SI spring 2018 is made using survey and follow-up with SI participants and non-participants. Students' results vs. attendance at SI

						will be monitored. SI leaders will also evaluate the programme.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>						Mirjam Josbrant E-mail: mirjam.josbrant@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	*	

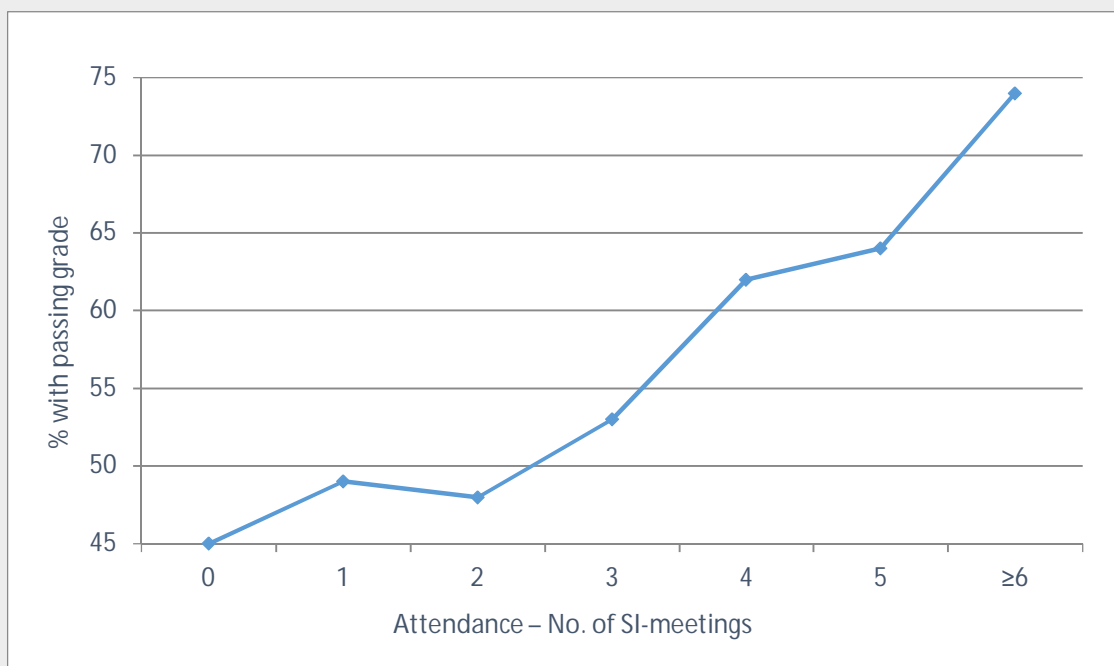
Lund University

<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, Economics/Business, Social sciences
<i>How many courses per year have SI/PASS/PAL?</i>	~150
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	230
<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>	~20
<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>	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: Lise-Lotte Mörner Administrator, European Centre for SI-PASS Leif Bryngfors Director & Certified trainer, European Centre for SI-PASS Arthur Holmer & Joakim Malm Certified trainer, 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>
~7,500	63 % (~4,700)	10	14	1.5	48,000

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.

Publications about SI/PASS/PAL programme

- [1] J. Malm, L.-L. Mörner and L. Bryngfors, "Benefits of Guiding Supplemental Instruction Sessions for SI Leaders: A Case for Engineering Education at a Swedish University," *Journal of Peer Learning*, vol. 5, no. 1, pp. 32-41, 2012.
- [2] J. G. B. Malm, A. Holmer, L. Bryngfors and et al, "Evaluation of the SI-programme at Lund University during the academic year 2016/17 [in Swedish]," Media.Tryck, Lunds Universitet, Lund, Sweden, 2017.
- [3] J. Malm, L. Bryngfors and J. Fredriksson, "Impact of Supplemental Instruction on dropout and graduation rates: an example from 5-year engineering programs," *Journal of Peer Learning*, p. (To be published), 2018.

- [4] J. Malm, L. Bryngfors and L.-L. Mörner, "Improving student success in difficult engineering education courses through Supplemental Instruction (SI) - what is the impact of the degree of SI attendance?," *Journal of Peer Learning*, vol. 4, no. 1, pp. 16-23, 2011.
- [5] J. Malm, L. Bryngfors and L.-L. Mörner, "Supplemental Instruction (SI) at the Faculty of Engineering (LTH), Lund University, Sweden. An evaluation of the SI-program at five LTH engineering programs autumn 2008.," 2010. [Online]. Available: <http://ro.uow.edu.au/ajpl/vol3/iss1/5/>.
- [6] A. Holmer, "Quantifying the Soft Power of SI," *Supplemental Instruction Journal*, vol. 3, no. 1, pp. 80-97, 2017.
- [7] J. Malm, L. Bryngfors and L.-L. Mörner, "The potential of Supplemental Instruction in engineering education - helping new students to adjust to and succeed in University studies," *European Journal of Engineering Education*, vol. 40, no. 4, pp. 347-365, 2015.
- [8] J. Malm, L. Bryngfors and L.-L. Mörner, "The potential of Supplemental Instruction in Engineering Education: creating additional peer-guided learning opportunities in difficult compulsory courses for first-year students," *European Journal of Engineering Education*, vol. 41, no. 5, pp. 548-561, 2016.
- [9] J. Malm, L. Bryngfors and L.-L. Mörner, "Supplemental Instruction: Whom does it serve?," *International Journal of Teaching and Learning in Higher Education*, vol. 23, no. 3, pp. 282-291, 2011.

Malmö University

<i>How long have you been running SI-PASS?</i>	*	Since 2015
<i>What subjects do you run SI-PASS in?</i>	Mathematics (in Technology educations)	Different courses for the teaching program
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	4	~30
<i>How long is the training for SI-PASS leaders?</i>	2 days	2 days
<i>How do you support the Leaders?</i>	Weekly reports handed in by SI leaders. Supervision meetings every/every second week.	One observation, weekly reflective reports handed in by SI leaders, supervision meetings. Start-up and evaluation meeting for everyone.
<i>Are the Leaders paid?</i>	Yes	Yes
<i>Do the Leaders work alone or in pairs?</i>	Alone	Alone
<i>How do you monitor the success of the SI-PASS programme?</i>	*	Questionnaire and an evaluation meeting where a summary is discussed
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Through learning platform Nina Taslaman (nina.taslaman@mah.se)	Through learning platform Cecilia Winström (cecilia.winstrom@mah.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 ...

Royal Institute of Technology (KTH)

<i>How long have you been running SI-PASS?</i>	At least since 2003
<i>What subjects do you run SI-PASS in?</i>	Mathematics, Analysis of electrical circuits
<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>	1 day
<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 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>	Anneli Åkesson (Annelia@kth.se)

Stockholm University

<i>How long have you been running SI-PASS?</i>	2016
<i>What subjects do you run SI-PASS in?</i>	Physics
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	4
<i>How long is the training for SI-PASS leaders?</i>	1 day
<i>How do you support the Leaders?</i>	Supervision meetings 2-3 times per semester
<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>	Correlation of student results with SI attendance
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Edvard Mörtzell (edvard@fysik.su.se)

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 to 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 rely 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

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 programme 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.

<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>	3
<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>	Jenny Nilsson (jenny.nilsson@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>
42	27	22	12	2 hours	~500

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 College West

<i>How long have you been running SI-PASS?</i>	Since 2017
<i>What subjects do you run SI-PASS in?</i>	Engineering (Mathematics), Nursing (Anatomy and Physiology), IT (Programming). We are planning to expand with several courses/subject areas in autumn 2018
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	7
<i>How long is the training for SI-PASS leaders?</i>	3 evenings during 3 hours each

<i>How do you support the Leaders?</i>	Supervision meetings once a week, Thematic meetings regarding special issues. For example regarding which students that participate in SI-PASS – how do we make the SI-PASS sessions so they feel inclusive? Participate in evaluation and reporting to academic staff. SI-PASS leaders hand in their planning sheets as well as reflections on their SI-PASS sessions.
<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>	Extract statistics on number of SI-PASS participating students that get a passing grade in their SI-PASS supported course. Reflections during supervision meetings on SI-PASS leaders reports (own observations, planning, and so on). Have contact with teaching staff and receive their experiences of SI-PASS.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Agneta der Nederlanden (agneta.der-nederlanden@hv.se) Lisa Blom

University of Skövde

<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>How long have you been running SI-PASS?</i>	Since 2008
<i>What subjects do you run SI-PASS in?</i>	Physics
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	2-6
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	We meet the SI-leaders in group and discuss meetings, methods and meeting outlines
<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>	Student evaluations and observations
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Carl Coleman (carl.coleman@physics.uu.se)

WALES

University of Wales Trinity Saint David

<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 2015
<i>What was the main reason for introducing SI/PASS/PAL at the beginning?</i>	We thought it would benefit our students and improve retention and attainment
<i>Could you give a short history of your SI/PASS/PAL programme?</i>	Started small trying to 'impose' PASS on various faculties. We now only go where we are asked as academic buy in is essential. The scheme has progressed in fits and starts but now seems firmly embedded. Some campuses are more successful than others - seems to depend on the cohort involved - more mature students who do not live on campus are very short of time whereas younger students who live on campus are more willing to give up their time to attend. Timetabling is critical.
<i>What goals do your Higher Education Institute have with SI/PASS/PAL today?</i>	Increase size of scheme
<i>What subjects do you run SI-PASS in?</i>	Humanities
<i>How many courses per year have SI/PASS/PAL?</i>	13
<i>How many SI-PASS Leaders do you have (per academic year)?</i>	22
<i>How long is the training for SI-PASS leaders?</i>	2 days
<i>How do you support the Leaders?</i>	Weekly debriefs, occasional observations, occasional large groups meetings and one-to-one supervisor-leaders meetings as required.
<i>Are the Leaders paid?</i>	No
<i>Do the Leaders work alone or in pairs?</i>	In pairs. (We work with leader teams for subjects, not just pairs. There are usually around 4-6 leaders in a team.)
<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>	Production of yearly evaluation report noting numbers of leaders trained, modules targeted for PASS and numbers of students attending the sessions. Debrief sessions produces more qualitative data. Currently seeking to find ways of gaining more feedback from participatory students, such as use of focus groups.
<i>Contact details (to get in touch with supervisors in your SI-PASS programme)</i>	Christopher Fleming (Christopher.Fleming@uwtsd.ac.uk) Kate Butler (k.butler@uwtsd.ac.uk)

Michele Wright
Michele.Wright@uwtsd.ac.uk
 Web-page: Under construction

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>
*	*	varies greatly as some sessions are embedded and therefore have 100% attendance whereas others are 'voluntary' and will have far fewer.	*	1 hour	*

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

Improves retention and engagement - a number of students would have withdrawn had they not attended PASS

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.