

International Forum for Peer Learning and Support

Global Banking School – 20th – 21st March 2023 + Pre-Forum Recordings + Post-Forum Monthly Webinar Series

Monday 20th March			
17:00 – 20:00 (GMT)	The Cow , 4 Chestnut Plaza, Montfichet Road, Westfield Stratford City, London, E20 1GL.		
Tuesday 21st March			
09:30 – 10:30	Arrival and registration: Global Education House, 260 High St, Stratford, London, E15 2JA 10:00 – 10:30 – optional team challenge activity, and/or opportunity to individually watch pre-recorded presentations (see page 3)		
10:30 – 11:00	Welcome address: Association for Peer Learning and Support, the European Centre for SI-PASS, and to the Global Banking School.		
Morning Presentations	Room 301: <i>Enhancing the quality of peer mentoring and support schemes</i>	Room 304: <i>Offering students holistic support through peer-led schemes</i>	Room 101 Lecture Hall: <i>Developing leaders and creating inclusive learning experiences</i>
11:00 – 11:30	Presenter: Simbo Ajayi, Middlesex University, UK. <i>Leading the Peer Leader: A tale of the Senior Student Learning Assistant. Embedding leadership qualities into the role of the Senior SLA, and preparing them for Associate Fellowship of AdvanceHE.</i>	Presenter: Dr Nevan Bermingham, Technological University Dublin, Ireland. <i>The hidden benefits of a sustainable Peer Assisted Learning programme to support non-traditional students. Offering students a long-term positive support structure that can help with their transition and acculturation to tertiary education.</i>	Presenter: Joakim Malm, Lund University, Sweden. <i>Transferable skills gained by student leaders in international Supplemental Instruction/ Peer Assisted Study Sessions programs, and how these skills transfer to a job environment.</i>
11:30 – 12:00	Presenter: Lottricia Millett, King's College London Students' Union, UK. <i>Peer Support Development Project: A Cross-Faculty Approach to Improving the Quality and Consistency of Peer Mentoring Programmes.</i>	Presenters: Emma Mansfield, Aron Simon and Sonia Obiokafor, University of Southampton, UK. <i>Utilising Peer Leader experiences and emphasising wellbeing, to provide authentic support for students.</i>	Presenter: Dominique Verpoorten, University of Liege, Belgium. <i>Replication of Malm's research on action verbs in Supplemental Instruction/ Peer Assisted Study Sessions to evidence deep learning takes place during peer sessions.</i>
12:00 – 12:30	Presenter: Jenny Stowar, London School of Economics, UK. <i>Peer Mentor Training for all? – Expanding the principles of good listening, talking, and signposting skills across a university.</i>	Presenters: Fathea Khanum, Daniel Allan Gill and Gurleen Kaur, Queen Mary University of London, UK. <i>The peer assisted study sessions life cycle at Queen Mary University of London, what reasonings and experiences encouraged students to first attend as mentees, volunteer as mentors and progress onto the senior student organiser role?</i>	Presenter: Dr Nirmala Devi A Arunasalam <i>The Global Banking School approach to promoting inclusivity through the peer assisted study session initiative.</i>

12:30 – 13:30	Lunch		
Afternoon Workshops and Lightning Talks	Room 301: Workshops	Room 304: Workshops	Room 101 Lecture Hall: Lightning Talks
13:30 – 14:30	<p>Facilitator: Geony Rucker, President of Value Unconditional, Trauma Skills Institute, U.S.</p> <p><i>Supporting Advocacy-Minded Responses on the Frontlines of Student Success.</i></p> <p><i>This interactive session is designed to provide participants with trauma informed skills designed for the higher education context. Participants will be guided through discussion on the prevalence of trauma and how to support those who exhibit behaviors associated with trauma, as well as reviewing the dos and don'ts of handling disclosures.</i></p>	<p>Facilitators: Lisa Vettese Cruden and Mareike Ohl, Queen Margaret University Edinburgh, UK.</p> <p><i>Developing Leaders Ownership: Training, Gamification and Escape Rooms.</i></p> <p><i>Skilled leaders are essential for the success of PAL, and training is key to leader development. Our workshop is based on our study, exploring the ethos of leader training at Queen Margaret University: focusing on leaders' understanding of how training has shaped their facilitatory approach and supported their professional development.</i></p>	<p>Julia Haas: <i>A systematic review of university peer support interventions for student mental health and wellbeing.</i></p> <p>Sam Cook: <i>Peer Support for Postgraduate Students at the Students' Union, Bath.</i></p> <p>Leoarna Mathias: <i>Paying it forward, getting it back: Welcome Mentors supporting new students.</i></p> <p>Yvonne Cotton: <i>Sometimes a good chat is all you need: accommodation buddying.</i></p> <p>Joakim Malm: <i>How have Supplemental Instruction-Peer Assisted Study Sessions adapted during the COVID-19 pandemic?</i></p>
14:30 – 15:30	<p>Facilitator: Jessica Pearson, Executive Director, International Center for Supplemental Instruction, U.S.</p> <p><i>Constructing YOUR Mission Statement</i></p> <p><i>Participants will explore their experiences, as well as their own personal values and character strengths, in order to construct a personal mission statement. The statements constructed during the session help leaders communicate with others what is important to them and how they contribute to the world around them (helpful for interviews, etc.). Personal mission statements can serve as a guiding post for everyday life decisions, as well as their long-term career aspirations.</i></p>	<p>Facilitators: Lucy Chilvers and Catherine McConnell, University of Brighton, UK.</p> <p><i>Researching and publishing on peer learning and peer support practices.</i></p> <p><i>This workshop will inform participants about the range of current research activities that colleagues in the Association for Peer Learning and Support network are undergoing. The session will also aim to raise participants' awareness and confidence levels in their own research, scholarship and dissemination of their peer learning and support, and to spark ideas and offer support for next steps in potential publications amongst the group.</i></p>	<p>Guy Harrison: <i>How to avoid teaching and enable facilitation as a Peer Leader.</i></p> <p>Jude Stevenson: <i>What's in it for me?". Psychology students' perspectives surrounding attendance and non-attendance at PAL.</i></p> <p>Narmin Yousaf: <i>PAL sessions for Foundation Year students.</i></p> <p>Aimee Fish: <i>Collaborative Problem Solving using the spiderweb technique.</i></p> <p>Samantha Pilkington: <i>See, say & do: Practicing interpersonal communication skills & supporting student radiographers.</i></p>
15:30 – 15:45	Comfort Break		
15:45 – 16:15	Final plenary address: Room 101 Lecture Hall		
16:15 – 17:00	Celebratory drinks reception: Ground floor lounge area		

Pre-recorded Presentations: [these will be made available to delegate w/c 13th March]

1. Gavin Jinks, University of Derby: The benefits of online Q and A sessions by student peer mentors to assist other students

The student peer mentoring project on the BA Applied Social Work has won Union of Student awards and has impacted university approach to student peer mentoring. Since its inception in 2015 the project has continually adapted its approach to provide student mentoring to students in ways which are responsive to a changing environment and student needs. The use of online Q and A sessions have provided a very useful tool for mentors to assist their peers. This presentation will explore those benefits.

2. Dr Nirmla Devi A Arunasalam, Global Banking School: Does PASS enhance the Diploma in Education and Training students' learning and teaching skills?

At Global Banking School (GBS), Peer Assisted Study Skills (PASS) was introduced as additional academic and digital literacy support to meet the profile of students: mature and diverse students who attend classes 9 hours per week (full-time), work full-time, have parental/caring responsibilities, returning-to-learning, under-represented, used a different language and educated under a different system. The success of the PASS pilot project between June-August 2022, led to PASS being rolled-out to the Level 5, Pearson Diploma in Education and Training (DET) programme students in East London and Manchester. There is limited research or reports of the impact of PASS on the leaders and/or its efficacy to improve learning and teaching skills within DET programmes. The PASS scheme provided the opportunity for student teachers to develop their learning and teaching skills for the world of work. In the 2-day PASS Leader training, student teachers learnt facilitation techniques and how to create relevant collaborative and interactive activities to engage students in their own learning. The DET Coordinator and Leaders will share the value of the PASS Leader training and facilitating PASS sessions on their employability skills.

3. Rachel Milne, Queen Margaret University Edinburgh: Enhancing Employability as a PALS Leader

The Peer Assisted Learning (PAL) model is a globally established provision that aims to support students throughout their university experience. PALS was first introduced at QMU in 2017 and has since gained a diverse body of leaders. In our 2022 annual evaluation we focused on leader experiences, foregrounding their attainment of transferable skills to further enhance our professional development support for leaders. Sixteen PALS leaders utilised the Knowledge-Skills-Behaviour (KSB) model to generate written reflective statements, which we later evaluated using qualitative thematic analysis. These participants consisted of leaders from across all Divisions in the School of Arts, Social Sciences and Management (ASSaM) with varying amounts of experience.

Post-Forum Monthly Webinar Series [booking will open w/c 6th March]

<p>30th March, 2023.</p> <p>11:00 – 12:00 (BST)</p>	<p>Online Peer Support Communities: Tools and Techniques</p> <p>The past few years have seen a massive shift in the environments where peer support happens. Even as peer support schemes move back into the ‘real world’, elements of ‘online’ persist as many have seen the benefit of online training, support sessions and meetings with students. This webinar will explore the blurred boundaries between spaces, explore ‘what engagement looks like’ in online communities, and provide practical examples of digital tools that can help develop community in both physical and online spaces.</p>	<p>Presenters:</p> <p>Dr Tim Worth, Academic Study Skills Coordinator, University of Bristol and Neil Ford, Principal Teaching Fellow (Academic Development), University of Southampton, UK</p>
<p>19th April, 2023.</p> <p>13:00 – 14:00 (BST)</p>	<p>Running PASS in two-year postgraduate courses for international students at Teesside University</p> <p>This session will discuss the introduction of PASS into two-year postgraduate courses, primarily aimed at international students. In recent years, Teesside University has introduced two-year postgraduate courses, aimed at international students. These courses include either a paid year in industry or an internship. Lecturers have been concerned that students on these courses have struggled with UK study as many have only been assessed via exams through school and undergraduate courses in their home countries. PASS was seen as a good way to support these students as the PASS Leaders are second years who have already studied the relevant modules, something that prevents the traditional PASS model in one-year courses.</p>	<p>Presenters:</p> <p>Yvonne Cotton, Head of Learning and Development, Teesside University, UK and student co-presenters</p>

<p>27th April, 2023.</p> <p>15:00 – 16:30 (BST)</p>	<p>Unlocking the secrets to scholarly publishing <i>*This session is also to launch a new Special Interest Group for Research and Scholarship in Peer Learning and Support</i></p> <p>When looking to publish your work in peer-reviewed journals or practitioner outlets, there are two sets of rules. The first is the written rules that are set out in the aims and scope of the specific publication outlet, and related information such as layout formats, word count limits, and reference style. The second is the unspoken rules that informally pass from individual to individual whereby this form of social capital offers a competitive advantage over your peers. In this session, I plan to share some insights that will help you to a) identify suitable outlets for your work, b) increase your chances of passing the desk review phase, and c) highlight some common pitfalls to avoid within your manuscript. I draw on my experience as a member of the Editorial Board for Personnel Review, Career Development International, and Journal of Management & Organization - as well as previous experience as the Managing Editor of the GiLE Journal of Skills Development and Editorial Board member for Career Matters, the practitioner magazine of the Career Development Institute. I have also published 19 peer-reviewed journal articles in 13 different journals, and peer-reviewed over 50 articles across 14 different journals. The session will begin with a presentation, there will then be break-out sessions for group discussion, and then a Q&A to conclude the session.</p>	<p>Presenters:</p> <p>Dr William E Donald, Associate Professor of Sustainable Careers and Human Resource Management, Ronin Institute (USA) & Southampton Business School, University of Southampton (UK)</p>
<p>15th May, 2023.</p> <p>14:00 – 15:00 (BST)</p>	<p>AFHEA in Peer Support at the University of Exeter</p> <p>In 2021/22, the Peer Support team at Exeter introduced the opportunity for students to use their work as a Peer Mentor towards becoming an Associate Fellow of the Higher Education Academy (AFHEA). The aim of this was to help students gain recognition for their Peer Mentor role that they could use beyond their studies to apply for jobs or further study. This opportunity was run for the</p>	<p>Presenters:</p> <p>Emma Norman, Amanda Pocklington, Fatuma Mohamud, Academic Skills and Student Engagement, University of Exeter, UK</p>

	<p>first time in April 2022 in conjunction with other colleagues at the University, and will shortly be offered again to Peer Mentors for April 2023. This talk will discuss what went well in 2021/22, the lessons learnt for 2022, and how AFHEA will be offered to Peer Mentors this year. This presentation will be delivered by the Peer Support team at the University of Exeter.</p>	
<p>TBC 12th June, 2023.</p> <p>14:00 – 15:00 (BST)</p>	<p>Relationships matter: Addressing the challenges of PAL expansion across a university</p> <p>The growth of the PAL scheme at Aston University has been a steep learning curve during the exceptional times of Covid 19. Now, with PAL schemes running in each College, we are seeing the benefits and have been demonstrating its impact. However, there is still a need to grow PAL provision to support the diverse preparedness of students for HE and to fulfil the university-wide strategy of building community and student voice. In this paper, we reflect on our learning from the current scheme and review how we can make expansion work. In particular, we outline the stages of running a PAL scheme identifying key challenges that highlight the need for us to further define responsibilities and grow relationships with staff.</p>	<p>Presenters: Ellen Pope, Head of Learning Development Centre; and Nicola Allett, Teaching Fellow in Learning Development, Aston University, UK</p>
<p>TBC July</p>	<p>“So, how do you recruit for your PAL scheme?” – Showcasing a recommendations-based recruitment process for institution-wide PAL schemes</p> <p>This webinar will introduce attendees to the student-to-student PAL scheme at Kingston University of London, known as 'Academic Peer Mentoring' programme. Introduced in its current form in 2011, the programme is now operating in 45 different courses across all the 4 faculties, with over 300 experienced student mentors providing support for the students in the year(s) below studying on the same course.</p>	<p>Presenter: Christa Saller, Academic Mentoring Adviser, Kingston University London, UK</p>

	<p>Key features of the scheme are its flexibility, enabling different modes of implementation in response to individual course/module needs; the status of mentors as paid student workers and of the programme as paid work opportunity; and a recruitment process based on direct recommendations of student mentors by academic staff, which will be the focus of this presentation. The presenters will showcase the collaboration between professional services and academic staff in recruiting student mentors for the scheme, covering the following aspects: overview of recruitment process; advantages and benefits of a recommendations-based process; disadvantages and barriers, and how to address them; and good practice techniques.</p>	
TBC August	<p>Supporting Advocacy-Minded Responses on the Frontlines of Student Success</p> <p>This interactive session is designed to provide student leaders with trauma informed skills designed for the higher education context. Participants will be guided through discussion on the prevalence of trauma and how to support those who exhibit behaviors associated with trauma, as well as reviewing the dos and don'ts of handling disclosures. This session will offer hands on activities addressing the most common scenarios student leaders would encounter while also emphasizing and equipping them with skills to set and maintain boundaries. While this interactive session is designed for student leaders, professionals will also walk away with tangible ideas on how to engage their student leaders in this important training topic.</p>	<p>Presenter: Geony Rucker, President of Value Unconditional, Trauma Skills Institute, U.S</p>
TBC September/ October	<p>Peer power: talking your way into learning</p> <p>A key challenge for all students within HE is to negotiate their role in their own learning while satisfying the requirements of their academic discourse communities. Within the curriculum, there is often a lack of time and space to explore ideas and consider taking the risks which might enable students to</p>	<p>Presenter: Theresa Clementson, Senior Lecturer, Brighton Student Skills Hub, University of Brighton, UK</p>

	<p>overcome transitions and join academic communities of practice. Peer groups, such as writing groups, are an achievable way forward. Students need a dedicated time and space to talk their way in to their academic communities and transition from feeling 'nobody' to 'somebody' (Kettle, 2005). This space needs to be facilitated by tutors in order to give students "the socioculturally mediated capacity to act" (Ahearn, 2001: 112). Setting up a new peer group raises many questions regarding tutor role, managing student expectations and establishing a peer learning culture. This workshop provides an opportunity to try strategies, raise difficult questions and consider the theory and practice of setting up writing groups for your students. Peer dialogue lies in the "cracks and interstices" of existing pedagogies. Writing groups can offer students the "fresh air" (Minh-ha, 1989: 41) they need to process ideas critically outside the constraints and hierarchies of taught sessions.</p>	
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