GENERAL INFORMATION	
Title	**Peer Tutoring Service**
Key words	Students with disabilities, Learning disabilities, Peer support, Mediation for exam,Recovering class materials.
Objectives	The tutor supports the disabled students within their course of study with regard to the following aspects: - Mediation with teachers to agree the exam contents and procedure; - Recovering class materials or contents if the student was unable to attend classes due to health reasons; - Helping disabled students to get classes and booking places in the classroom.
Phase of studies *(Choose all phases it applies)*	Retain Graduation
Type of degree *(Choose all degrees it applies)*	Bachelor's Graduate Master's
Level *(Choose all levels it applies)*	National Institutional
Name of the institution	University of Bergamo
Location *(City and country)*	Bergamo (Italy)
Target group/s	University students with disability and learning disability
Stakeholders involved	Department of Right to education of the UNIBG Tutors: students from the same Department of the applicants, attending higher-level bachelors or master degree

Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The legislation 17/99 allows the Italian Universities to implement an internal peer tutoring service, which works without reference to specialized staff. Tutors are chosen through a competition organized yearly by the Right education office of the university. Selected students are prepared through a fast track training course and then backed by the service. The tutor gives support to the disabled students in finding information and materials, as well to agree with teachers about the exam contents and procedure.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	University of Bergamo, Services for the Physically impaired and learning disabilities servizi.disabili@unibg.it servizi.dsa@unibg.it Contact: (reference to an amministrative technician) Alessandra Zucchelli: alessandra.zucchelli@unibg.it
A2. TIMEFRAME *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long rung. (max. 70 words)*	We can claim that the activity is at its advanced stage, the service of peer tutoring is active since 2000. Since the number of tutors has risen from the initial 4 (2000) to the current 56 (2016), the service can be considered as at an advanced stage.
A3. NUMBER OF STUDENTS *How many students are involved? Is the number representative considering the target group?*	Over the years, the number of students accessing the service has grown exponentially from 8 to 300. The highest increase was in 2010, with the introduction of the law n° 170 about learning disabilities. Currently, 150 out of 300 people accessing the service are students with learning disabilities.
A4. SCALABILITY ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)*	This kind of good practice can be potentially expanded on a larger scale. Many large Italian universities have a peer tutoring service specialized on helping students with their academic path.

A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)*	This kind of good practice can be easily transferred and applied to other groups and/or contexts, as the service costs are limited. There are indeed similar good practices in other Italian universities.
A6. ASSESSMENT *Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)*	The project is assessed through the feedback form filled in by the students. However, the office favours a close contact with the students in order to have an immediate validation with them about the tutoring activity. Moreover, the tutor regularly networks with Disabled Services to monitor the students' course of studies. The positive impact that this service has had with students can be assessed as well by the strong increment of enrolments.
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	University of Bergamo Via dei Caniana, 2 - room S5 – ground floor - 24127 Bergamo Tel: 035 2052595 Fax: 035 2052298

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

B1.1 Self-determination *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* X	*Very well* ☐

(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)	The organization of the service has been previously planned by following the general guidelines of the legislation. Thanks to student feedbacks we know that the students know how to obtain information in order to access the service. The information are acquired: - During the Open Day (for the new students); - Through the Physically impaired and learning disabilities Service;

	- Via e-mail or internet (http://www.unibg.it/campus-e-servizi/servizi-gli-studenti/servizio-disabili/servizi-erogati)			
B1.2 Rights *Rate and Justify (max. 70 words)* *(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)*	*Very weakly* ☐	*Weakly* ☐	*Well* X	*Very well* ☐
	This good practice has the goal to answer the needs of the special needs students in order to facilitate their inclusion in the university community. This target is a clear example of how the participants are treated with dignity and respect. In the frame of this good practice the students with disability and/or learning disabilities are recognised and valued as university students with equal opportunities as to their peers without special needs. Each student is valued and encouraged, this way answering his/her special needs.			
B1.3 Access *Rate and Justify (max. 70 words)* *(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))*	*Very weakly* ☐	*Weakly* ☐	*Well* X	*Very well* ☐
	All students with disabilities and learning disabilities can access the peer tutoring service. The resources (in terms of hours investment) are optimized and allocated to meet the needs of each individual student.			
B1.4 Equity *Rate and Justify (max. 70 words)* *(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)*	*Very weakly* ☐	*Weakly* ☐	*Well* X	*Very well* ☐
	Equity is guaranteed on the basis of an individual rather than a group procedure. The office for disabled students helps students find the method that best enables them to follow through their course of study, so preventing early leaving.			
B1.5 Participation	*Very weakly* ☐	*Weakly* ☐	*Well* X	*Very well* ☐

Rate and Justify (max. 70 words) *(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)*	The participation is voluntary. Students may use this resource starting from their first year of study. This way, inclusion and participation of students to the university life can be greatly improved.
B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	The service is essentially based on internal resources. It is managed by: - The Department of Right to education of the University of Bergamo - Tutors/students from the same Department of the applicants, attending higher-level bachelors or master degree courses In some special cases, the project collaborates whit organizations like: - Italian Union of the Blind (which provides training on assistive technology) - Italian Union of the Deaf which provides training on sign language) - CALD (Coordination of Lombardy Universities for Disabilities) - CNUDD (University National Conference of Delegates for Disabilities).
B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	The satisfaction of the users is evaluated through the feedback form. The positive impact of the service is also witnessed by the increasing number of enrolments. It is noteworthy that some students, initially enrolled at other universities, applied to Unibg because the service is not externalised, but managed within the university. This way special needs students can create and reinforce relationships with the peer group belonging to the same department.
B4. STUDENT WELLBEING *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing?* What kind of evidence there is? *(max. 200 words)*	The counselling provide students with psychological and social wellbeing, as well as academic, because it eases the interaction with their peers and teachers, helping them to achieve a personalized course of study.

C. FINAL REFLECTIONS
(based on the previous description of you good practice)

Success factors *What are the factors required for the successful implementation? (max. 200*	Since the service has been open, the biggest success factor is the ability of the office to help students in backing their academic career through the support of tutors, so reducing

words)	the risk of early leaving and increasing the number of students that are able to complete their course of studies.
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	The service is based essentially on internal resources. Some economic resources come from private associations. They are used for buying assistive devices. Hopefully, it should be an increment of the human resources employed in the service in order to guarantee a more constant sustainable service as time goes on.
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	The next challenge is to prepare a vademecum for students and teachers about these topics: - How to optimise peer education; - Suggestions about the tools that can be used during exams Along with peer tutoring, students with special needs could also greatly benefit from the additional help provided by external mentor from the civil service duty.

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)