

GENERAL INFORMATION	
Title	Student Navigation Network: Peer Assisted Study Scheme (PASS)
Key words	Peer led advice, study support, transition
Objectives	<p>The Peer Assisted Study Scheme or PASS is part of the Student Navigation Network whose aim is to provide academic and pastoral support for students in their transition to university.</p> <p>The PASS objectives are:</p> <ol style="list-style-type: none"> 1. To help students make the academic transition to university level and style of study. 2. Working as a PASS leader also aims to provide personal and professional development opportunities for students.
Phase of studies <i>(Choose all phases it applies)</i>	Access <input type="checkbox"/> Retain <input checked="" type="checkbox"/> Graduation <input checked="" type="checkbox"/> Transition to work-life <input type="checkbox"/>
Type of degree <i>(Choose all degrees it applies)</i>	Bachelor's <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> Master's <input type="checkbox"/>
Level <i>(Choose all levels it applies)</i>	International <input type="checkbox"/> National <input type="checkbox"/> Institutional <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/>
Name of the institution	University of Bristol
Location <i>(City and country)</i>	Bristol, United Kingdom

Target group/s	First year undergraduate students, but some second years have been provided with support in 2015/16 in Physics and Chemistry after requests from students
Stakeholders involved	Undergraduate students, peers who act as PASS leaders, dedicated intern supporting the scheme, the Widening Participation team
Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i>	<p>Peer assisted study sessions are timetabled weekly, subject-based student-led forums for first-year students, where questions relating to course material and studying. The sessions are led by PASS leaders, who are students from later years of the programmes in the university.</p> <p>Benefits of the scheme are advertised as:</p> <ul style="list-style-type: none"> • a safe place to ask questions • gain a deeper understanding of the course material • make new friends on your course • get practical advice and improve your study skills • build confidence in your subject area • meet students from later years on your course and learn from their experiences <p>Sessions appear on students timetables. This year (2015/16) has seen some expansion in the scheme with sessions offered to second years in Physics and Chemistry and some specialist study sessions for students with disabilities and Pass leaders have received specialist training. An intern was appointed in 2015/16b working one day a week maintaining regular contact with PASS leaders and developing systems to manage the expanded scheme.</p> <p>PASS is currently operating three distinct models. The Arts Faculty offer the programme on a drop-in basis. Biochemistry and Chemistry operate timetabled group sessions for all first years and Physics operate the same model for second years due to specific transition issues from first year to second year. Cellular & Molecular Medicine and Law will both operate a timetabled model for first years in 2016/17. The Foundation Year for Arts & Humanities operates an integrated model where the PASS leaders also provide pastoral support such as that usually provided by peer mentors.</p> <p>The following topics are covered:</p> <ul style="list-style-type: none"> Course content Exam skills Revision skills Essay planning Understanding other aspects of university (e.g.... Critical thinking Other course issues Adapting to independent study

Academic writing
 Referencing
 Referring to other sources of support
 Time management
 Presentation skills
 Note-taking
 Avoiding plagiarism
 Critical reading

A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>Student sessions information (PASS) http://www.bristol.ac.uk/students/study/academic-support/pass/ http://www.bristol.ac.uk/students/study/academic-support/pass/pass-leaders/ PDF guide for students on Peer mentoring and peer study sessions http://www.bristol.ac.uk/media-library/sites/newstudents/documents/2015/student-navigation-network.pdf Support contacts: http://www.bristol.ac.uk/sraa/uk-student-recruitment/student-support-team/ email contact student-navigation-network@bristol.ac.uk.</p>
<p>A2. TIMEFRAME <i>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 run. (max. 70 words)</i></p>	<p>The scheme is advanced in maturity. It began in 2006 with a small pilot in the faculty of Social Sciences and Law. Since then it has expanded ever year and in 2015/16 the scheme covered the following subjects and faculties - Arts Faculty, Biochemistry, Cellular and Molecular Medicine, Chemistry, Law and Physics. Widening participation students have never been specifically targeted but students who meet the WP criteria are sent individual emails making them aware of the scheme.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>This year (2015/16) 82 pass leaders ran 41 study groups each week across 13 academic school areas. 796 students attended one or more PASS sessions. 36% of students who attended, came to only one session, the majority of these were in the first couple of weeks of term 1. 64% attended one or more sessions and one student attended all 24 sessions offered. The most recent evaluation report states that the different</p>

	<p>models can also be seen to have a direct effect on attendance with virtually 100% of students in Biochemistry, Chemistry and Physics attending at least one session. 70% of students in the Foundation Year in Arts and Humanities attended at least one PASS session. However in other Arts subjects, where the model is entirely drop-in attendance rates are much lower, varying from 8% to 56% attending at least one PASS session.</p> <p>Despite differences in attendance across the different models, the overall pattern of attendance is broadly similar across all subject areas. The fall in attendance over the year is expected since PASS is intended to provide support for transition and help students gain confidence as independent learners. While leaders do work to encourage attendance, this pattern is seen at similar schemes across other UK universities.</p> <p>No data is available on how many of these students were from widening participation (non-traditional) backgrounds.</p>
<p>A4. SCALABILITY (“volume”) <i>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)</i></p>	<p>It has been scaled up from a small initial pilot in one school in one faculty in 2006 to a university-wide scheme for all first year student and numbers have increased year on year.</p> <p>This scheme has potential be scaleable either up further.</p>
<p>A5. TRANSFERABILITY (from one context to another) <i>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)</i></p>	<p>Most UK universities have similar schemes but there is also a regional network for peer support that shares good practice (although not specifically focused on non-traditional students).</p>
<p>A6. ASSESSMENT <i>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)</i></p>	<p>The PASS scheme is evaluated every year through an annual survey in May, once the academic support sessions have ended.</p> <p>92% of PASS attendees who responded to the surveys said that peer support had improved their student experience to come extent. The more contact the students had with PASS leaders, the greater benefit they reported for their student experience.</p> <p>It is not only first years who benefit from taking part in the peer support programme. All PASS leaders who replied to the surveys reported that supporting other students had also improved their own experience of University. 100% of PASS leaders said that being a peer supporter had improved their student experience.</p>

	<p>In addition, the support team have consulted and worked with PASS leaders and attendees to develop improvements over time.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>There is a mentoring and tutoring co-ordinator who oversees both schemes and this year an intern was recruited to give more specific support to the PASS scheme.</p>

B. CONTENT EVALUATION CRITERIA

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

	Very weakly	Weakly	Well	Very well
<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p> <p><i>(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?)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>B1.3 Access <i>Rate and Justify (max. 70 words)</i></p> <p><i>(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))</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>B1.4 Equity Rate and Justify (max. 70 words)</p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>	
<p>B1.5 Participation Rate and Justify (max. 70 words)</p> <p><i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i></p>		<p>Very weakly <input type="checkbox"/></p>	<p>Weakly <input type="checkbox"/></p>	<p>Well <input type="checkbox"/></p>	<p>Very well <input checked="" type="checkbox"/></p>
<p>B2. COLLABORATION Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</p>		<p>The scheme is led by the Widening Participation Student Support team within the Student Recruitment, Access and Admission division. PASS attendees and leaders are invited to contribute the development of the scheme</p>			
<p>B3. STUDENT SATISFACTION Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</p>		<p>92% of PASS attendees who responded to the surveys said that peer support had improved their student experience to some extent. The more contact the students had with PASS leaders, the greater benefit they reported for their student experience.</p> <p>It is not only first years who benefit from taking part in the peer support programme. All PASS leaders who replied to the surveys reported that supporting other students had also improved their own experience of University. 100% of PASS leaders said that being a peer supporter had improved their student experience.</p> <p>Some example quotes from the report <i>'As a mature student it is harder to make contact with other students. PASS helped with the feeling of disconnection as well as study skill confidence.'</i></p> <p><i>'It was so refreshing to talk to and be guided by the PASS mentor team... [they] imparted their knowledge of Uni life... helped us settle in, alleviated our fears and humanised our experience. Signposting us with their experiences and expert knowledge.'</i></p>			

	<p><i>'Talking through ideas with them was very helpful as they stimulated me to think further and in different ways.'</i></p> <p><i>'Our PASS leaders advice was that we don't need to hide the fact that we don't know much chemistry compared to our lecturers and tutors and that we aren't expected to and that we should therefore ask for help that we need and not worry about it.'</i></p> <p><i>'PASS is good for knowing that you're in the same boat as other people in what you find challenging/stressful - meaning that I was more confident to speak up in seminars etc because I realised I wasn't the only one who won't have fully understood!'</i></p> <p>In addition, the support team have consulted and worked with PASS leaders and attendees to develop improvements over time</p>
<p>B4. STUDENT WELLBEING <i>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)</i></p>	<p>The scheme is mainly focused on academic support but also support students' well-being and social connectedness.</p> <p>The connection with peers and near-peers is also seen as an important aspect of the sessions. When asked in the 2015/16-evaluation report, what was the best thing about PASS, 17% rated the <i>PASS leaders</i> as best, another 17% chose a <i>safe place to ask questions</i> and a further 13% said <i>working with other students</i> was the best thing.</p>
<p>C. FINAL REFLECTIONS (based on the previous description of you good practice)</p>	
<p>Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i></p>	<p>The initial piloting and small-scale start up was an important strategy in starting up the scheme. The openness of the scheme and its integration to timetables ensure that it is well known by students. An early invitation to participate and careful targeting of non-traditional students, whilst retaining the commitment to a service that is open to all students is also an important element of the design. The training of PASS leaders is also an important factor for success. Evaluation year on year enables the team to track challenges and the impact of changes over time.</p>
<p>Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i></p>	<p>There is a need for a support team to design, support and evaluate the scheme and to work with PASS leaders and attendees on developing it further. However the support team, as in the case at Bristol, can be part of a team with a wider remit.</p> <p>PASS is currently only offered in a relatively small number of subjects, with plans to continue expansion into new subject areas. Substantial resources would be needed to deliver</p>

	PASS across all programmes in an institution.
<p>Challenges <i>What are the constraints identified?</i> <i>How easy it is to learn and implement?</i> <i>(max. 200 words)</i></p>	<p>The scheme seems relatively easy to set up but the training of PASS leaders and the integration with academic departments are critical.</p>

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. Queensland University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)