

“AdvanceHE

+ Student-led peer learning and support

**Part 3 - Mapping peer learning and support practices:
findings from a sector-wide survey**

Carly Emsley-Jones, Carly Garratt and Dr Catherine
McConnell

Contents

1	Introduction	4
2	Methodology	5
3	Survey Findings	6
3.1	Overview	6
3.2	Strategic Alignment and Funding	8
3.3	Peer Leaders	9
3.4	Target Students and Engagement	11
3.5	Measuring impact	13
3.6	Benefits to students	14
3.7	Benefits to the Staff and University	15
3.8	Challenges	16
4	Discussion	18
5	Conclusion	20
6	Acknowledgements	20
7	Report team	20
8	References	21
9	Appendix	22
	Survey Questionnaire	22

Student-led peer learning and support – Findings from a sector-wide survey
Carly Emsley-Jones, Carly Garratt and Dr Catherine McConnell

1 Introduction

This report on findings from a sector-wide survey into peer learning and support practices constitutes part three of a wider compendium of evidence into student-led peer learning and support in higher education. An [executive summary document can be found here](#).

The benefits resulting from peer learning and support are increasingly relevant to the student experience, such as supporting transitions into and through higher education, promoting a sense of community and belonging, improving academic confidence, as well as contributing to improved attainment and retention. In 2014, the *Mapping student-led peer learning survey* (Keenan, 2014, 5) discovered that “for a relatively low-cost investment peer-led learning schemes offer substantial reputational opportunities that demonstrate commitment to building student engagement in stronger, more integrated communities”. The 2014 mapping survey identified that a wide range of peer education exists, however the findings focused on a narrow formal definition of academic peer learning, centred on highly organised ‘Peer Assisted Learning’ (PAL) and ‘Peer Assisted Study Sessions’ (PASS). Given the limitation of focus on these two models of peer learning, a gap in sector knowledge about the broader variety of peer learning practices was identified by the current researchers. Furthermore, radical shifts in the higher education environment across the ten years since the original findings, alongside changes in contemporary student needs both academically and socially, necessitated a fresh look at peer learning and support practices and their impacts.

2 Methodology

A qualitative online survey (Appendix 1) was deployed, targeted at colleagues working in a role associated with peer learning and/or peer support. The survey was circulated via five higher education email distribution lists: The Association of Peer Learning and Support, The Staff and Educational Development Association, RAISE (Researching, Advancing and Inspiring Student Engagement) Network, The Change Agents' Network, and The Learning Development in Higher Education Network. In our communications, we encouraged all iterations of peer learning and support, including, but not limited to: PAL, PASS, Peer Tutoring, Supplemental Instruction (SI), Student Mentoring and Peer Coaching. We tried to create consistency in terminology for the survey, using the term *peer learning and support*, whilst recognising that terminology could vary widely across institutions.

This study was approved by the Advance HE Research Ethics Committee (reference 2023-009). Participants were informed of the survey's purpose, their voluntary participation, and the confidentiality of their responses. Informed consent was obtained from all participants before data collection commenced. It is important to note that whilst individuals are not specifically identified in this final presentation of the data, participants were informed that anonymity could not be guaranteed, as it may be possible to identify participants through the optional questions of role and institution. The survey, conducted between 01/10/23 and 31/10/23, contained 30 questions across four key themes: overview and strategic alignment, peer leaders, target students, and scheme evaluation.

3 Survey Findings

3.1 Overview

Of the total number of survey respondents (n=69), 53 individual institutions are represented in the findings, with some submitting multiple entries to showcase the existence of multiple peer learning and support schemes. Figure 1 below provides a visual reference indicative of the spread of respondents, reflecting submissions from the United Kingdom (predominantly), Ireland, Canada, North America, Sweden, and South Africa.



Figure 1: Map of respondents' geographical locations

Results show that peer learning and support practices are initiated and coordinated from a diverse range of departments across institutions. Respondents represented a wide range of role positions in their institutions, with the most prevalent (78%) leading or located in a central university service such as in a student success directorate, library services, learning and teaching, retention, and disability services. Nine of the respondents (13%) were academic teaching staff, and five (7%) located in Students' Unions, with one student respondent representing their scheme providing peer opportunities for digital skills development.

Naming conventions across the data demonstrated variation in the terminology used to describe their peer learning and support activity. *Peer Assisted Learning* was most commonly cited, however terms such as *mentoring*, *tutoring*, *peer support*, *peer assisted study*, and *peer led team learning* were also used multiple times. The full range of scheme naming conventions can be seen in Figure 2, as well as student role descriptions in Figure 3.



Figure 2: Responses to ‘What name is the scheme known by?’

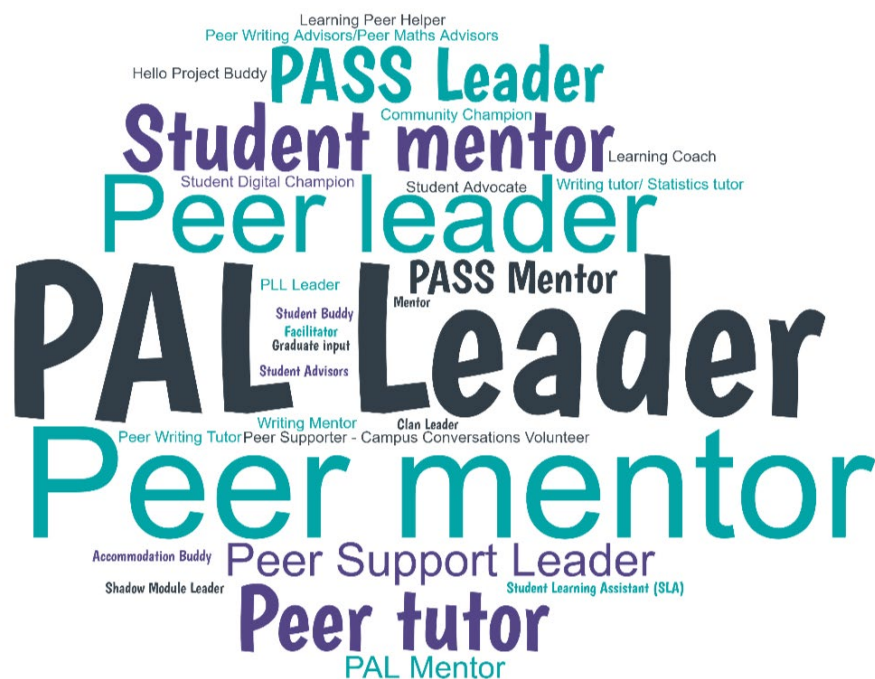


Figure 3: Responses to ‘What is the student role known as?’

Respondents were asked to state their role or involvement with peer learning and support within their institutional context, and whether they have responsibility to advocate for this area of educational practice more broadly in their institution. Many commonly described holding a position of responsibility for supervising, coordinating, managing or overseeing their scheme, indicating levels of leadership within their organisation and department. Some went on to describe the elements of their role, including to design, recruit, train, deliver, evaluate, and disseminate peer learning and support institutionally. 7% of respondents have set up cross-institutional communities of practice which bring together multiple stakeholders (academic and professional staff, as well as peer leaders) offering a supportive and developmental space to share experiences of leading peer schemes.

Peer learning and support schemes are designed to support various aspects of student learning and development, as indicated by the respondents. Please note, this question allowed multiple answer options, explaining why the percentages do not total 100%. The majority (83%) outline that their scheme is designed to support academic learning. Additionally, 61% believe it supports social development and 38% stated that it supports students' wellbeing. A smaller percentage (35%) see their scheme as beneficial for pastoral care and 23% believe it supports students with their emotional wellbeing. In addition, respondents mentioned other purposes for their scheme such as to support students with their university transition, sense of belonging, attainment, academic skills, and digital literacy. This showcases how peer support and learning schemes can support students with a diverse range of needs.

3.2 Strategic Alignment and Funding

Findings demonstrate that schemes can support a variety of strategic initiatives. These included efforts focused on student success, the student experience, student engagement, and learning and teaching. Broader education strategies and the overarching mission and vision of the university were also referenced. Connections were also made to the Teaching Excellence Framework (TEF), National Student Survey (NSS) results, and institutional Key Performance Indicators (KPIs). Specific elements of these strategies were emphasised, such as those related to education, curriculum and learning design, academic or skills development, student opportunities, employability, graduate attributes, student support, and student partnership activities.

Many respondents also linked their efforts to objectives concerning retention, engagement, transition, attainment, progression, and overall student outcomes. Some highlighted initiatives related to widening participation, inclusivity, catering to diverse student backgrounds and needs, and promoting equality, diversity, and inclusion (EDI), including efforts to address attainment gaps or support specific student groups. Emphasising the importance of building a sense of community and belonging was a common theme, as well as addressing wellbeing and mental health strategies and objectives. 12% of respondents did not align their scheme with an institutional strategy.

Peer learning and support schemes vary significantly in terms of funding, resources, staffing, and overall budget. Staffing levels can range from “none directly employed” to a team of seven individuals, with both part-time and full-time staff involved. Certain schemes are funded through departmental or institutional budgets, while others are supported by designated funds or grants, or may operate without dedicated funding. It is evident that many staff members who are involved in the coordination of their dedicated schemes also have additional responsibilities beyond peer learning and support.

3.3 Peer Leaders

The duration of training provided to peer leaders varies, with 32% stating that they provide between 6-10 hours of training. This figure is closely accompanied by 30% indicating a delivery of 1-5 hours, followed by 11-15 hours (24%) and 14% offering 16 hours or more. It is important to note that peer leaders who receive 16 hours or more of training are provided with payment for their roles. Training is primarily conducted by university staff, with 20% of respondents also incorporating students who have served as peer leaders in training sessions to provide additional insight and share their experiences. The survey results reveal a diverse range of methods utilised for delivering training, with 37% choosing classroom instruction, 27% opting for online platforms, 20% utilising self-directed learning, and 9% implementing a flipped classroom model. Other responses included shadowing, reflection, informal meetings, and discussions.

When asked how many peer leaders are involved in supporting fellow students within a peer-led session, 46% (n=32) report having one peer leader per session, 39% (n=27) of schemes have two leaders per session, whilst a small number (6%) report having three or four leaders (n=4) within the individual sessions. The full range of responses can be seen in Figure 4.

Student-led peer learning and support – Findings from a sector-wide survey

Carly Emsley-Jones, Carly Garratt and Dr Catherine McConnell

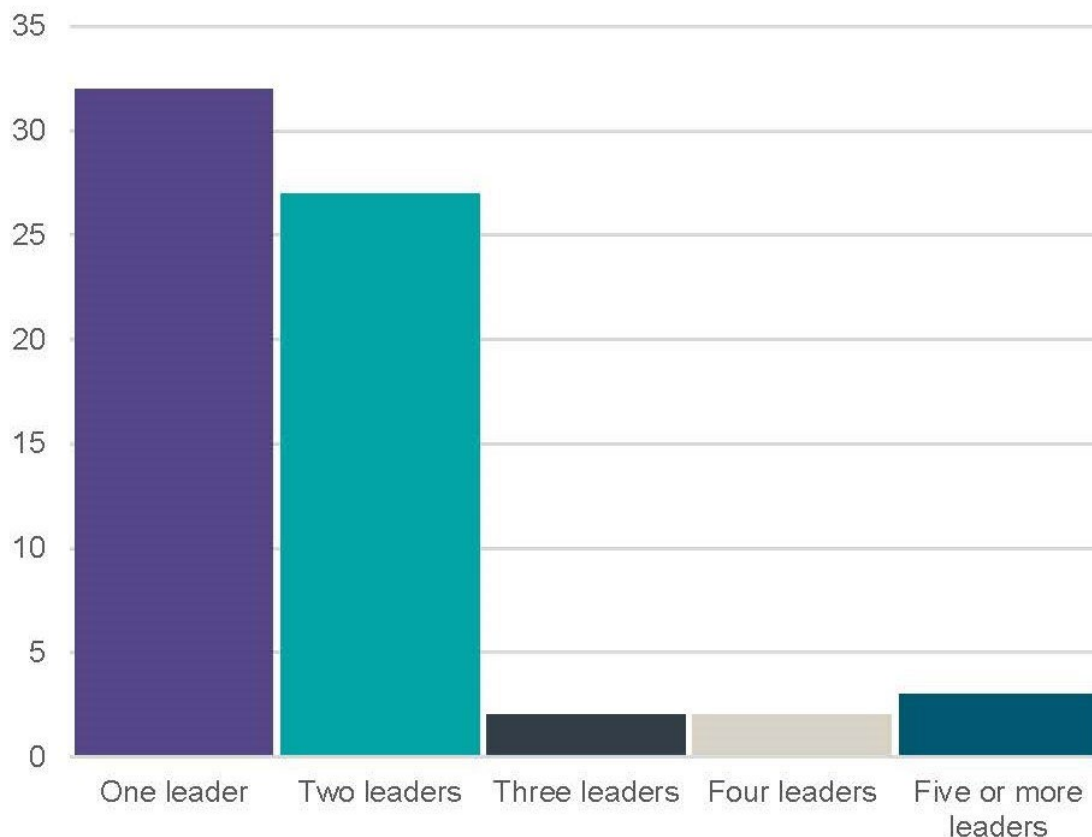


Figure 4: A bar chart showing how many peer leaders are involved in delivering a peer-led session

It is worth noting that there was minimal difference in the proportion of peer leaders who receive compensation (payment) versus those who volunteer their time, as responses were nearly evenly divided. In addition to compensation considerations for peer leaders, the most prevalent form of recognition was through a certificate acknowledging their performance, which could also be linked to the institution's dedicated employability award. Recognition of their role on the Higher Education Achievement Report (HEAR) was also common, providing a detailed summary of the student's accomplishments throughout their university experience. Two institutions cited the Advance HE Associate Fellowship as an additional route to leader recognition. Peer leaders may receive added rewards such as hoodies, job references, digital badges, and vouchers. Certain rewards may be contingent upon the completion of additional tasks, such as submitting a reflective report, creating a portfolio, or volunteering for a designated number of hours. While 51% reported compensating their peer leaders, 37% of these did not offer any supplementary rewards.

3.4 Target Students and Engagement

A question was posed to establish the target audience for peer learning and support schemes. As demonstrated in Figure 5, most responses (45%) show that the support was targeted towards first year students, with some (21%) tailored towards widening participation, and 11% targeting support towards postgraduate students.

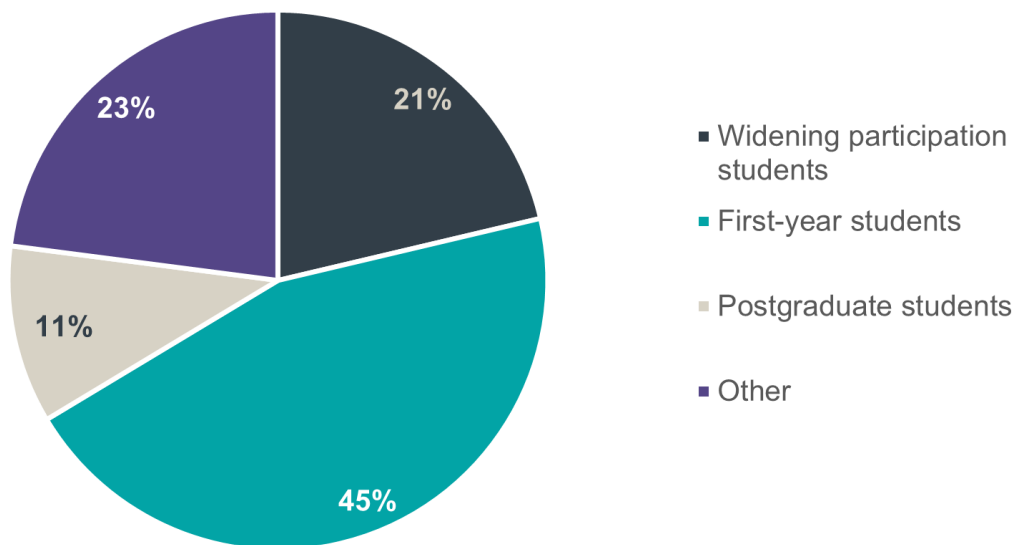


Figure 5: A pie chart showing the proportions of student groups targeted by the scheme.

Amongst those who responded 'other' were responses including foundation year students and second year students, showing that year specific support was most prevalent amongst all respondents. Others included module specific groups, with support tailored towards academic practices, and general support with no target year group.

Student-led peer learning and support – Findings from a sector-wide survey

Carly Emsley-Jones, Carly Garratt and Dr Catherine McConnell

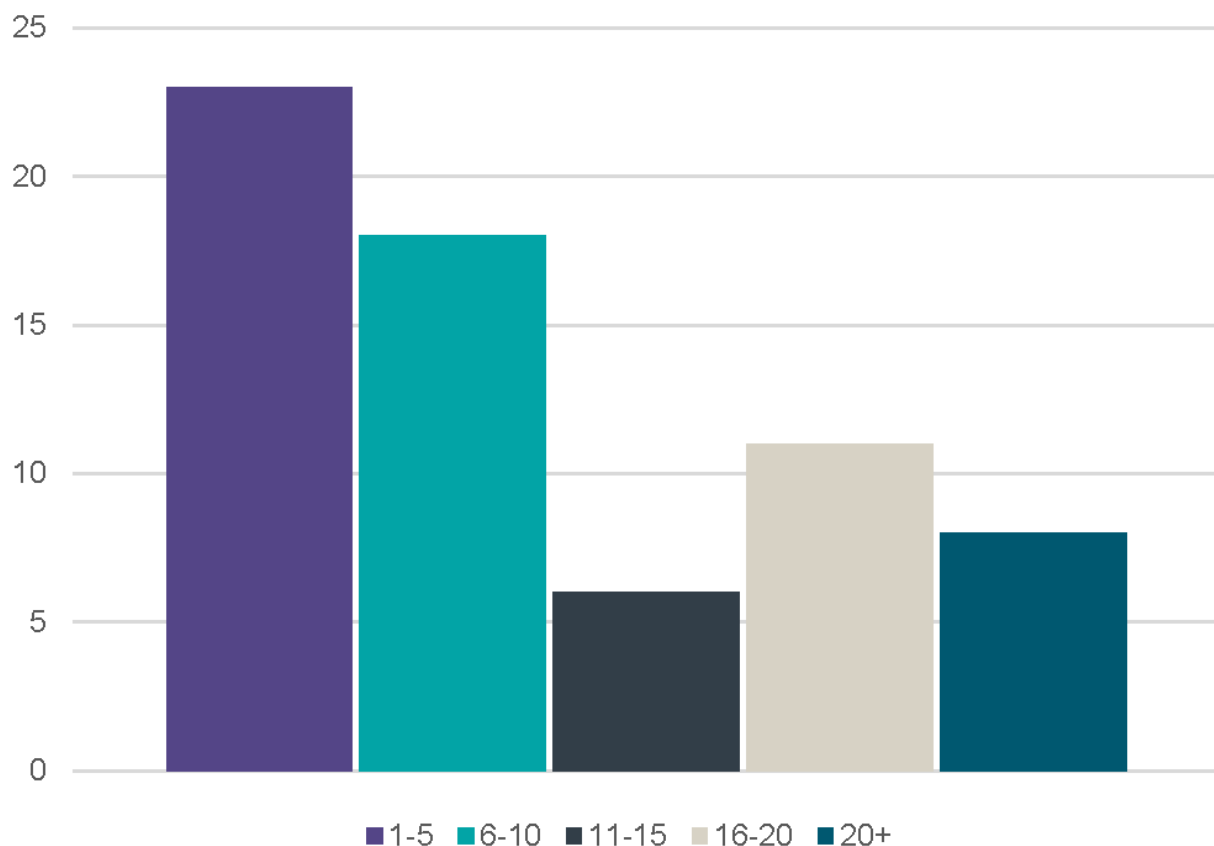


Figure 6: A bar chart showing the average number of attendees per peer-led session

The average number of students attending sessions was 20 (excluding an outlier of 700 students, which we expect represents the breadth of the scheme rather than an individual session average). The most common number of attendees reported was one (n=13), whilst most schemes (46%) also reported having an average of one peer leader within each session which could indicate these were operating on a one-to-one basis. However, a one-to-one structure was reported in just two instances within the survey, suggesting that one-to-one sessions were not necessarily the reason for these results. Figure 6 shows that, on balance, most institutions observe an average of under five students attending sessions. It is worth noting that some institutions opt to assess the success of these schemes based on unique interactions rather than aggregated attendance numbers.

Due to the nature of recorded responses for question 19 (see Appendix) in regard to the scale and target audience, the results were mapped using 61% of survey submissions. Others provided non-specific quantities, such as peer learning and support being “all first-year students”, which could not be used in calculations.

The scope of student engagement varied among institutions, with the smallest scheme involving 14 students and the largest reaching 6,000 students. A quarter (24%) of respondents offered peer learning and support schemes to 100 or fewer students. Most schemes (79%) had 1,000 or fewer students attending, and 60% had schemes with 500 or fewer students attending. Among the valid respondents, the median number of attendances was 300 students.

In comparison, 60% of respondents demonstrated an engagement of under 500 students across their institution during 2022/23. Those with a scheme available to greater than 500 students also reported an engagement of greater than 500 students, showing that the larger the scheme, the larger the level of engagement. Furthermore, 37% of respondents reported an engagement of greater than 50%, across a range of scheme sizes – equally represented with 50% of these schemes being available to under 500 students and 50% over 500 students. We therefore cannot report that the scale of the scheme determines the statistical likelihood of engagement. However, the one respondent who reported making the scheme compulsory also recorded an engagement rate of 90%.

3.5 Measuring impact

Most of the peer learning and support schemes reported a combination of qualitative and quantitative research approaches. The most frequently mentioned methodologies were surveys and focus groups. Relatively few respondents noted the collection of attendance or engagement data, but many indicated that they consider tracking attendance data, participation or engagement statistics in some capacity.

Evaluation strategies involve gathering feedback from students participating in the scheme and from peer leaders. Online surveys, incorporating both qualitative and quantitative questions, were frequently cited as a key tool for collecting student feedback. Evaluation methods for peer leaders varied and included online surveys, focus groups, observations, and interviews. Some also mentioned the use of reflective activities, ranging from individual weekly reflections to group end-of-year reflections.

59% indicated that they considered attainment, progression and/or retention when measuring the impact of the scheme, however relatively few (13%) specified that they use grades, examination performance, or other external metrics of student academic performance in their methodologies. This indicates that further information from across the sector is needed to establish whether there is sufficient institutional access to grade and academic performance data, as well as to establish a consistent application of attainment, progression, and retention statistics to measure scheme performance.

3.6 Benefits to students

3.6.1 Participants

Various benefits for students who attend peer learning and support activities were identified, including a sense of belonging, smoother transition to university life, increased confidence, and greater retention rates. The evaluation methods utilised in assessing these schemes vary, with some placing emphasis on perceived benefits reported by students through their evaluations, while others take a more comprehensive approach by incorporating additional data points and university metrics alongside student feedback.

When we conducted our institution wide evaluation a few years ago we found an increase in perceived community and belonging and in progression from students involved as mentees, especially amongst underrepresented groups.

(Respondent 6, 2023)

The scheme has not only positively impacted their academic journey but also contributed to their personal growth. Beyond improved academic success, students have highlighted the development of crucial soft skills like effective communication and problem-solving. They've also expressed increased confidence in their abilities, teamworking and networking.

(Respondent 12, 2023)

3.6.2 Peer Leaders

There are also significant benefits for peer leaders, particularly in the context of career development and employability. Additionally, peer leaders have reported personal growth in terms of academic success and have noted a sense of institutional belonging and increased confidence in their studies and subject matter. These findings align with Keenan's (2014) report, which also highlighted the enhancement of transferable skills, formation of new relationships with peers (and staff), as well as facilitation of social and academic integration. The full range of benefits is visualised in Figure 7.

A higher proportion of PALS leaders achieve good Graduate Outcomes within 18 months of graduation compared to the wider student population.

(Respondent 20, 2023)

Peers report a sense of satisfaction in helping their fellow students and a sense of connectedness to the larger campus. As well, they report that their own academic skills have increased as a result of helping support other students.

(Respondent 25, 2023)



Figure 7: Responses to ‘Has the evaluative activity revealed any benefits for peer leaders?’

3.7 Benefits to the Staff and University

The institutional and staff benefits included aligning with strategic objectives, such as improving student retention, attainment, transition, and outcomes. This also included reporting into frameworks like TEF, Access and Participation Plan, EDI objectives, and Athena Swan. Similarly, the advantages for key student stakeholders were seen as beneficial to the institution.

A prevalent theme centred around the importance of student feedback in improving course experiences, addressing challenges, understanding student needs, and tailoring services. This feedback loop was also linked to enhancing overall student satisfaction and perceptions of courses. Notable benefits included a reduction in minor queries for staff, increased student independence and engagement, improved service delivery capacity, and enhanced staff development opportunities. Utilising peer leaders in various activities and roles within the institution was highlighted as beneficial for both students and staff members. Additional advantages of including peer leaders extend to involvement in various activities such as programme boards, institutional audits, subject reviews, marketing initiatives, and meetings with internal or external reviewers. Additionally, the introduction of other positions such as graduate internships has been acknowledged for providing additional opportunities for students.

The theme of staff development benefits was identified, with employees noting the opportunity to learn from students, reflect on their practices, and participate in initiatives that provide opportunities for scholarships, research, promotions, awards, and UK Professional

Standards Framework (UKPSF) Fellowships. Many respondents acknowledged the positive impact of student feedback initiatives on staff development and the overall student experience, while some indicated a need to evaluate staff benefits more thoroughly in the future.

In addition to the material benefits of peer activities to staff and the university, some also mentioned implicit advantages, such as the importance of challenging stereotypes, fostering cross-cultural relationships within the university and local community, and building connections during the challenges of the Covid-19 pandemic. Meaningful student engagement and partnerships were noted as key factors in boosting student confidence, resilience, and overall sense of belonging. The personal satisfaction derived from hearing about the individual benefits experienced by students was also acknowledged.

There was a strong emphasis on expanding student roles and offering additional opportunities, building on previous leadership experiences and innovative initiatives such as students co-creating course materials. Furthermore, the potential synergies between PAL and Personal Academic Tutoring (PAT) schemes were discussed, along with the importance of promoting student support services and community involvement.

3.8 Challenges

When considering the main challenges faced, a common issue cited is a lack of resources, including time, funding, staff, and physical space. This is closely followed by recruitment, scheduling, academic involvement, and student attendance. In conjunction with a lack of awareness and understanding among students, staff, and management, promotional issues are identified as a prevalent challenge within institutions. Additional challenges include difficulties in matching and supporting peer leaders, expanding schemes, lack of management support and recognition, ensuring a fair selection process, and administrative burdens. Some of these challenges are explored in further detail:

- + **Resource limitations** – universities are increasingly recognising the need for peer schemes, which have the potential for rapid expansion. However, it was noted that there are constraints in terms of staff and financial resources available to meet this growing demand
- + **Practical arrangements** - one of the most frequently mentioned challenges was coordinating sessions effectively considering scheduling conflicts, timetabling sessions, and managing room capacity
- + **Student engagement** – some students prefer independent study, have social anxiety, or face time constraints due to work commitments. It can also be difficult to recruit and retain peer leaders, particularly if it is a voluntary role

- + **Institutional challenges** – there is a heightened focus on attendance rather than on the impact on students' learning outcomes, making it difficult to accurately assess the correlation between attendance and academic achievement
- + **Feedback and evaluation** – while positive feedback is received, there are concerns regarding low attendance, engagement, and challenges experienced by individual peer leaders. Furthermore, demonstrating the effectiveness of the scheme is difficult, particularly due to limited resources available
- + **Expectations and boundaries** – staff and students can have misconceptions about the scope and boundaries of the peer leader role. Due to the flexible and social nature of some of the schemes, boundaries can be challenging to implement
- + **Quality assurance** - ensuring peer leaders adhere to consistent quality standards through ongoing training and support is necessary to enhance the quality of sessions for attending students
- + **Communication and awareness** – many teams tasked with facilitating peer learning and support are small and therefore depend on academics and wider teams to be informed about and endorse their scheme, as well as to promote it to the students
- + **External factors** - economic factors, such as high living costs and the Covid-19 pandemic, have had a negative impact on student engagement and have contributed to increased feelings of isolation.

Other specific challenges mentioned involve persuading colleagues to incorporate recent graduates' insights into teaching, promoting transparency and collaboration between schemes, establishing strong partnerships within the institution for successful scheme delivery, addressing student commitment, and managing the strain on resources caused by an inclusive interview process. Minor concerns exist with staff worrying that peer leaders may inadvertently share incorrect information with their peers and about the potential for plagiarism to arise from within peer assisted study groups.

4 Discussion

The outcomes of this research provide plentiful insights into the diverse range of peer learning and support practices currently operating across the higher education sector. These findings, compared to those found in the *Mapping student-led peer learning survey* (Keenan, 2014), indicate a broadening of approaches to peer learning and support in educational institutions over the last ten years. The data gathered suggests a move towards addressing not only academic learning, but also areas such as wellbeing, language skills, study skills, social integration, pastoral care, and digital literacy. Recognising the holistic benefits of peer learning and support is shown to enable a deeper appreciation of student needs, covering both academic and non-academic aspects of student life. The findings reveal that a significant number of institutions are focusing on education quality, curriculum design, skill development, student support, employability, and attributes that set graduates apart.

Significant changes to higher education have taken place in the preceding ten years since Keenan's (2014) mapping survey. The Covid-19 pandemic significantly affected the delivery of peer learning, prompting a transition to online platforms as well as an opportunity to enhance inclusivity and flexibility in approach. The move online impacted peer leader training, ultimately allowing more students to take on peer leader roles within these schemes. Despite the challenges brought on by the pandemic, these efforts demonstrate a dedication to student success and the adaptability of peer learning and support to respond to an evolving educational environment.

The survey findings also reveal significant structural and operational challenges, demonstrating that institutions are still ascertaining the best way to sustainably resource peer learning and support schemes and coordinating roles. The data presents varying scales of peer schemes across institutions and demonstrates that the sector lacks consistent evaluation. The lack of standardised evaluation methods presents a sector-wide challenge in measuring the success and impact of peer learning and support schemes. While there is rich qualitative data available, more quantitative data is required to gauge the effectiveness and inform future provision. National higher education bodies have a role to play in providing the necessary platforms for institutions to formulate and share impact data to develop evidence-informed practices.

There is potential for cross-institutional communities of practice to sustain peer learning efforts and integrate them into institutional frameworks. Publication opportunities for evaluation findings are much needed, particularly for professionals who may not typically have the chance to publish but can offer valuable insights to the sector. Future research directions could involve integrating communication with academic staff into evaluation processes and include the assessment of employability skills in evaluating peer leaders. A deliberate approach to connecting the evaluation of peer leaders with the development of employability skills, potentially through e-portfolios, could further enhance peer learning and support schemes and the participating students.

The benefits to students attending and participating in peer initiatives are well documented in our findings, such as the impact on personal and academic growth, developing an increased sense of learning community, and student success, progression and completion. The benefits to peer leaders go far beyond the reward and recognition offered, providing opportunities for leaders to network, deepen their own learning, consider new career opportunities, and gain essential academic and professional skills. Notwithstanding ongoing debates about whether leaders should be paid or volunteer, these survey results show there is no dominant approach, despite the current cost of living crisis. Institutions are beginning to recognise the affordances of working in partnership with students, but there is more that could be done to harness the potential of co-created student-led peer learning and support, outlined in the recommendations contained in the [Executive Summary].

5 Conclusion

The survey findings analysed in this report clearly demonstrate that the field of peer learning and support remains dynamic and responsive to institutional needs, with continued opportunities for growth, measurement of impact, and innovative development into new models. Set against the previous mapping report (Keenan, 2014), there are clearly still significant similarities in practices, demonstrating the longevity of formal schemes such as PAL and PASS particularly within the United Kingdom. However, the current findings also shed light on a breadth of emerging peer practices internationally which have adapted to address agendas other than those which are purely in the academic sphere. Reflective of changes in emphasis across the last decade, the higher education sector has seen greater attention to the holistic student experience, firmly placing this at the heart of educational development and student support services. Peer learning and support practices are a key element of effective educational design and can enable students to become active agents in their own and others' learning and transformation during their time at university. We believe there is untapped potential for student-led peer practices to contribute to student voice and feedback mechanisms more formally and to a greater extent. Furthermore, peer practices should gain institutional recognition as key opportunities for student partnership and educational co-creation. To address the challenges identified in this report, we urge those colleagues with responsibility within education and student experience directives to appropriately resource and promote the visibility and impact of peer schemes both internally and to the wider educational community.

6 Acknowledgements

The authors would like to thank all 69 respondents who completed the 2023-24 Mapping Student-led Peer Learning and Support Survey. Grateful thanks are extended to members of the project Advisory Group who supported the analysis: Dr Nevan Birmingham, Yvonne Cotton, Joannah O'Hatnick, Ruth Lefever and Aoife Walsh.

We also thank Advance HE colleagues Juliette Morgan, Senior Consultant in Student Success, and Dr Kay Hack, Principal Adviser Learning and Teaching, for their guidance and support in the preparatory stages of this mapping project.

7 Report team

Carly Emsley-Jones is the Academic Study Skills and Mentoring Manager in the Student Life Directorate at Cardiff University.

Carly Garratt is the Digital Education Assistant in the School of Veterinary Medicine at the University of Central Lancashire.

Dr Catherine McConnell is the Head of Student Academic Success in the Education and Student Experience Directorate at the University of Brighton.

8 References

Keenan, C (2014) *'Mapping student-led peer learning in the UK'*. Hull, Advance HE.
Available at: [Mapping student-led peer learning in the UK | Advance HE \(advance-he.ac.uk\)](https://www.advance-he.ac.uk/mapping-student-led-peer-learning-in-the-uk)
[accessed 21 May 2024].

9 Appendix

Survey Questionnaire

Overview and strategic alignment

- 1 What is your name and job title?
- 2 What is the name of your institution?
- 3 Is there a recognised peer learning and support scheme at your institution?
- 4 What is the scheme known by?
- 5 What is the student role known as? (For example, peer leader, peer mentor, peer tutor, etc)
- 6 What is your role or involvement in this scheme, or your role in advocating for peer learning and support more broadly in your institution?
- 7 Is this scheme organised at the level of:
- 8 Is this scheme primarily designed to support (multiple answer, if required)
- 9 If the provision supports the institutional strategy, please state how?
- 10 How is the peer learning and support scheme or activity funded and resourced? For example, how many staff are employed for this activity, and what type of institutional funds are utilised?

Peer leaders

- 11 How many peer leaders do you train to deliver the scheme?
- 12 How many hours of training do the peer leaders receive?
- 13 How is the training for the peer leaders delivered?
- 14 Who delivers this training?
- 15 Are the peer leaders paid, or do they volunteer their time?
- 16 Do these peer leaders receive any other rewards (For example, digital badge, academic credits, etc.)

Target students

- 17 In a typical peer-led session, how many peer leaders are involved in supporting fellow students?
 - 18 What is the average number of attendees per peer-led session?
 - 19 Could you give an approximate indication of the scale of your scheme? For example, if available to all first year, please state how many students could potentially engage?
 - 20 Approximately how many students participated in the peer learning and support scheme in 2022/2023?
 - 21 Which groups does the peer learning and support scheme target?
-

Evaluation

- 22 What methods do you use to evaluate the scheme? (For example, qualitative or quantitative data collection, survey, focus groups etc.)
- 23 What do you consider when measuring the effectiveness or impact of the scheme?
- 24 Has this evaluative activity revealed any benefits for students who attend the peer learning and support scheme at your institution, and if so, please describe?
- 25 Has the evaluative activity revealed any benefits for peer leaders, and if so, please describe?
- 26 Has the evaluative activity revealed any benefits for staff, and/or your institution, and if so, please describe?
- 27 Are there any other beneficiaries of peer learning and support that you would like to add? If so, please describe.
- 28 Has the evaluative activity revealed any challenges or adverse effects of peer learning and support? If so, please describe.
- 29 In your experience, what are the main complexities or problems you have faced with organising peer learning and support at your institution?

Please add anything else you would like to say about peer learning and support in your context, or in your experience more broadly

Contact us

All enquiries

Email: communications@advance-he.ac.uk

Advance HE helps HE institutions be the best they can be, by unlocking the potential of their people.

We are a member-led, sector-owned charity that works with institutions and higher education across the world to improve higher education for staff, students and society. We are experts in higher education with a particular focus on enhancing teaching and learning, effective governance, leadership development and tackling inequalities through our equality, diversity and inclusion (EDI) work.

Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

We deliver our support through professional development programmes and events, Fellowships, awards, student surveys and research, providing strategic change and consultancy services and through membership (including accreditation of teaching and learning, equality charters, knowledge and resources).

Advance HE is a company limited by guarantee registered in England and Wales no. 04931031. Company limited by guarantee registered in Ireland no. 703150. Registered as a charity in England and Wales no. 1101607. Registered as a charity in Scotland no. SC043946. Registered Office: Advance HE, Innovation Way, York Science Park, Heslington, York, YO10 5BR, United Kingdom.

© 2024 Advance HE. All rights reserved.

The views expressed in this publication are those of the author and not necessarily those of Advance HE. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the copyright owner. Such permission will normally be granted for non-commercial, educational purposes provided that due acknowledgement is given. The Advance HE logo should not be used without our permission.

To request copies of this report in large print or in a different format, please contact the Marketing and Communications Team at Advance HE: communications@advance-he.ac.uk

advance-he.ac.uk

in **X** **f** @AdvanceHE