



ACADEMIC MENTORING PROGRAMME

FORMING PEER LEARNING COMMUNITIES AT KINGSTON UNIVERSITY

SESSION OUTLINE

- What is Academic Mentoring?
- The 'need' for Academic Mentoring
- Programme evaluation data
- Student experience
- Common concerns
- Implementation of the scheme
- Q&A



ACADEMIC MENTORING AT KU

1. What is Academic Mentoring?

Experienced peers are recruited, trained and supported to facilitate the learning of those in the year(s) below.

2. How is it funded?

Access and Participation Plan

3. What is the aim?

To improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

4. How is it structured?

- Timetabled peer assisted study sessions (PAL/PASS)
- Buddy scheme
- Embedded in learning and teaching
- E-mentoring

5. Who is involved?

- Mentors
- Mentees
- Academic champions
- Academic mentoring officer

6. What is the programme reach?

Academic Mentoring is currently embedded in 26 courses across four faculties and 200 mentors are recruited annually to facilitate the learning of over 1000 first- and second-year students.

Discipline	Departmental Need
1. Biochemistry	Helping L4 students to settle in . Studio sessions can be unnerving at first and peer support helps to provide any additional layer of reassurance and support. (4)
2. Midwifery	Initially introduced PAL to help address a high failure rate and even though this is no longer the case the academic team still perceive the benefits in this peer-led initiative. (7)
3. Accounting & Finance	To provide supplementary support for students with SPSS, something they find particularly challenging at L4. (6)
4. Fine Art	To develop academic skills at L4 by facilitating debates, providing guidance for essay writing and preparation for presentations. (5)
5. Politics	Large lecture and tutorial groups and insufficient in-class support . (3)
6. Psychology	50% of the course is assessed by theory and L4 students really struggle with writing assignments . (8)
7. Pharmacy	To supplement the pastoral mentoring scheme and use experienced peers to support academic content , particularly the anatomy module. (2)
8. Dance	To increase student confidence at L4, particularly as some students may not have studied A-Level Chemistry. (1)

THE 'NEED' FOR ACADEMIC MENTORING

Match the discipline to the need

Student Outcomes

Academic Mentors

- **94.5%** of student mentors completed their studies or were eligible to progress to the next level of study compared to the **78.9%** of those who did not participate in the programme.

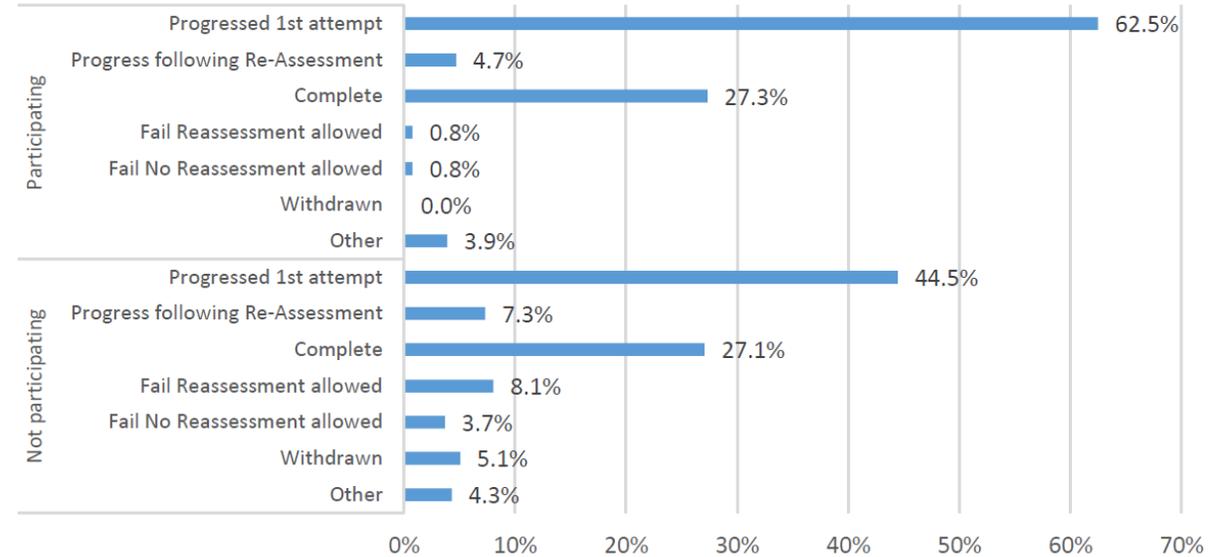
- The average tariff of mentors was **20 points above** the average of non-engaged students (125 vs. 105).

Academic Mentees

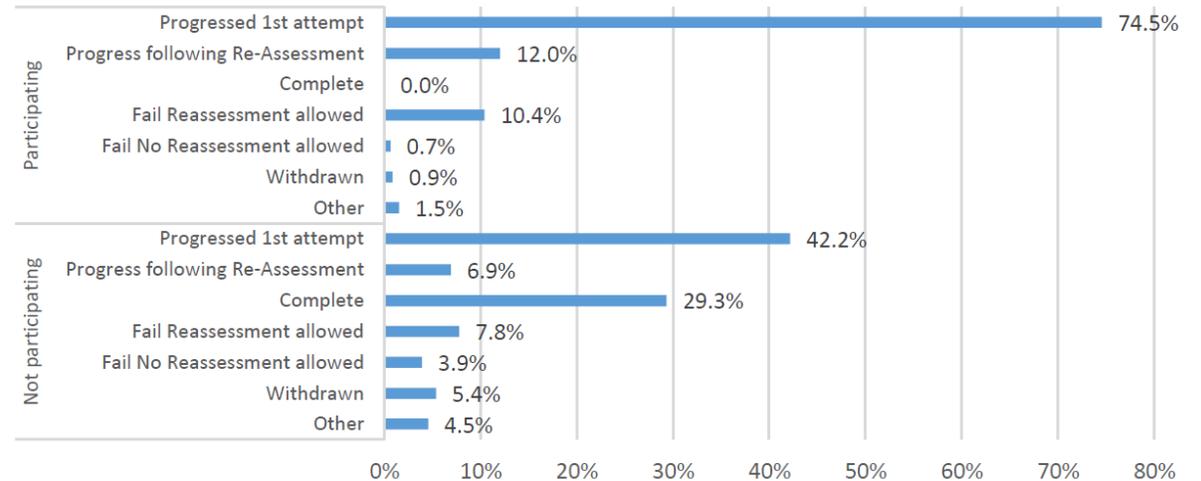
- Overall, **86.5%** of students who participated as an academic mentee were eligible to progress to the next level of study compared to the **78.4%** of those who did not take part.

- The average tariff of students who participated as academic mentees was **11 points lower** than the average of non-engaged students (95 vs. 106).

Mentor Progression 17/18



DOES ACADEMIC MENTORING WORK? Programme Evaluation Data



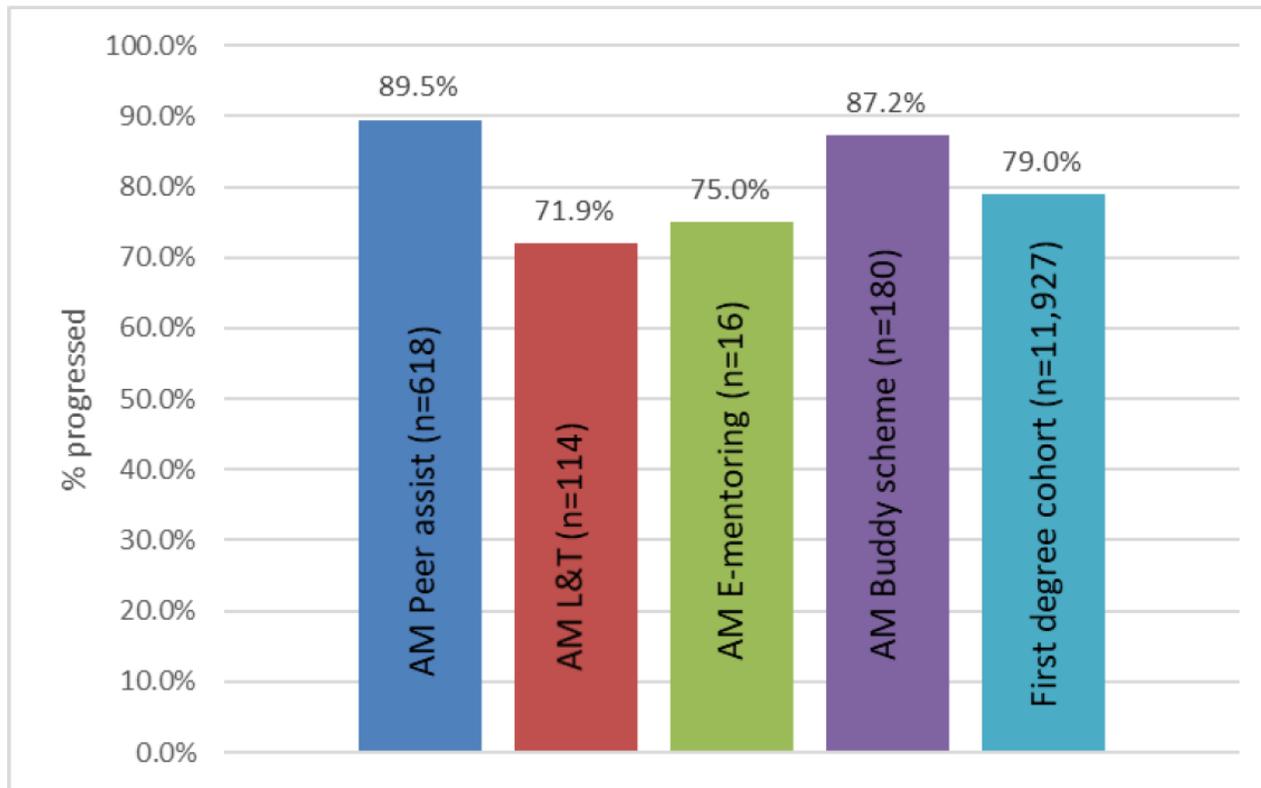
Mentee Progression 17/18

Student Outcomes

Of the 1098 mentees:

- 666 participated in timetabled peer assisted study sessions
- 128 had access to a mentor embedded in learning and teaching
- 79 participated in e-mentoring
- 225 participated in the buddy scheme

Those who participated as an academic mentee, in **peer assisted study sessions** and **buddy scheme**, were associated with significantly better progression rates compared to non-engaged students than expected by chance.



17/8 mentee progression rates compared to overall progression rate of the first degree cohort

WHAT STRUCTURE WORKS BEST?

Programme Evaluation Data

PharmSci CH4004	Not Engaged		Engaged	
	Total FPE	% Passed	Total FPE	% Passed
Asian (incl. Chinese)	15	73.3%	22	100.0%
Black	11	72.7%	12	91.7%
Mixed/Other	2	100.0%	5	100.0%
White	9	77.8%	1	100.0%
Learning difficulty	0	-	2	100.0%
Other disability	1	100.0%	5	80.0%
No disability	39	74.4%	34	100.0%
1st gen to HE	24	70.8%	21	95.2%
Not 1st gen to HE	15	86.7%	19	100.0%
Income 25K or below	16	81.3%	17	100.0%
Income above 25K	4	50.0%	6	100.0%
Mature	5	60.0%	6	100.0%
Young	35	77.1%	35	97.1%
Male	29	75.9%	11	100.0%
Female	11	72.7%	30	96.7%
Not disadvantaged	8	75.0%	13	100.0%
Disadvantaged	30	73.3%	28	96.4%
Overall	40	75.0%	41	97.6%

+ 22.6%

Maths MA4100	Not Engaged		Engaged	
	Total FPE	% Passed	Total FPE	% Passed
Asian (incl. Chinese)	11	90.9%	7	100.0%
Black	9	55.6%	3	100.0%
Mixed/Other	1	100.0%	2	100.0%
White	7	85.7%	6	100.0%
Learning difficulty	1	100.0%	0	-
Other disability	1	100.0%	3	100.0%
No disability	28	82.1%	21	100.0%
1st gen to HE	17	88.2%	12	100.0%
Not 1st gen to HE	12	66.7%	9	100.0%
Income 25K or below	10	90.0%	9	100.0%
Income above 25K	5	100.0%	3	100.0%
Mature	2	100.0%	4	100.0%
Young	28	78.6%	20	100.0%
Male	17	70.6%	14	100.0%
Female	13	92.3%	10	100.0%
Not disadvantaged	13	76.9%	12	100.0%
Disadvantaged	16	81.3%	8	100.0%
Overall	30	80.0%	24	100.0%

+ 20%

Politics PO4004	Not engaged		Engaged	
	Total FPE	% Passed	Total FPE	% Passed
Asian (incl. Chinese)	5	80.0%	0	-
Black	14	85.7%	4	100.0%
Mixed/Other	4	75.0%	1	100.0%
White	14	92.9%	10	100.0%
Learning difficulty	1	100.0%	3	100.0%
Other disability	5	80.0%	2	100.0%
No disability	38	89.5%	22	95.5%
1st gen to HE	20	85.0%	13	100.0%
Not 1st gen to HE	22	90.9%	10	90.0%
Income 25K or below	19	94.7%	10	90.0%
Income above 25K	3	100.0%	3	100.0%
Mature	8	87.5%	4	100.0%
Young	36	88.9%	23	95.7%
Male	10	90.0%	9	88.9%
Female	34	88.2%	18	100.0%
Not disadvantaged	15	86.7%	8	87.5%
Disadvantaged	24	87.5%	14	100%
Overall	44	88.6%	27	96.3%

+ 7.7%

MODULE PASS RATES

Programme Evaluation Data

Student Outcomes

BTEC Students

- **156** students who had BTEC as the highest qualification engaged as an academic mentee in the academic mentoring programme.
- BTEC students who engaged as an academic mentee had higher overall progression rates (**80.8%**) compared to non-engaged BTEC students (**59.8%**) and higher progression at 1st attempt rates (**64.1%**) than non-engaged BTEC students (**43.6%**).
- The average tariff of mentee students who had BTEC as the highest qualification (**113.8**) was marginally higher than non-engaged BTEC students (**113.4**).

Commuter Students

- **240** student mentees within the academic mentoring programme commuted to university (50 minutes or more by public transport).
- Commuting students who engaged as an academic mentee had higher overall progression rates (**87.1%**) compared to non-engaged commuting students (**62.8%**) and higher progression at 1st attempt rates (**72.5%**) than non-engaged commuting students (**48.1%**).
- The average tariff of commuting student mentees (**88.2**) was lower than non-engaged commuting students (**91.1**).

UNDER- REPRESENTED GROUPS

BTEC and Commuter Students

COMMON CONCERNS

- Will it increase workload?
- What if the peer mentors 'teach' wrong information?
- Is it worthwhile? The worried well will engage who will progress anyway.
- Are peer mentors equipped to design and deliver PAL sessions?
- How do you prevent students from viewing this as remedial support?
- Do the peer mentors reflect our diverse student body?
- Are there clear boundaries around the role of a peer mentor?

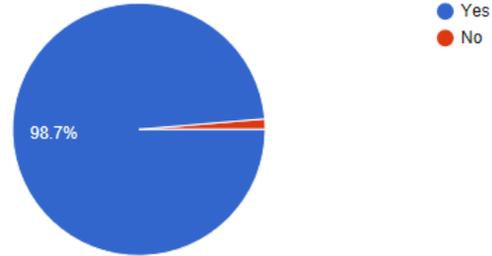


ACADEMIC MENTORING IN PRACTICE

[Play Video](#)

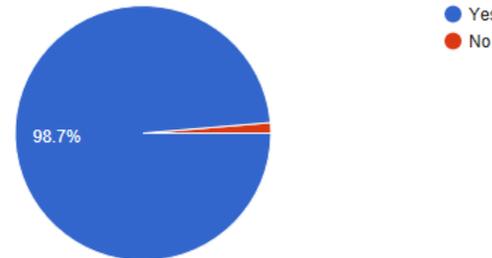
Have you enjoyed the academic mentor role so far?

75 responses



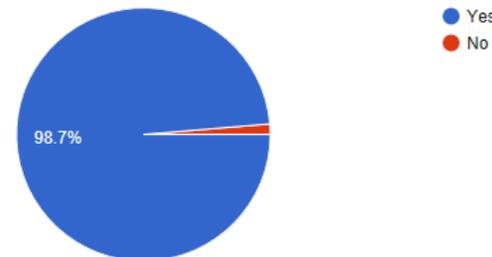
Do you feel supported in the role?

75 responses



Would you recommend this role to others?

75 responses



Mentor Quotes

“I really love the fact that it allowed me to form some **special bonds** with the students I worked with, people that I am sure I will continue being close to even after finishing university.”

“**Meeting people** in other year groups. As a midwifery student we are often on our own on placement for long periods of time and don't get to spend lots of time with other students, working as a mentor has meant I now recognise lots more faces in the work place!”

“I enjoy planning and conducting the sessions. It **feels rewarding** when the mentees engage with all the mentors and answer the questions which means that they have understood the topic well.”

“The **positive feedback** given by the students after the mentor led drop-in sessions. Also when you explain something to the students that they've said that they've been struggling with and they understand it.”

“Meeting new people who are doing the same course as you. Supporting and encouraging new nurses in their course. Being a **role model**.”

STUDENT EXPERIENCE

Mentor Survey Results 18/19

CONSIDERATIONS FOR IMPLEMENTATION

- What is the 'need' for academic peer mentoring?
- What structure would best fulfil the departmental need?
- Which module(s) will academic mentoring be embedded in?
- Which academic(s) will be involved?
- How will mentors be recruited? How many are needed?
- How will mentors be trained/supported?
- How will session material be created and moderated?
- How will the programme be evaluated?



QUESTIONS?