

‘The Good, the Bad, the Ugly: Students co-producing learning.’



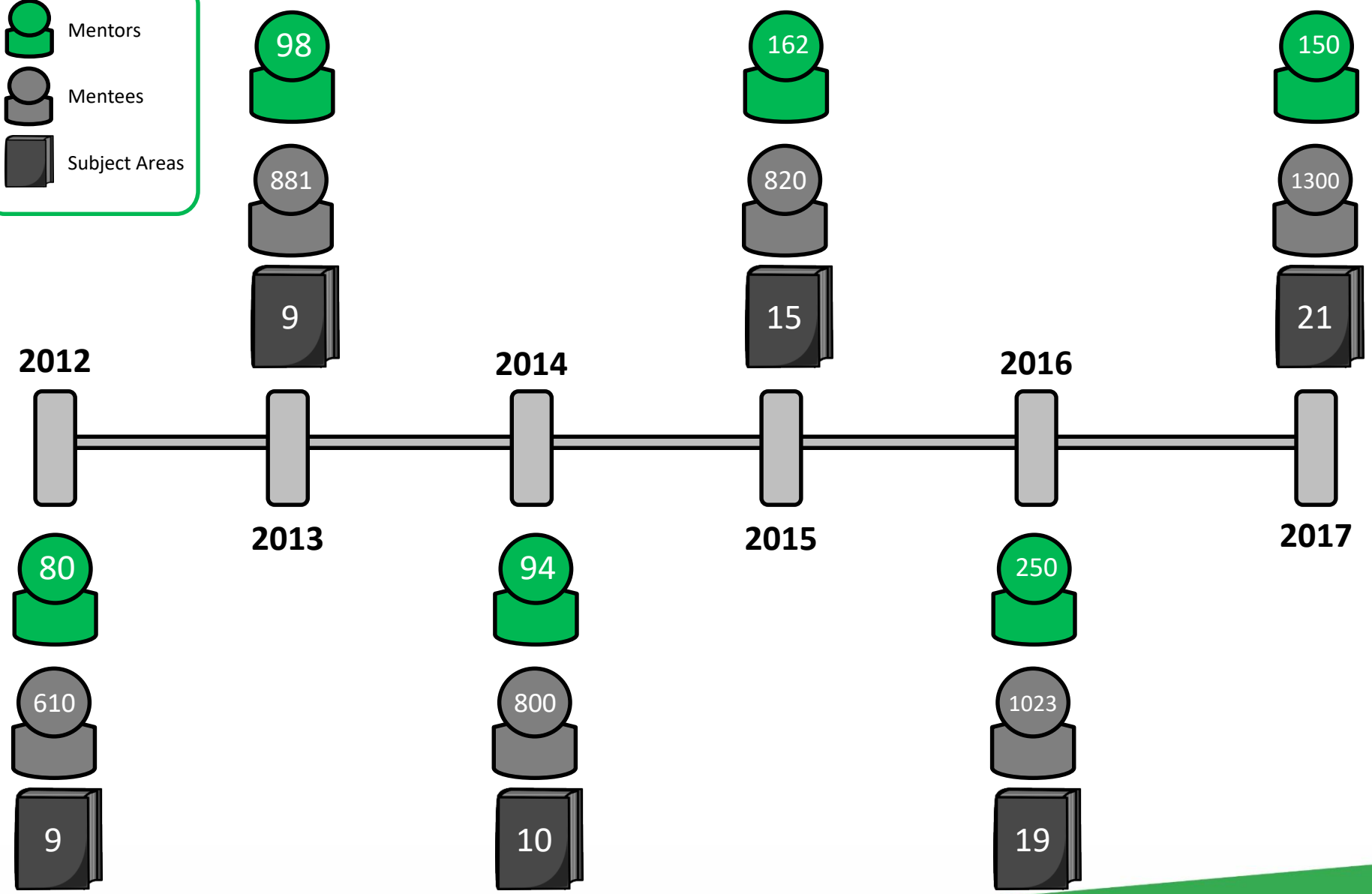
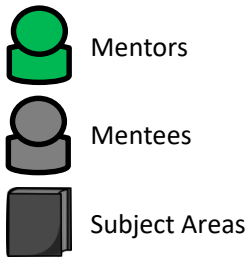
Academic Mentoring Officer:

Rebecca Maccabe

Academic Mentoring Assistant:

Hinna Daudi

**STUDENT EMPLOYABILITY
AND ENGAGEMENT**

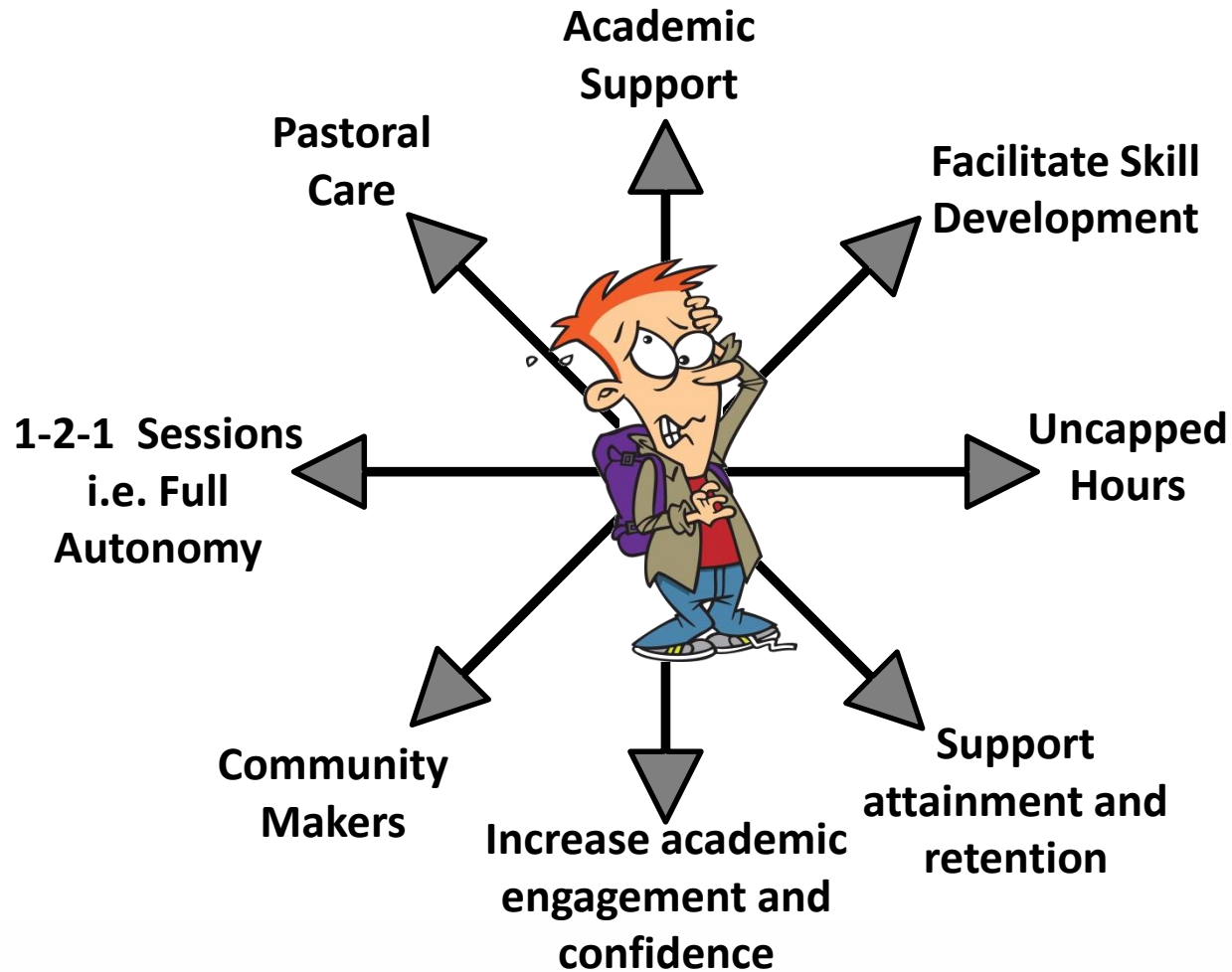


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FUTURE



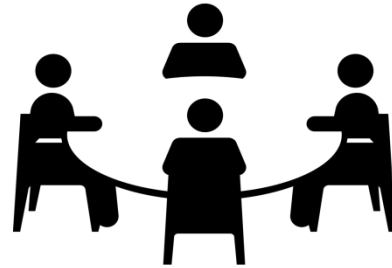
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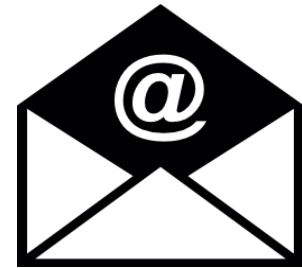
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4 Styles of Mentoring



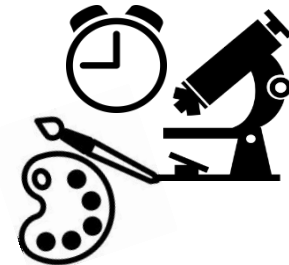
Peer-Assisted Learning



Email Correspondence



Embedded in
Lectures/Tutorials



Drop-ins & Lab/Studio
Support

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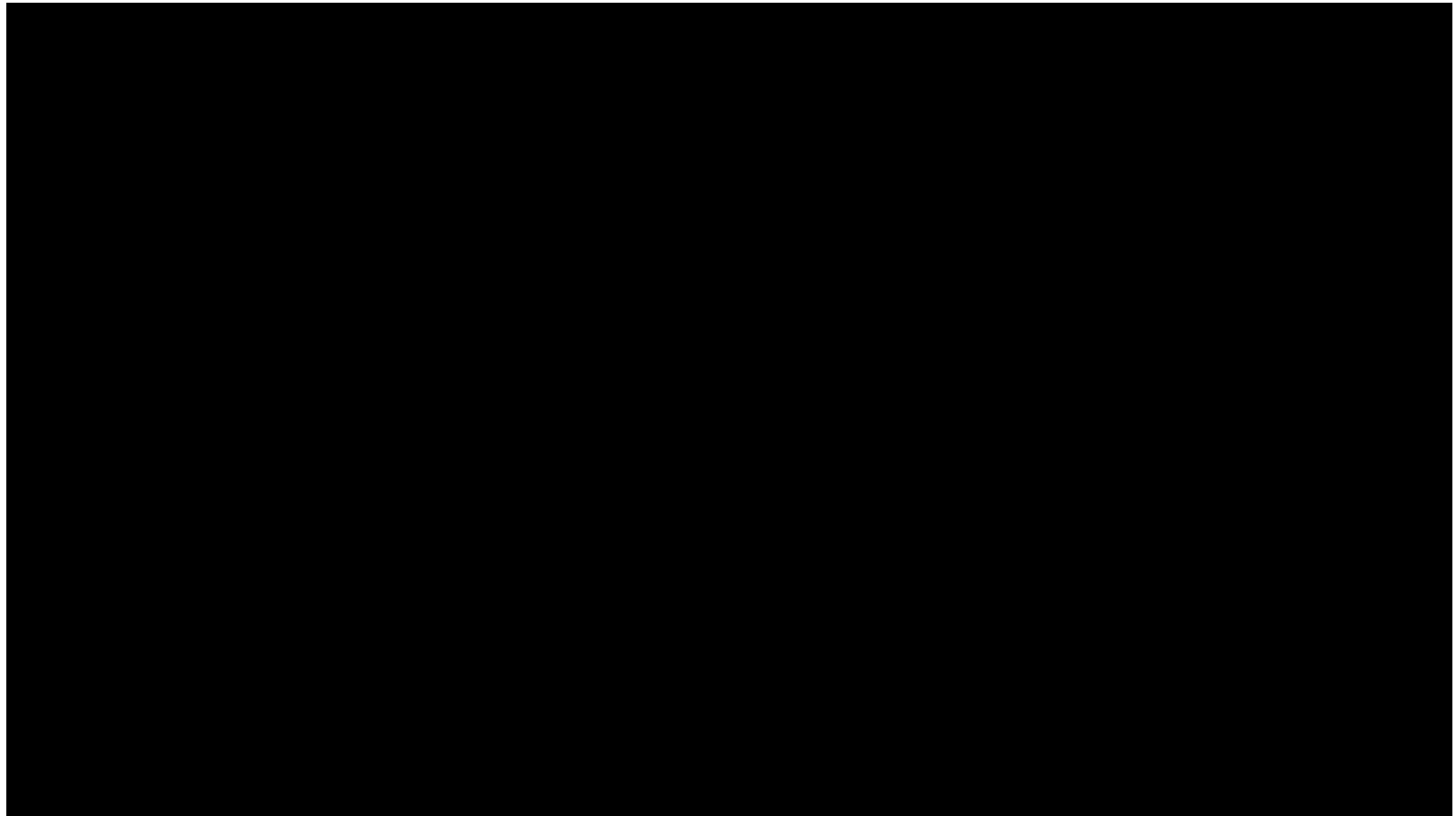
*"...valuable experience that taught me a **wide range of skills**".*

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Students Co-producing Learning

What it is and why do we do it?



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The Good

Course

Pharmacy

Level

5

Provision

Peer Assisted

No. Mentors

13

No. Mentees

121

% Attendance

 96%

% Engagement
(Attendance ≥3)

 63%

Success Factors

✓ Aligned to L & T

✓ Active Academic Champion

✓ Engaged Mentors

Mentor


“I think it's a fantastic scheme and I have not only thoroughly enjoyed it, but I have personally developed lots as well.”

Academic

“PAL has helped to bridge this gap so we have increased progression now.”

Mentee

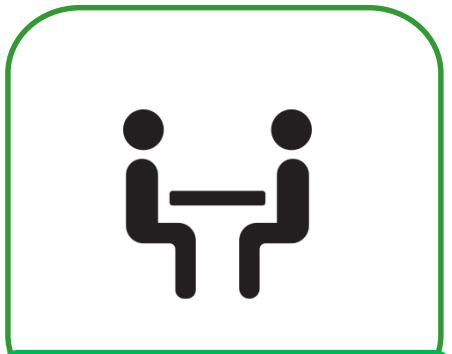
“PAL sessions take us away from the usual teacher/student interaction”.

Pharmacy Stamp	Age D.o.B	Title, Forename, Surname & Address Mr A Smith 12 Station Road Kingston, KT1 2EE
Please don't stamp over age box Number of days' treatment N.B. Ensure dose is stated		NHS Number:
Endorsements <i>Morphine sulphate 20mg capsules mdu x30</i> <i>Oramorph liquid 10mg/5ml 5ml qds prn x400ml</i> <i>Glycerine suppositories mdu x12</i>		
Signature of Prescriber <i>D. Jones</i>		Date 20/01/18
For dispenser No. of Prescs. on form	Dr D. JONES 22 Middle Street Midtown Midshire AN1 3UY	
	51778520559	FP10SS0406

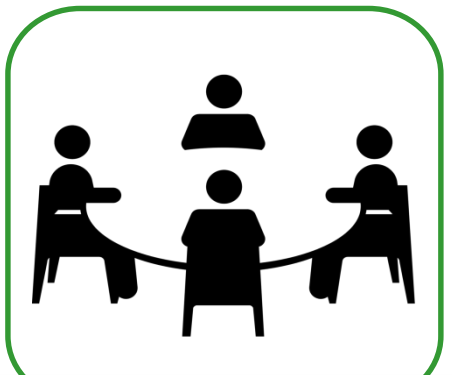
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2016/17

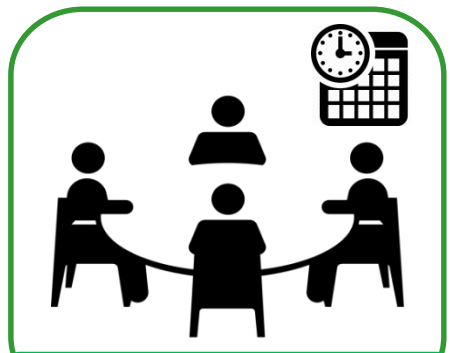
2017/18



One-to-One Sessions



Peer-Assisted Learning



Timetabled Peer-Assisted Learning

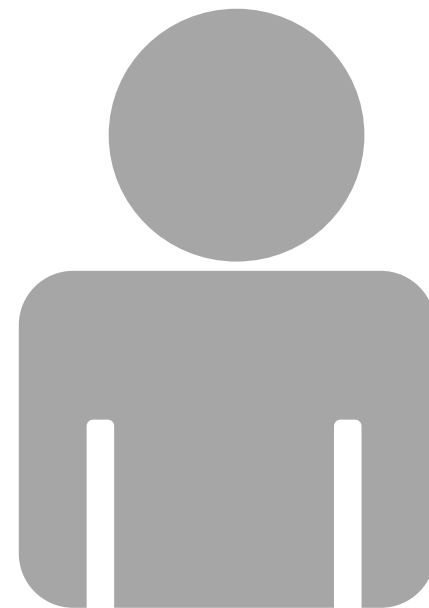
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Benefits of Peer-Assisted Learning from the Mentor's Perspective

- ✓ Continuation of knowledge
- ✓ Personal development
- ✓ Personal satisfaction





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The Bad

Course	Dance
Level	4
Provision	Peer Assisted
No. Mentors	6
No. Mentees	22
% Attendance	 39%
% Engagement (Attendance ≥3)	 32%

Unsuccessful Factors

- X Disengaged Students
- X Convoluted Text
- X Lazy attitude

Mentor

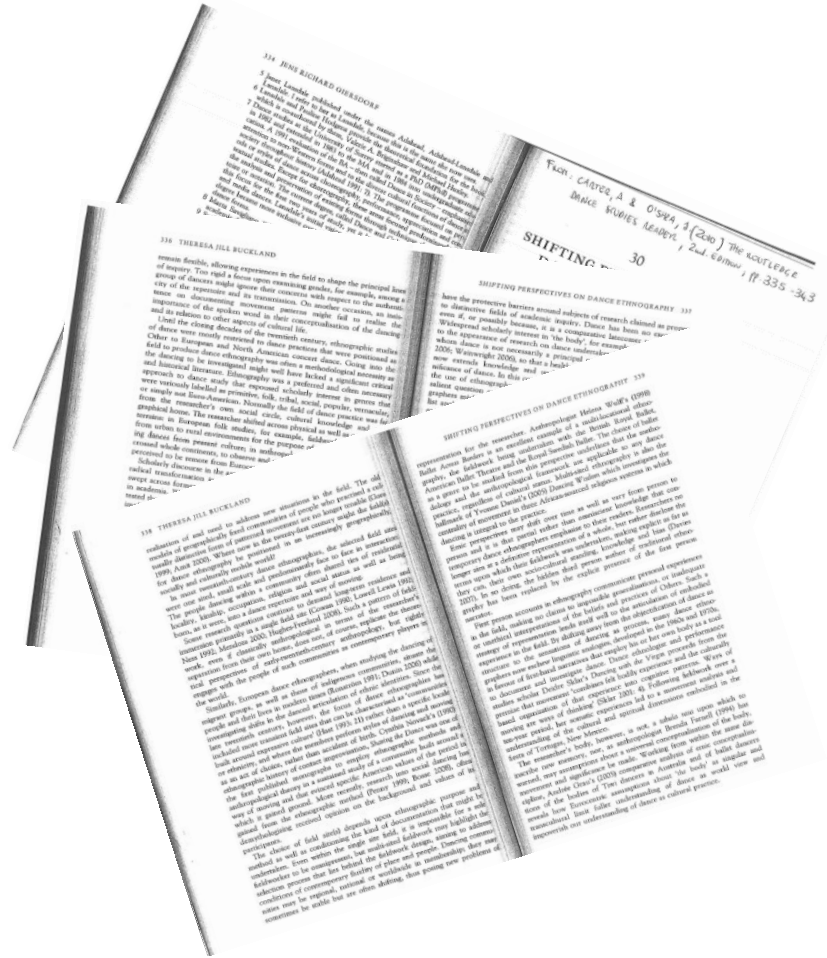
“I only had one student show up for my mentor assembly today.”

Academic

“Yes.. but if they are not coming to the session... I am not sure it is worth doing it? What can we do? I am a bit disheartened...”

Mentee

“It is sometimes samey and I don’t feel like we learn a lot.”



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The Ugly

Course	Biochemistry
Level	4
Provision	Peer Assisted
No. Mentors	9
No. Mentees	35
% Attendance	■ 10%
% Engagement (Attendance ≥3)	 0.9%

Unsuccessful Factors	
X	Inactive Academic Champion
X	Weak Mentors
X	Non-timetabled

Mentor

"I have found it difficult to get in touch with my mentees."

Academic

"Some students had been given entirely incorrect information by the mentors regarding some elements of teaching."

Mentee

"I have been patronised and been treated very rudely by one of the mentors personally."

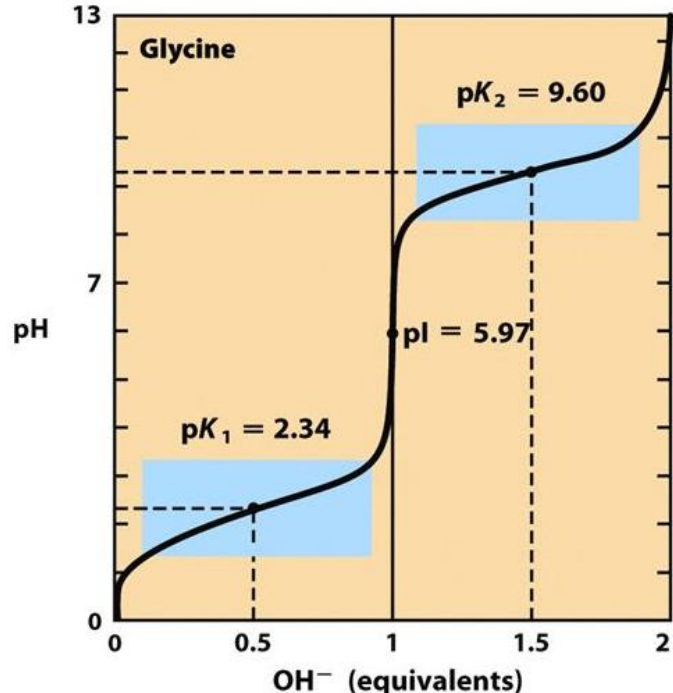
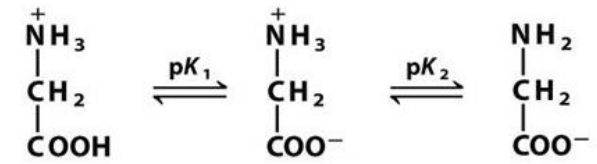


Figure 3-10
 Lehninger Principles of Biochemistry, Fifth Edition
 © 2008 W. H. Freeman and Company

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Benchmark

85%

90%

71%

2%

TEF

**L4>L5
Progression**

**NSS Overall
Satisfaction**

**DLHE Highly
Skilled/Further
Study**

**BME
Attainment
Gap**

**Teaching
Excellence
Framework**

Actual

74%

77%

62%

11%

TEF

ACADEMIC MENTORING

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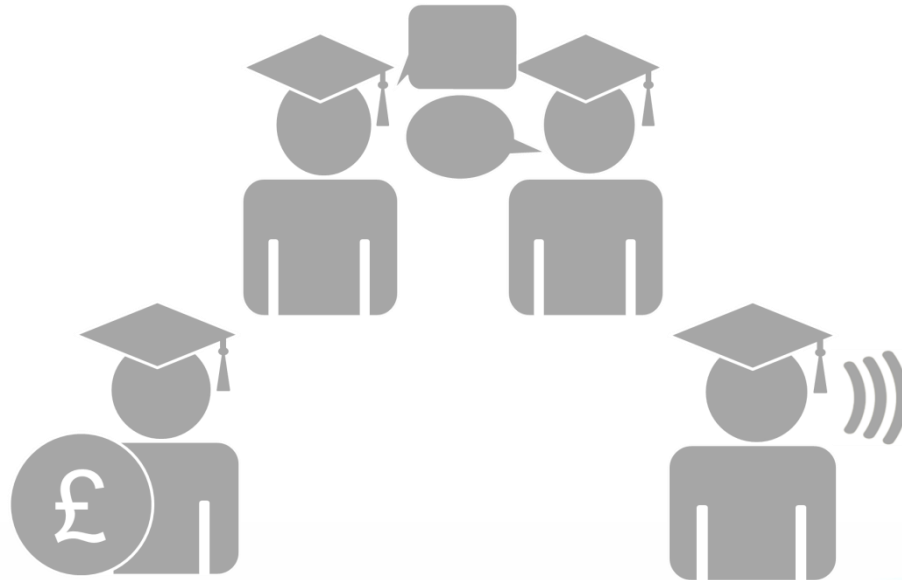
PRESENT

FUTURE

FACULTY

MENTORS

US



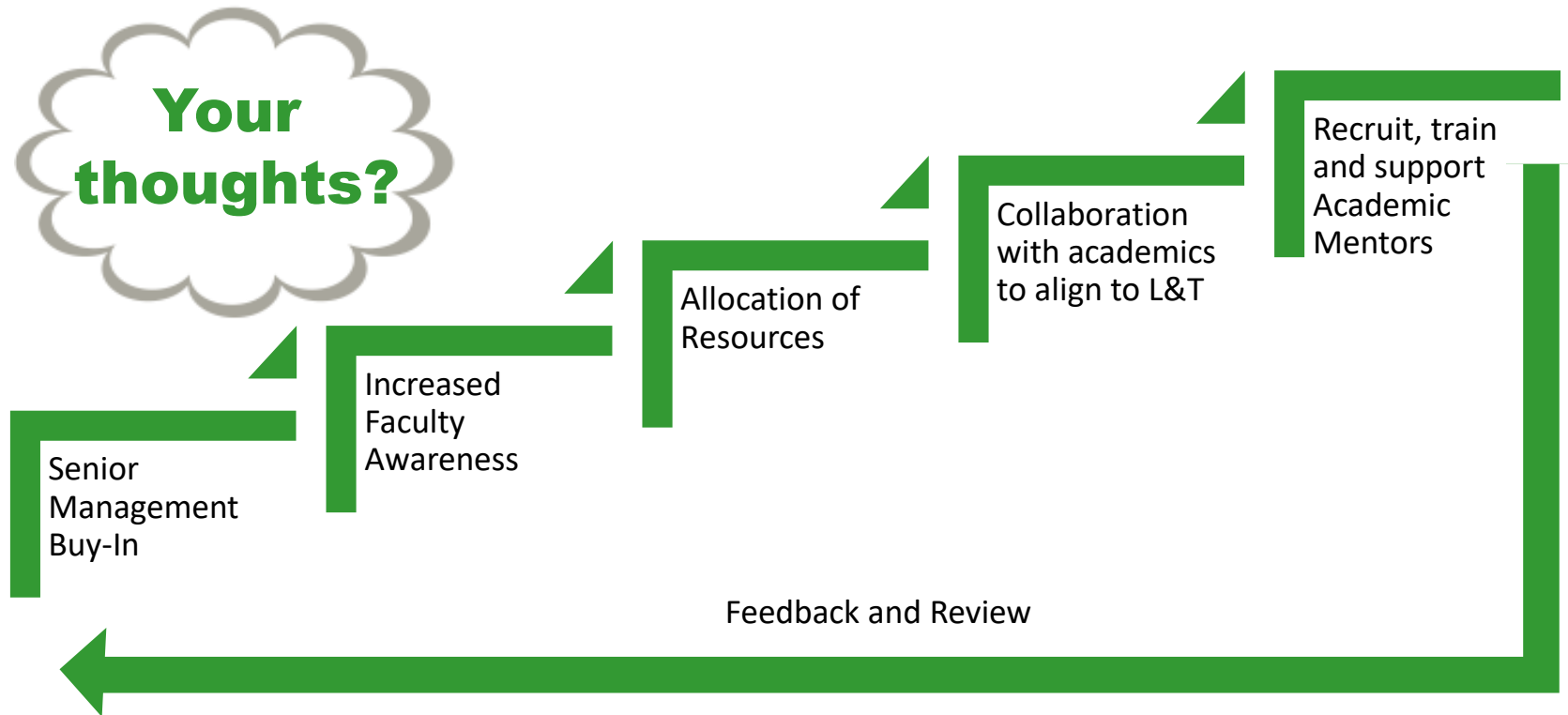
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How will this be achieved?



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Thank you for listening.

- Any Questions?



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