Peer Learning Framework: A Community of Practice Model

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Introduction

The use of peer learning and mentoring in higher education environments has been established as an effective learning strategy, with students gaining confidence in their own ability and taking control of their own learning (Ramsden, 1992; Biggs, 2003). In the context of the inclusive and changing nature of universities, peer learning within individual units and courses, and broader peer learning and mentoring programs are growing areas. These programs are not only designed to support student learning, but also to enhance students’ overall experience in tertiary environments, their capacities to succeed and continue on to complete their chosen degree, and the development of student’s generic graduate attributes. As argued by van de Meer and Scott (2009), “shifting the balance from an instruction focus of learning support staff to facilitating or supporting peer learning is a timely response to the context of mass education and technological developments” (p. 73)

This discussion paper will:

1. Situate peer learning within University of Tasmania (UTAS) goals and key issues identified by the EDGE2 agenda (UTAS, 2007).
2. Provide a literature review that sets up the development of a framework that can be used for establishing a peer learning community at UTAS, drawing on evidence-based research and quality assurance principles from the literature.
3. Provide a framework to design, plan, implement, and evaluate a peer learning community at UTAS.
4. Exemplify the use of the framework with the specific analysis of the UTAS PASS Program against the framework.
5. Make recommendations regarding the use of a peer learning framework at UTAS.

Situating the framework within the UTAS Context

Our students

In 2008, the University of Tasmania provided undergraduate education to 16,487 students, primarily through 33 Schools and Centres across 7 major Faculties and Institutes: Arts, the Australian Maritime College; Business; Education; Health Science; Law; and Science, Engineering and Technology. UTAS operates three main Tasmanian campuses, in Hobart, Launceston and Burnie, and also has campuses in Sydney and overseas. The University’s overall enrolment numbers (22,600 in 2008) have increased by over 40% in the last five years.

The majority of the UTAS student cohort are domestically enrolled students (78%). Full fee-paying overseas students currently comprise 22% of the university’s total enrolments, which represents an increase of 134% on the numbers enrolled in 2003.
Approximately 24% of the university’s total student enrolments are under 20 years of age, with the remaining students split relatively equally between students 20 to 24 years of age (37%) and students 25 years and over (39%). The entry of mature-age students (25 years and over) into UTAS has remained relatively stable since 2003 (38%).

**Strategic objectives**

The University of Tasmania Plan for 2008-2010, EDGE2, articulates the goals and aspirations of UTAS and informs strategic planning across the institution. EDGE - or **Excellence, Distinctiveness, Growth and Engagement**, is translated into key priorities through the EDGE2 agenda (UTAS, 2007). There are three action areas in the agenda within which the development of a peer learning framework is well situated.

A1 – “Strengthen high achievement in students and staff, and provide the means for this high achievement”

A2 – “Optimise the range of support programs for prospective and current students”

B10 – “Provide a high-quality, distinctive and energising student experience that develops life long learning skills, generic graduate attributes and a global perspective that lead to satisfying and rewarding employment, career and personal development outcomes for students”

(http://www.utas.edu.au/universitycouncil/edge2.pdf)

Both the Student Transition and Retention Taskforce Committee (START) - charged with the consideration, support, and championing of initiatives related to students’ successful and supported transition into university and their retention beyond first year; as well as the Centre for Advancement of Learning and Teaching (CALT) - the university’s central unit that provides leadership and support for learning and teaching across the institution; have within their own priorities and objectives specific goals in relation to peer learning:

“Expand and evaluate peer-supported learning programs” (CALT plan, 2009 - in aligning with Action area A2 of the EDGE2 Agenda and the University’s Teaching and Learning Plan)

“Student Leadership and Peer Learning” – Focus area 7 of the START Committee

As a result of these strategic priorities, UTAS currently has a number of peer learning networks in place such as the Peer-Assisted Study Sessions (PASS) Program (Appendix A1) and faculty-based programs, such as the Faculty of Law’s International Student learning program (Appendix A2), and the School of Medicine’s Senior Student-Led Study Sessions (SSLSS) Program (Appendix A3). These programs are successful in part because
of their focused and structured nature, with each tailored to target specific and identified student needs. Appendix A contains a summary of these three programs to provide an overview of the peer learning communities currently in place at UTAS.

**Literature Review**

**Peer Learning**

Over the past twenty years conceptualisation of learning has experienced a shift from a focus on remembering of facts and knowledge to a focus on seeking to understand and bring a critical awareness to learning. This shift mirrors the theoretical shift from an instructionist, cognitive model to one based upon the constructivist views of Piaget (1972) and Vygotsky (1978). Constructivist theories of learning emphasize the ways in which learners construct knowledge for themselves into an integrated and holistic understanding. Vygotsky believed that knowledge is socially constructed and learning develops as a result of interactions with teachers and with other students. The social constructivist perspective assigns “a prominent role to both the social and the individual in the development of meaning” (Prawat, 1996).

Peer learning is underpinned by social constructivist learning theory. Collaborative peer learning is a means of preparing learners to become independent and actively involved in constructing knowledge for themselves and understanding how to use it (Arendale, 1993). It is contended that encouraging students to develop their learning in these ways will not only support their academic success but also will produce graduates equipped for lifelong learning.

A key aspect of a peer learning model is that students’ construction of knowledge and their learning is mediated by interactions with more competent peers who are at a level of understanding just beyond that of the students themselves (Vygotsky, 1978). As peer learning contexts involve peers engaging in collective and collaborative learning and active participation they can therefore be seen as a subset of communities of practice.

**Communities of Practice**

The term “Communities of Practice” arose from the research of Lave and Wenger (1991) in their study that investigated the apprenticeship model, with practice in the community enabling the apprentice to move from peripheral participation to full participation in the community activities. Communities of practice are formed therefore by people who engage in a process of collective learning in a shared domain of human endeavour and by engaging regularly they learn together. Wenger, McDermott, and Snyder (2002) described communities of practice as:

Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting
on an ongoing basis... they accumulate knowledge, they become informally bound by the value that they find in learning together... Over time, they develop a unique perspective on their topic as well as a body of common knowledge, practices, and approaches. They also develop personal relationships and established ways of interacting. They may even develop a common sense of identity. They become a community of practice (p. 4-5).

Wenger (1998) discusses three fundamental elements that make up a community of practice: a domain of knowledge that creates a common ground and sense of common identity, a community of people who care about the domain and create the social environment within which to learn or share, and a shared practice that the community develops to be effective in the domain. Communities of practice encourage active participation and collaborative decision making by individuals (Johnson, 2001). The three structural elements of communities of practice that inform the peer learning framework presented in this paper are detailed.

- A domain of knowledge creates common ground and a sense of common knowledge in the community. A well-defined domain legitimizes the community by affirming its purposes and value to members and other stakeholders. The domain inspires members to contribute and participate, guides their learning and gives meaning to their actions. Knowing the boundaries and the leading edge of the domain enables members to decide exactly what is worth sharing, how to present their ideas, and which activities to pursue.

- A community creates the social fabric of learning. A strong community fosters interactions and relationships based on mutual respect and trust. It encourages a willingness to share ideas, expose one’s ignorance ask difficult questions and listen carefully. Community is an important element because learning is a matter of belonging as well as an intellectual process, involving the heart as well as the head.

- The practice is a set of frameworks, ideas, tools, information, styles, language, stories and documents that community members share. Whereas the domain denotes the topic the community focuses on, the practice is the specific knowledge the community develops, shares and maintains. When a community has been established for some time, members expect each other to have mastered the basic knowledge of the community. This body of shared knowledge and resources enables the community to proceed efficiently in dealing with its domain.

(Wenger, McDermott, & Snyder, 2002, p. 27-29)

**Communities of Practice in Higher Education**

McDonald and Star (2006) assert that formal communities of practice are relatively new to the Higher Education sector, yet quite well established in the Vocational Education sector and in Industry. Accepting this may well be the case, engagement in communities
of practice appears to be gaining considerable momentum within the sector, increasingly being focussed upon in the Higher Education literature. Indeed the focus of the 2008 HERDSA conference ‘Engaging communities’ resulted in a number of case studies of Communities of practice being presented (Brown & Albury, 2008; Campbell, 2008; Cumming, 2008; Green and Ruutz, 2008; McDonald, Collins, Hingst, Kimmins, Lynch, & Star, 2008). Additionally there have been a large number of ALTC grants that have had a focus on Community of Practice: one in each of 2005 and 2006; three in 2007; six in 2008 and two in 2009 (http://www.altc.edu.au/projects, accessed 16th October, 2009). Interestingly these grants are predominantly centred on communities of practice of staff (which may include teaching, non-teaching, be cross disciplinary or cross institutional) and only one explicitly involved creation of a community of practice with students (Nafalski, 2008).

At UTAS, communities of practice for both staff and students almost certainly exist although may not be formally recognised as such. Communities of practice for staff have also been the focus of a recent Teaching Fellowship of Nursey-Bray, Jones, and Ogden (in press). In the context of increasing student diversity in the tertiary sector, communities of practice provide an opportunity to engage students in collaborative and active learning environments as well as providing the potential for a stronger sense of engagement with the university campus community.

Figure 1 provides a visual representation of how peer learning communities at UTAS are viewed as communities of practice underpinned by social constructivist theory.
Peer learning framework and planning tool

In any formal peer learning program the perspective taken is that there are two levels of community of practice. The first is a community of practice amongst leaders, for example, PASS Leaders, Peer mentors, peer tutors, and student facilitators. The second level involves these peers engaging with a broader network of peers for a specific purpose. For example, PASS sessions, study seminars, and networking events.

Table 1 presents a tool for planning peer learning within a framework that has been informed by social constructivism and what is known from the community of practice and peer learning literature. The planning tool includes three aspects:

1. *Community of Practice* – that considers the community established amongst the peer leaders, using the three elements defined by Wenger (1998). This aspect of the framework could equally be applied to the planning of any community of practice.
2. *Peer Learning* – that considers planning the second level of interaction with the broader network of peers.

Table 1. Framework for Peer Learning situated within a Community of Practice model.

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<thead>
<tr>
<th>Aspect of PL Framework</th>
<th>Questions to inform planning</th>
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<tr>
<td>Communities of practice</td>
<td>Why has your domain been established?</td>
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<tr>
<td>Defining your domain</td>
<td>Why has your domain been established?</td>
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<td></td>
<td>What is your shared interest or expertise that distinguishes your community?</td>
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<td>What principles have guided the establishment of your domain?</td>
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<td></td>
<td>How do these principles fit with the institutional goals?</td>
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<td>How is your domain established?</td>
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<td>How is your domain developed?</td>
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<tr>
<td>Defining and establishing your community</td>
<td>Who is your community?</td>
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<td></td>
<td>Who will lead the community (who is responsible)?</td>
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<td>What are the qualities of the people who will form your community?</td>
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<td>What are your guidelines for selecting or inviting members of the community?</td>
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</table>
| Community | What are the processes for selecting/inviting your members?  
|           | How are your guidelines and processes inclusive of diversity?  
|           | How will personal and professional development be facilitated? |
| Supporting practice | How do the members of your community develop their shared resources: experiences, tools and ways of addressing problems?  
|           | What opportunities for reflection on learning are built into the practice?  
|           | How will this be coordinated?  
|           | How will this be resourced?  
|           | How will the contribution to the community be recognised? |
| Peer Learning | Who are the stakeholders in the peer learning?  
|            | How will the stakeholders be inducted into the purpose of the peer learning?  
|            | With whom will the community be interacting?  
|            | How will the peers with whom they interact be engaged?  
|            | How will the peers with whom they interact be inducted into the purposes of the community of practice?  
|            | How and where will this interaction take place?  
|            | What will be the characteristics of the interactions?  
|            | How will this interaction be resourced?  
|            | How will the quality of the interactions with peers be evaluated?  
|            | How will student leadership be recognised? |
| Evaluation | How will the community of practice be evaluated in relation to the purposes outlined in the domain section, resources required and sustainability? |
Summary

Massification (Scott, 1995) within the higher education sector and the resultant increasing student diversity is a significant catalyst for re-evaluating tertiary teaching pedagogy. This has become increasingly important with the social inclusion agenda being progressed from the Bradley Review (Bradley, Noonan, Nugent, & Scales, 2008). Peer learning has gained momentum as a powerful pedagogy that can bring together best practice in teaching and learning with the needs of an increasingly diverse student cohort.

Engagement with peers has been recognised by researchers as a critical success factor in transition and first year student experience (Kift, 2009; Krause, Hartley, James, & McInnis, 2005; Wilson & Lizzio, 2009) as well as more broadly in higher education (Anderson & Boud, 1996; Boud, 1999; Tinto, 2006-2007). It is important, however, to remember that this engagement with peers needs to be of quality, well-conceived and supported. This is particularly true where peer learning is a result of formal structures put in place by institutions. Recognising that this has resource implications, attention to sustainability, quality assurance, and value for money cannot be disregarded. It is hoped that construction of a planning tool that gives due attention to all these factors, within a theoretical framework, will be valuable to supporting the development of peer learning initiatives.

The planning tool has been retrospectively trialled with the highly successful PASS program as operating at UTAS and is included to exemplify application of the framework (Appendix B). It is envisaged that the tool will be further trialled during the review of the student learning mentor program coordinated out of CALT. We would also welcome trial and evaluation by other programs as to the usefulness of the tool. The tool will also enable benchmarking of programs with each other and the sharing of strategies with a view to a more consistent approach informing these communities at UTAS.

Recommendations

It is recommended that:

- The framework is accepted as a basis for planning and implementing peer learning communities across UTAS.

- The planning tool is further trialled and refined so as to be useful across the institution as well as allowing benchmarking and sharing of practice.

- A central reference point is established to register peer learning communities constructed under this framework.
References


Appendix A – Peer learning communities

A.1 Peer-Assisted Study Sessions (PASS) Program.

PASS is a non-remedial approach to learning that increases student performance and retention. PASS targets traditionally difficult units and offers regular, one hour sessions, which focus on integrating course content (what to learn) with academic reasoning and study skills (how to learn). PASS sessions are facilitated by PASS Leaders - students who have previously and successfully completed the targeted unit. The sessions are informal seminars, in which students review notes, discuss readings, and develop study tools appropriate to their discipline.

PASS programs in Australia are an adaptation of the Supplemental Instruction (SI) model introduced in the United States of America at the University of Missouri in 1973 (Arendale, 1993). The foundation of PASS pedagogy is the implementation of small-group study sessions for first year students, who undertake self-directed learning facilitated by more capable peers, usually second or third year students. A key aspect of the PASS model is that students’ construction of knowledge and their learning is mediated by interactions with more competent peers who are at a level of understanding just beyond that of the students themselves (Vygotsky, 1978). The evaluation of PASS programs is well reported (Chin, 2006). Studies predominantly examine the benefits of PASS both for universities, in terms of improved student academic outcomes and increased retention rates, and also for students in terms of both academic results and learning experiences gained from participating in PASS sessions. As part of the UTAS PASS program, evaluations occur at the end of each semester with respect to three main areas: student attendance and engagement with the program, student academic and learning experience outcomes, and unit retention rates.

PASS was piloted at UTAS in 2007 in three units. An increase in interest in the program from both staff and students across the university led to the development and implementation of a strategic plan for the growth of PASS across all faculties including the Australian Maritime College. This strategic approach enabled PASS at UTAS to grow to support 20 units in 2008 and 32 units in 2009. Nearly 1,000 students attended PASS each semester in 2009, representing 35 % of the total student enrolment in the supported units.

Thirty-six PASS Leaders offered 68 PASS sessions weekly across the three Tasmanian campuses. In addition, four more experienced Leaders were employed in 2009 as PASS Mentors, supporting a group of approximately ten PASS Leaders in cross-disciplinary groups and assisting the PASS Program Coordinator in maintaining the high level of quality assurance that is involved in the program. This includes providing ongoing professional
learning for the Leaders, undertaking observations, and providing feedback to PASS Leaders about the planning and delivery of their sessions.

In 2010 the program will be supporting 42 units across UTAS. The successful growth of PASS at UTAS has been facilitated by embedding sound quality assurance processes and research-informed teaching and learning practices into the program, specifically in regard to the recruitment, training, and ongoing support for PASS Leaders. The PASS Program Coordinator is a nationally accredited PASS Supervisor and is involved in the national and international PASS/SI community.

Comprehensive evaluation of the program over the past three years evidences the following key aspects of its success: increased average academic outcomes for students who attend PASS regularly; enhanced campus community engagement for students attending PASS; excellent retention rates for students who attend PASS; development of leadership skills and the generic graduate attributes of high-achieving students in their roles as PASS Leaders; cross-disciplinary collaboration between PASS Leaders; and shared experiences between staff.

PASS at UTAS has been recognised both at the institutional and national level for its quality and wide-ranging impact on student learning at UTAS. In 2009 it was awarded a Vice-Chancellor’s Award for Outstanding Contribution to Student Learning at UTAS. Additionally, UTAS PASS Leaders have received national Outstanding Leader Awards both in 2008 and 2009.
A.2 International Student Support Program, Faculty of Law.

The International Student Support Program (ISSP) is a peer support program for international students studying in the Faculty of Law. It aims to support the students in their course so that they can be successful academically as well as maximise the benefits of their Australian law degree. The program provides practical skill development in the context of the students’ learning, and aims to engender confidence so that the international students have the opportunity to engage and participate in all areas of University life. The ISSP program has been operating for 13 years and has four main features:

- Orientation program for new students – this runs for approximately two weeks, during which time a peer tutor (generally academically high-achieving undergraduates) greets students, provides a general orientation to the law school, law library and university services. They also assist with enrolment, student identification cards and e-mail accounts, conduct preliminary seminars on referencing, and are available for support and queries.
- Tutorial program – this is the main component of the ISSP tutorial program. For each compulsory subject in the law degree, additional tutorial assistance is provided to the international students enrolled in that subject. A peer tutor is appointed for each subject, who each week:
  - Conduct a tutorial, and
  - Are available for consultation for a one hour period
- Mentoring and supervision – through mentoring and supervision, the ISSP provides pastoral care to all international students. In additional to informal interaction with the students, the Coordinator liaises with the international students for the purposes of:
  - Checking on well-being
  - Reviewing attendance at main-stream and ISSP tutorials
  - Reviewing assessment, and
  - Seeking feedback on the progress of the program
- Social events – each semester at least one social event is organised for the international students, the peer tutors, and the general staff.

The ISSP program has been recognised both at UTAS as well as through the Australian Learning and Teaching Council for its contribution to student learning.

[Dr Lisa Butler is acknowledged in providing information about the ISSP program]
A.3 Senior Student-Led Study Seminars, School of Medicine.

In 2009, the School of Medicine, with support from CALT, piloted a peer learning program modeled upon the PASS program but with some key differences based upon the specific needs of the CAM101 and CAM102 students:

- PASS is non-remedial and concerned with engaging all students in the opportunity to study together to better understand the content and academic study skills relevant to the particular unit of study. The learning support that the medicine students require is focused upon particular content areas where students are missing prior learning.
- PASS involves facilitated study sessions, where leaders enable the participants to work together to better understand concepts. The PASS leaders do not do any re-teaching and are importantly second or third year students who are very close to the first year experience themselves. In the case of medicine, the first year students require some specific teaching of biology concepts and because of this together with the timetabling demands of the course, more senior fifth year medical students to run the sessions.
- PASS runs independently, with lecturer involvement being minimal. Lecturers are available to advise PASS leaders if requested, but the study sessions are very student-driven, meeting the needs of the participants. In the case of the requirements of the first year medical students, the lecturers’ involvement and guidance in terms of the important content that is problematic for students would inform the development of the student-led sessions. The student leaders work closely with the lecturers.
- For these reasons, the term Student-Led Seminars reflects both the valuable role of the senior students as leaders as well as the nature of the sessions, perhaps being more aligned with tutorials than with study sessions.

Evaluation of the project is aimed at determining the value of the model, in addition to exploring whether in fact it is of benefit to all students across all content areas or just those students who do not have the biology foundation learning required for success in first year medicine.
## Appendix B – Peer Learning Framework exemplified with the PASS Program

<table>
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<tr>
<th>Aspect of PL Framework</th>
<th>Questions to inform practice</th>
<th>PASS Case Study</th>
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<tr>
<td><strong>Defining your domain</strong></td>
<td>Why has your domain been established?</td>
<td><strong>In response to First Year issues around retention and transition.</strong> Using collaborative and active learning to gain a deeper understanding of a discipline.</td>
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<td></td>
<td>What is your shared interest or expertise that distinguishes your community?</td>
<td><strong>Based on the principles of supplemental instruction (Arendale, 1993; Martin &amp; Arendale, 1993).</strong> Co-construction of knowledge by working with more competent peers just beyond the level of the students themselves; Independent and active involvement in construction of knowledge for themselves and knowing how to use it.</td>
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<td></td>
<td>What principles have guided the establishment of your domain?</td>
<td><strong>EDGE 2: A1, A2, B10</strong> <strong>START: Focus area 7</strong> <strong>CALT (T &amp; L plan): Action area A2</strong></td>
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<td>How do these principles fit with the institutional goals?</td>
<td><strong>Leader Manual; PASS website; Recruitment and training.</strong> Ongoing support, professional learning, collaboration and reflection.</td>
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<td>How is your domain established?</td>
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<td></td>
<td>How is your domain developed?</td>
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<td><strong>Defining and establishing your community</strong></td>
<td>Who is your community?</td>
<td><strong>Leaders, Mentors and Academic coordinator.</strong> PASS academic coordinator (Dr Jane Skalicky, CALT). Students who have been successful in their discipline area, have highly developed interpersonal skills, are committed to the principles of</td>
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<td>Who will lead the community (who is responsible)?</td>
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<td>What are the qualities of the people who will form your community?</td>
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| What are your guidelines for selecting or inviting members of the community? | Collaborative learning, and ongoing reflection.  
Students who have a DN or above in the unit and overall average of CR, who provide evidence through interview that they have good interpersonal and communication skills and an early understanding of the learning necessary for success in the discipline. |
|---|---|
| What are the processes for selecting/inviting your members? | Email invitation to eligible students, written application followed by interview and successful completion of training.  
All eligible students have the opportunity to apply. Students are given the opportunity to attend interview in person, telephone, or video conference. Training is at an accessible venue, and leaders out of area are funded to attend. For students with access issues, sessions are timetabled in accessible rooms. |
| How are your guidelines and processes inclusive of diversity? | Following the initial training, observation and feedback sessions are scheduled. There is ongoing PL through fortnightly meetings with mentors and mid year training. |
| How will personal and professional development be facilitated? | Members are part of an international community amongst whom resources are shared.  
Leader training and Leader manual clearly defines role and expectations. Leaders’ planning resources are provided and added to through a process of shared planning and continual development of new resources through regular meetings. Mid year training day allows community to revisit and reflect on issues. Mentors are available for support, advice, and feedback as needed. Regular (fortnightly) |

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<th>Supporting practice</th>
<th>How do the members of your community develop their shared resources: experiences, tools and ways of addressing problems?</th>
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Peer Learning Framework, Discussion Paper, November 09
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<tr>
<th>What opportunities for reflection on learning are built into the practice?</th>
<th>Meetings with mentor groups, planning teams with other leaders occur throughout the semester. A central planning space is provided for leaders.</th>
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<tr>
<td>How will this be coordinated?</td>
<td>PASS mentor relationships, meetings, training days.</td>
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<tr>
<td>How will this be resourced?</td>
<td>PASS academic coordinator (0.6FTE Level B/C). PASS administrative coordinator 1.0 @ HEO 5 5 X 0.2 FTE HEO 4 mentors (all of whom have undergone induction or training). Learning and Teaching Performance Fund – move to recurrent funding in 2011?</td>
</tr>
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### Peer Learning

<table>
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<tr>
<th>Who are the stakeholders in the peer learning?</th>
<th>PASS mentors, PASS leaders, Students studying the unit, unit coordinators, tutors.</th>
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<tbody>
<tr>
<td>How will the stakeholders be inducted into the purpose of the peer learning?</td>
<td>Mentors and leaders (see above); unit coordinators and tutors – staff information document, induction session, ongoing communication from PASS academic coordinator.</td>
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<td>With whom will the community be interacting?</td>
<td>Unit coordinators and tutors, students, administrative staff, teaching staff sharing teaching spaces</td>
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<tr>
<td>How will the peers with whom they interact be engaged?</td>
<td>Introductions in lectures, publicity material, in Unit Outlines, bookmarks, recommendation by teaching staff and central unit support staff, recommendations by peers.</td>
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<tr>
<td>How will the peers with whom they interact be inducted into the purposes of the community of practice?</td>
<td>Introductions in lectures, activities within the PASS sessions.</td>
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<td>Question</td>
<td>Answer</td>
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<td>How and where will this interaction take place?</td>
<td>Sessions timetabled according to timetable of unit, availability of leader, availability of room; weekly throughout semester; rooms where possible in familiar spaces (as close as possible to tutorial or lecture rooms).</td>
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<td>What will be the characteristics of the interactions?</td>
<td>Interactive, collaborative learning environment, facilitated by leader, activities based upon supporting understanding of weekly lecture content as well as general study skills appropriate to discipline.</td>
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<td>How will this interaction be resourced?</td>
<td>Centrally funded (see above).</td>
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<td>How will the quality of the interactions with peers be evaluated?</td>
<td>Observations by coordinator, mentors and peers; self reflection; feedback from participants.</td>
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<td>How will student leadership be recognised?</td>
<td>Opportunity to apply for National and International Leader awards.</td>
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**Evaluation**

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<th>Question</th>
<th>Answer</th>
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<td>How will the community of practice be evaluated in relation to the purposes outlined in the domain section, resources required and sustainability?</td>
<td>Student attendance data is routinely collected. This is analysed against student learning outcomes in the discipline, and student retention. Student engagement is evaluated through survey. PASS leaders engage in structured reflection and peer review.</td>
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