



# ACADEMIC OFFICER ONE PAGE PLAN

**Name:** Grace Anderson

**Name of priority campaign:** Peer Mentoring

Input (resources, time and budget)	Activity	Completion date	Outcomes (the result, effect, change etc)	Indicators of outcome
<b>Staff time, finances.</b>	Create a peer mentoring website page where students can sign up as mentors/mentees and work together on revision and other course related learning with support. Give mentors access to a “mentor coffee tab” so they can buy their mentee a drink when they meet up.	<b>Week 1, Sem 2</b>	<b>Students will have access to a support system which they can self-direct, giving them a chance to work independently from staff help and learn from their peers. They will be able to meet in social spaces on campus together, creating an informal and constructive atmosphere.</b>	Website traffic, measure if students are meeting up by drinks bought on tab.
<b>Staff time, finances.</b>	Creating study packs consisting of studying advice/tips, information about university resources, and revision motivators such as tea bags and post it notes.	<b>Week 3, Sem 2</b>	<b>Encouraging group study will help boost moods and create an “in this together” atmosphere rather than going at it alone. Study packs will help students to get the most out of the services available to them and show that they’re supported by the SU through their academic practices.</b>	The amount of packs taken will show how many groups are being set up.
<b>Staff time and student staff time.</b>	Running an education campaign alongside the final week of nominations for the Made a Difference Awards. This will focus on telling students about all the university has to offer to help with their education, as well as a survey on what they think of their assessment methods/literature, promoting study groups and peer mentoring, and telling students about the book cycle.	<b>Week 7, Sem 2</b>	<b>Students will know about services in place to support their studies and will feel more equipped in their final exams of the year. They will also know about the peer support available to them (peer mentoring and study groups) and have the opportunity to give feedback on their education with visible outcomes (e.g. data will be taken to faculty boards, will be put into our report, etc.)</b>	A higher use of/enquiry rate of these services after the campaign, a good amount of MAD nominations alongside with this, and students knowing they can reach higher grades.