

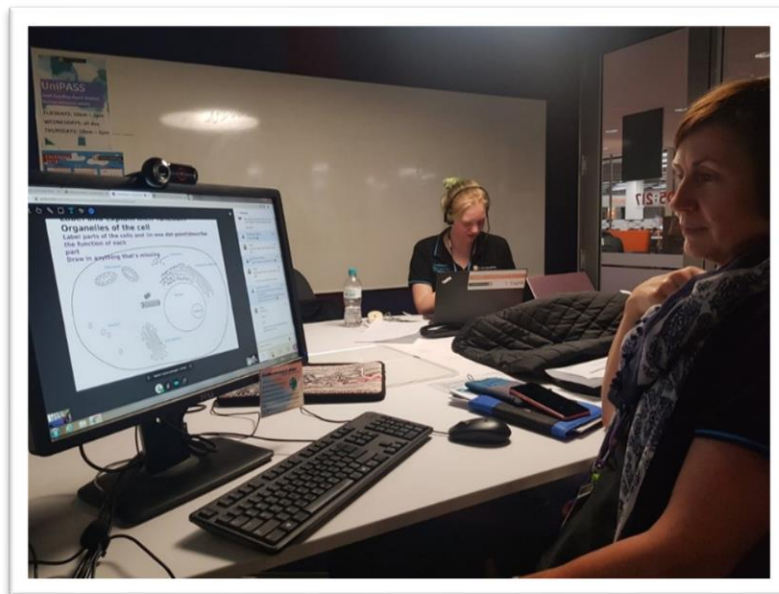
UniPASS (University Peer Assisted Study Success) SaP Case Study

Summary of the initiative

Established in February 2012, UniPass is a free program of study sessions designed to help students maximise grades for demanding units, strengthen study skills and make connections. The program trains and employs successful students as Peer Learning Facilitators (PLFs) to run active learning based, student centred study groups for students enrolled in units with a history of difficulty. UniPass improves academic content knowledge, study skills and social integration through peer-led collaborative study sessions for students in targeted units, as well as providing a high-level professional development opportunity for students employed in the program.

Available for selected units, UniPASS provides informal yet well-planned weekly group study sessions and Facebook groups led by a senior student who was previously successful in the unit. A senior student facilitates and guides students through troublesome areas, supporting students to find the answers for themselves rather than teaching them. The sessions are designed to be flexible and fun and encourage students in the same unit to compare notes, discuss key topics, undertake activities, and develop strategies for studying and learning.

Delivered via both online and on campus modes, the program aligns with [Curtin's strategic direction](#) by providing a student-centred, transformative, and engaging learning experience.



UniPASS Human Structure and Function online session in progress

How are students engaged as partners?

Inform - student attendees are informed via promotions of the program's success and how fellow students run the program. Student staff are informed on how the program runs and why it works during an interview and throughout training.

Consult - student attendees are consulted as to which units the sessions should run in, and which units they think need this extra academic support. Student staff are consulted on the management and function of the program, procedures, marketing and promotion, training requirements etc.

Involve - student staff are involved in planning and delivering the training for new staff, and all staff are involved in planning their own sessions. Students who are Senior Peer Learning Facilitators, are involved in managing and supporting small teams of junior PLFs. Student attendees are often asked about which areas of content they feel they need to revise and the PLF will design activities around them the following week.

Collaborate - the entire team collaborate in professional development evenings, planning and feedback sessions and Senior PLF's collaborate as a management team in supporting each other to manage their team members. Feedback is provided to the Peer Learning Coordinator around what support is required and if any training is needed in specific areas. Senior PLFs collaborate with junior staff by providing feedback each week on their session plans. Student attendees are constantly collaborating on activities during the sessions. These collaborations often lead to students forming connections and forming their own study groups where they then collaborate on helping each other revise outside of the sessions.

Empower - PLFs are empowered by being trained to design and run their own sessions, working independently during those sessions. They are further empowered to become more successful from an employability perspective through targeted professional development sessions and the ability to become Senior PLFs. Senior PLFs are empowered through their leadership and management training to become a manager of a small team, and through guided support and mentorship to grow in confidence in that role. They, in turn, empower their team of junior PLFs to become more confident, able educators through session plan feedback and guidance, and through developmental observations of sessions.

What types of students are you engaging with as partners?

Undergraduate students across the faculties of Business Law, Centre for Aboriginal Studies, Health Science, Humanities, and Science Engineering are engaged as partners, specifically enrolled in pathway programs such as UniReady and the Indigenous Tertiary Enabling Course (ITEC). Student partners also include both domestic and international diverse and equity groups.

What has been the impact of engaging students as partners?

The students attending UniPASS receive targeted learning and study skills, increasing their ability as independent, lifelong learners. The students we employ as PLFs grow even more successful students and experience an increase in confidence and organisation, becoming successful educators and communicators. The Senior PLFs also become experienced in managing small teams, and adept at all the skills involved in such managing.

For the UniPASS program, we have been far more successful and have achieved greater outcomes for students, including employability outcomes for PLFs because we listened to what students wanted. We also relied heavily on the PLFs' experience as students in these units to advise us of the best methods of learning the content within their units as well as the most important content to include.



UniPASS session in progress

What UN Sustainable Development Goals have been addressed through this project?

The UniPASS program addresses goal 4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and goal 5 to achieve gender equality and empower all women and girls.

What are the next steps for this initiative?

The next step is for the UniPASS initiative to utilise student feedback in planning and delivering the program to optimise continuous improvement. Going forward, the initiative will continue to value diversity in the team and maintain the current team culture of peer support and growth.