Northrise University

Peer Academic Mentorship Policy

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Academic's Office

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1. Introduction

This policy seeks to address poor full-time student performance in courses that have been viewed as 'difficult' in all the available programmes currently running at Northrise University. The aim is to promote learner centered approach to education.

2. Situation Analysis

Rationale

In view of the poor performance of full-time students, this policy has been crafted in order to enhance what has already been done and also bridge the performance gaps of students. In this regard, formalizing student tutors to conduct weekly tutorials has been agreed upon as one way to increase student contact hours and learner centered approach to education.

Assessment performance

Northrise University has made many strides to teach students to know and understand the course content since inception. However, in the recent past, most of the students have performed poorly in their assessments, which has necessitated the development of this policy.

Failure rate

In the recent past, it has been observed that the number of students failing courses has increased. This is despite the efforts made by management such as:

a. Capacity building of lecturers in modules such as Bloom's taxonomy trainings, research supervision and how to give feedback to students.

b. Student volunteering to provide tutorial classes

c. Focused teaching conducted every two weeks by instructors

d. Faculty planning and review meetings held

3. Goal, Objectives and Measures

Goal

The goal is to increase knowledge and problem solving skills in learners

Objectives

Policy Objective 1: To increase knowledge acquisition of learners

Policy measures

a. Promote academic capacity building programmes of instructors

b. Increase recommended textbooks and supplementary materials in the library

c. Facilitate Student Tutor mentorship classes

Policy objective 2: To increase contact hours

Policy measures

a. Plan for Student Tutor and Instructor contact hours after scheduled classes in the academic calendar

b. Plan for review meetings with students in the respective faculties.

Policy objective 3: To increase problem solving skills of learners

Policy measures

a. Increase problem solving skills in learners through the assessments and tutorials conducted by student Tutors

4. Implementation plan

4.1. Recruitment and selection

a. All interested and student with required qualifications should apply to be considered and must fulfill the following:

Required Qualifications

- A student should have earned a grade B+ or higher in the course(s) wanting to tutor
- Must have at least a cumulative GPA of 2.5.
- Must currently be enrolled student at Northrise University
- Must have completed peer leadership classes
- Must have 30 to60 and above credits points

Required skills

- Must have knowledge of the subject
- Must have the ability to effectively communicate the subject matter.
- Must be patient
- Must have Respect towards others (tutees, tutors, staff and faculty)
- Must have respect for different learning styles including active learning and peer to peer techniques
- Must have interest in teaching and helping others in groups of students
- Must have the ability to listen and answer questions during tutoring sessions
- Must have good time management skills.

To validate the above mentioned required skills, a standard recommendation letter from the respective lecturer (current or previous) will be required.

b. A panel of interviewers shall be constituted by the faculty Chair/Coordinator respectively.

4.2. Student Tutor duties

- Student must attend a new tutor orientation session prior to the meeting with groups
- Meet with assigned groups for the designated 1hr/week.
- Maintain professional contact with all tutees, faculty and staff.
- Modify and develop own tutoring skills to meet individual tutee needs and to adjust to the learning styles of the students.
- Always be punctual and keep appointments. If they must cancel or reschedule a session, they should inform the tutees as soon as possible before the session occurs.
- Keep an up to date attendance record.
- Collaborate with the class lecturer to align tutorial activities to the course objectives
- Adhere to NU policies and standards of education e.g. teaching by objectives, APA writing style

4.3. Orientation

All successful Student Tutors picked must undergo an orientation in their specific subject of interest with the respective Instructors following the general orientation guide. Only successful Student Tutors that have successfully completed orientation shall be allowed to tutor. The content and duration of orientation shall be availed by the respective Instructors.

4.4. Implementation and monitoring

It is the duty of all instructors to ensure Tutors are executing their functions as expected. The respective instructors shall ensure a report is submitted by the respective tutors on a weekly basis that shall cover inter alia:

a. The weekly sessions/topics conducted by the tutor

b. Areas of concern from the tutor and students

c. What has been agreed upon as the way-forward?

4.5. Evaluation of Tutor performance

It is the responsibility of the respective instructors in all the faculties to evaluate the Tutor performance at the end of each semester and submit the report to the relevant office (e.g. registrar) for credit point's allocation to the student in question. The responsible supervisor shall be required to fill in an evaluation form for each respective student tutor and submit to the registrar.

4.6. Student Tutor Benefits

Awarding of credit points shall be based on the fully signed evaluation form submitted by the respective instructor to the registrar and in accordance with the work study policy. The student tutor will also receive a certificate of recognition at the annual student award ceremony.