Peer Assisted Study Sessions (PASS) Leader Workbook

Produced by the Centre for Learning and Teaching

University of Brighton
Welcome to Peer Assisted Study Sessions (PASS)!

A very warm welcome to all of you reading this PASS Leader Workbook. Thank you for volunteering your time to become a PASS Leader and for joining us on this very exciting day - the PASS Leader Training Conference! We hope you have a fantastic day and find the training sessions and resources useful in preparing you for your role as a Leader.

Since starting PASS here at Brighton 7 years ago, we have been told by hundreds of students how rewarding an experience being a PASS Leader has been to them. Students report on the satisfaction gained from helping others, revising course material from their first year, making friends across year groups and working in partnership with their peers and staff. Students have also said that being a PASS Leader has improved their personal and professional development, enhancing their self-confidence and a wide range of employability skills.

Similar to those students, we hope that you thoroughly enjoy your experience as a PASS Leader in the year ahead. In becoming a PASS Leader you are joining a community across the university consisting of over 130 PASS Leaders and Ambassadors, and over 20 staff Supervisors and Coordinators. We hope to stay in touch throughout the year so please get involved with our social media activity and the events that follow today.

On behalf of all the students you will be supporting and the staff you will be helping, thank you so much!

with warm wishes,

The PASS Team
Centre for Learning and Teaching
University of Brighton

Please now turn to page 4 to reflect upon what you want to get out of the day...
What do you want to get out of today?

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What are you looking forward to?

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What, if anything are you worried about?

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Answer some of the questions below whilst you settle into the conference day....

#PASSBrighton
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PASS Leaders facilitate study sessions for first year students. They are trained in a variety of skills, like leadership and facilitation. They offer support to students and help create a space where they can ask questions and make friends.

The PASS Supervisor's role is to manage PASS on the course, and collect data (including attendance). They are there to support all students attending PASS, PASS Leaders and Ambassadors!

PASS Ambassadors support PASS Leaders. Their role is to run debriefs and communicate between PASS Leaders and Supervisors. They are paid! Not all courses/schools have an Ambassador.

The PASS Team are based in the Centre for Learning and Teaching. They create and run training, liaise with Supervisors, Ambassadors and Leaders analysing the whole scheme to improve it continually. They conduct and publish research to support the development of PASS nationally. They run the PASS Module and organise opportunities like the National Pass Leader Conference.

PASS started at the University of Brighton in 2009 and we currently train approximately 130 students annually in peer leadership, providing support to around 1,400 first-years across 48 modules. You are now a part of this an amazing team and a part of the Centre for Learning and Teaching department! We value all our team members and without all your hard work, commitment, creativity and enthusiasm we would not be as successful as we, thank you.
Who to contact

Lucy Chilvers, PASS Coordinator, Senior Lecturer CLT - L.R.Chilvers@brighton.ac.uk

Terri Lusty, PASS Coordinator/ PASS Intern – t.lusty@brighton.ac.uk

Catherine Parfitt, PASS Coordinator, Lecturer CLT - C.Parfitt2@brighton.ac.uk

Catherine McConnell, PASS Coordinator, Senior Lecturer CLT - C.McConnell@brighton.ac.uk

MAIN CONTACT

Useful links

Instagram - https://www.instagram.com/passbrighton/

PASS Website - http://about.brighton.ac.uk/ask/pass/

Twitter - https://twitter.com/passbrighton

ASK - http://about.brighton.ac.uk/ask/

Facebook– Pass Brighton
Have you thought about organising a PASS Christmas social?

When your PASS sessions finish, make sure you collect evaluations.

4th-6th November 2016 - National PASS Leader Conference at Bournemouth University! Don’t forget to apply!

November 2016 - PASS Module starts!

Are you keeping registers up-to-date?

Have you been to a debrief?

16th December - 9th January 2016 - Christmas Break

3rd February 2017 - End of Semester 1

6th February 2017 - Start of Semester 2

1st April - 23rd April 2017 - Easter Holidays

9th June 2017 - End of Semester 2 - Summer Holidays

Dates for your diary

26th-30th September 2016 Welcome week

3rd October 2016 - Term starts

November - Refreshers - An opportunity to promote PASS to peers - use our social media links

November 2016 - PASS Module starts!
Recap of Pre-Conference Training

What is PASS?

PASS is a student-led initiative where issues relating to course material and student life can be discussed in a friendly, informal environment with peers and trained student facilitators.

PASS provides an opportunity to make new friends whilst studying in small group sessions with approximately 10-15 students and 2 student leaders. It’s a safe place to ask questions and improve your confidence in your studies.

PASS runs in 29 countries and more than 1500 institutions worldwide; in other universities regular attendees of PASS have shown better knowledge and understanding of course material and have improved their grades by 10 - 20%, that’s up to a full grade boundary!

The PASS Approach:

♦ PASS Sessions are Peer-Facilitated.
♦ Sessions integrate subject content, learning skills and promote wellbeing.
♦ PASS Leaders are trained and supervised (always ask! The support is here for you).
♦ PASS Sessions are regularly scheduled.
♦ PASS is evaluated.
♦ Improves student preparation/ study skills.
♦ PASS demonstrates effective study techniques (share what helps you, but remember everyone learns differently).
♦ Leaders provide a confidential and approachable environment.
♦ Leaders can feedback to Lecturers.
Recap of Pre-Conference Training

21 Principles of PASS

1. Is a methodology for learner support
2. Is small group learning
3. Is facilitated by other students acting as mentors
4. Is confidential
5. Is voluntary
6. Is non-remedial
7. Is participative
8. Is content-based and process-oriented
9. Encourages collaborative, rather than competitive learning
10. Benefits all students regardless of current academic competency
11. Gives privacy to practise the subject, make mistakes and build up confidence
12. Gives opportunity to increase academic performance
13. Is pro-active, not reactive
14. Targets high ‘risk’ courses, not high ‘risk’ students
15. Decreases drop-out rates and aids retention
16. Encourages learner autonomy
17. Does not create dependency
18. Integrates effective learning strategies within the course content
19. Enables a clear view of course expectations
20. Works in the language of the discipline
21. Challenges the barrier between year groups

Read through these principles and circle any that you feel strongly about!

If you do not understand any terminology - Ask us!!
LEADER QUALITIES

Good course competency (to be determined by Academic Module Leader).

Good interpersonal and communication skills.

Trustworthy, non judgmental, a team player.

Enthusiastic, friendly, approachable.

A good role model (not necessarily perfect but have survived the first year!).

Are you all of these? Do you need to develop any of these qualities...

KEY RESPONSIBILITIES

◊ Conduct one 60 minute study session per week or fortnight (as specified by Supervisor) during semester one and/or two using strategies learned through the PASS Leader training workshops.

◊ Regularly meet with your PASS supervisor for debrief sessions, to:
  ◊ Discuss the success of PASS sessions,
  ◊ Raise any concerns about attendance, group anxiety etc,
  ◊ Discuss PASS session ‘pop ins’,
  ◊ Discuss planning strategies for PASS sessions,
  ◊ Providing feedback on behalf of your PASS group to Lecturers when appropriate.

There are downloadable documents of all the resources that you will need to record attendance, and plan, reflect upon and observe PASS sessions on the PASS website: www.brighton.ac.uk/ask/pass/
ADDITIONAL RESPONSIBILITIES

◊ Provide extra PASS sessions for revision as necessary.
◊ Assist the PASS supervisory team to train future PASS Leaders.
◊ Provide handouts for use during PASS sessions if needed.
◊ Maintain contact throughout the term with the Academic Module Leader.
◊ Meet with other campus PASS Leaders and supervisors at specified meetings.
◊ Offer email contact to students in your PASS group if appropriate.

MAINTENANCE ACTIVITIES

◊ Complete necessary paperwork – attendance registers, session planning and evaluation forms.
◊ Attend PASS Leader training workshops when arranged.
◊ Work with your supervisor to ensure PASS sessions are appropriately scheduled/timed.
◊ Ensure that PASS session evaluations are distributed in each session to assist with evaluation.
◊ Maintain a professional attitude about matters such as academic standards, grades, complaints.
◊ Model appropriate professional attitudes and behaviours toward staff, students and others.
◊ Notify your tutor and supervisor in advance if you cannot conduct a PASS session as scheduled.

Make sure you understand these commitments, your Supervisor and Ambassadors can support you.
During this session we will demonstrate what a good PASS session looks like. You will concentrate on a certain aspect whilst observing the simulation. Keep your eyes open and listen carefully during this session as we are sure you will discover some key tips!

**Observation of Simulation Tasks (circle your selected area)**

- Introductions and closures
- Body language
- Tone of voice
- Activities (strategy cards)
- Resources
- Use of questioning
- Student engagement
- Time management

**Ripe or Rotten bananas... 🍌🍌🍌🍌🍌🍌🍌🍌🍌🍌🍌🍌🍌**

Write notes while you watch the PASS simulation, thinking about what was good what was bad.
Ripe or Rotten bananas...
Write notes while you watch the PASS simulation, thinking about what was good what was bad.

PASS Supervisors and/or Ambassadors will conduct a ‘pop-in’ of one or two of your sessions. They will offer support and advice on future sessions. For more information, turn to page 42/43.

'POP IN' FORM

PASS POP IN FORM

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PASS Leaders are prepared
Opening Session

- Briefing/Leader prepared
- Agenda set by Leader/Leader
- Leaders introduce themselves

Closing Session

- Leaders introduce themselves
- Feedback to Leader/Leader
- Leaders introduce themselves
- Feedback to Leader/Leader

Comments

PASS Leader Conference 2016
8 Key things to consider when leading a PASS session

1.

2.

3.

4.

5.

6.

7.

8.
LEADERSHIP AND FACILITATION

Outline/Aims
✓ To understand what facilitation is and how to apply facilitation techniques in your role as a PASS Leader.
✓ To understand the different styles of leadership and how this relates to facilitation.
✓ To practise using strategy cards to support facilitation.

Leadership Quotes

You’re not a leader until you have been elected.

A true leader is one who is humble enough to admit their mistakes.

Leading means running fast enough to keep ahead of your people.

Leadership is action, not position.

A team is the reflection of its leadership.

First rule of leadership – everything is your fault.

A leader stands alone.

As we look ahead into the next century, leaders will be those who empower others.

Innovation distinguishes between a leader and a follower.

If people can hear you, then you are a leader.

Leaders listen and respond to those around them.

You’ve heard of the golden rule, haven’t you? Whoever has the gold makes the rules.

Leaders do not create followers they create more leaders.

One of the most important leadership lessons is realising you’re not the most important or the most intelligent person in the room at all times.
There are many leadership styles and as this diagram shows the leader has an impact on the group/team they are leading. The L within this diagram represents the leader’s relationship with their group members. This diagram measures the groups/teams autonomy, efficiency and engagement, which are all crucial elements of a successful group/team.

You may recognise some styles of leadership and have experienced them in the past. For example, you may have been exposed to ‘Directing’ in school from a teacher. Which others have you experienced? Why do you think some styles create more engagement and efficiency?

PASS aims to be Collaborative, Delegating, Empowering and Participative as these provoke groups to communicate. This communication boosts engagements and by working together groups become more efficient. This will consequently empower participants, as the leader has given them responsibility and control by treating them like an equal.

Links for more information connected to this workshop:
www.brighton.ac.uk/ask/pass/
OPENING

STUDENT TO STUDENT INTERACTIONS

Write your summaries/notes under these headings!
REDIRECTING QUESTIONS

WAIT-TIME

Write your summaries/notes under these headings!
LEADERSHIP AND FACILITATION

Taken from the University of Missouri Kansas City (UMKC)

CHECKING FOR UNDERSTANDING

PLANNING FLEXIBILITY

Write your summaries/notes under these headings!
GENERAL TIPS FOR CONDUCTING SESSIONS

◊ **Arrive early.** It is very helpful to arrive at your sessions early if you can so that you can arrange the room and be ready for the students.

◊ Make sure that the desks are arranged in a way that provokes participation. **Workshop style** is best, which means tables are grouped. If you are unable to arrange the desks, then request a different room through your Supervisor.

◊ Always have a detailed **planning sheet** with you at your sessions. You may not remember everything you have planned.

◊ You must always remember to ask students **fill out the register**, otherwise we will not be able to determine how we are helping the students. Take a minute to learn the students’ names from you register by using introduction activities.

◊ **Maintain eye contact.**

◊ It is more effective to “**model**” how successful students learn a particular subject than it is to “**tell**” students what they need to know.

◊ Make use of the language of the particular discipline, course, and instructor.

◊ **Watch your time.** Your sessions should only last 50 minutes, or 1 hour. Sometimes sessions last longer. This is fine if your schedule permits, but please be courteous and vacate your room on time as someone else may have it for the next hour.
GENERAL TIPS FOR CONDUCTING SESSIONS

◊ Try to **encourage all students to participate**, even the reluctant ones. The best way to do this is to use a variety of learning strategies because each of them is designed to encourage all students to participate. Also, ask a student to write on the board rather than standing up at the front yourself.

◊ **Avoid interrupting student answers.** You may be able to say it faster, but that won’t help them learn. Protect students from interruptions, laughter, or from those with louder voices.

◊ **Wait-time** - Waiting for students to volunteer a well-developed answer takes time. If you are uncomfortable waiting for 10 seconds, join students in looking through notes or text.

◊ If students are unable to answer the question, ask for the source of information. For example, ask for the date of the lecture that contained the information and search for the answer together. **Avoid** taking on the responsibility of **always providing answers**.

◊ Lead the session, don’t dominate it. An ideal session is one where the **students do most of the talking**.

◊ Remember that your purpose is to mediate the group in studying class materials. It should be more of a **study group and not a lecture**. If you cater everything you do as a leader to these basic concepts, then you will be more successful.
LEADERSHIP AND FACILITATION

What style of leadership are you most naturally aligned to, and what strengths will you bring to the PASS Leadership style?

Which aspects of facilitation will you find most challenging and why?
Planning with your Supervisor

Write your Supervisors name here

Aims

◊ Confirmation of roles and responsibilities.
◊ Planning and liaising with fellow PASS Leaders, Supervisor and/or Ambassadors.
◊ Getting to know how to use and adapt Strategy Cards to suit your course.

Write notes here...
Planning with your Supervisor

Write notes here...

Remember to use your Strategy Cards and when you read each one think about how they can be adapted! Be creative with them and they will be your ideas bank!
Outline/Aims

◊ Understanding unconscious bias
◊ Reflecting on our own bias and assumptions
◊ How to be an inclusive PASS Leader

‘Unconscious bias’ refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.’

(ECU: 2013 Unconscious bias in higher education)
We all have natural tendencies towards some people over others. Psychologists have shown that our brains have developed to rapidly classify people as either friend or foe or in-groups and out-groups.

Humans have a fundamental need to be part of a larger social group. We also have natural tendencies to prefer people who are like us. Tajfel & Turner randomly assigned individuals to groups, and then asked them to award points to anonymous members of their own and other groups. The subjects favoured in-group members, showing that group favouritism (or loyalty, or discrimination) can be manufactured from remarkably scant material.

Our **in-groups** are people who we feel safe with and towards whom we have unconsciously warm feelings. Our **out-groups** are people towards whom we feel less safe and who we can be distrustful of, and even dismissive or disdainful towards, without even realising.

They can be based on many things which may change over the course of our lives and vary depending on where we are, who we are with and what we are doing.

Factors of influence might be:

- Shared interests and hobbies (eg. Skiing, subject studying)
- Similar lifestyle (eg. Having children, partying)
- Physical characteristics (eg. Age, gender, race)
- Similar background (eg. Being from the same place, having similar family background)

If we naturally feel warmer towards our in-groups member and more cautious towards our out-groups it can impact on our behaviour in various situations. For example:

- Our body language towards different people in jobs/interviews
- Who we sit next to in meetings, in lectures, sessions, on trains, buses etc
- Which students we encourage and focus attention on
- Who we listen to more readily and whose judgement we value most highly
- Who we make time for and who we show an interest in

**BE MINDFUL OF THIS RESEARCH AS IT IS LIKELY TO IMPACT YOU IN YOUR DAILY LIFE, BUT ALSO IN YOUR ROLE AS A PASS LEADER/AMBASSADOR.**


TIME TO REFLECT

What judgements/bias thoughts have you made about students? And why do you think you made those judgements?

What other things can you be biased about?

Have you ever been on the receiving end of someone else’s unconscious bias?
What can you do to be more inclusive?

- Firstly, make an effort at the PASS conference and in workshops - talk to less familiar people.
- Be mindful of the way you and others communicate, including body language.
- Know students beyond just their name and social groups - get to know them - try to see people as individuals and not as a collection of categories and labels. Be open-minded that you do have an unconscious bias.
- Consider when planning/running sessions that your PASS group maybe very diverse so this must be considered.
- Think about the PASS resources (Strategy Cards, Peer Support Introduction Activities) and how you use them in your sessions.
- Get involved in supporting and promoting diversity events, such as Gay Pride and Black History Month - some of these will be important to your group.
- Challenge yourself and others (respectfully) on stereotypes.
- Address inappropriate or offensive jokes/behaviour.
- As a PASS group, develop a PASS Working Agreement.

A Pass Working Agreement is a mutual agreement between PASS Leaders and their group. It is a set of ‘golden rules’ for everyone to follow to ensure there is no discrimination and to ensure you celebrate equality and diversity. Perhaps consider your own values and expectations for your group and yourself. These could include:

- Confidentiality
- Listening to each other
- Respecting each other’s opinions
- Be mindful of use of language
- Arrive on time, communicate when not coming
- Discuss using electronic devices
Being an Inclusive PASS Leader/Ambassador

How will you ensure you are being inclusive?

Write your notes in here related to this workshop...
How will you ensure you are being inclusive?

Write your notes in here related to this workshop...
Being an Inclusive PASS Leader/Ambassador

How will you ensure you are being inclusive?

Write your notes in here related to this workshop...
Being an Inclusive PASS Leader/Ambassador

How will you ensure you are being inclusive?

Write your notes in here related to this workshop...
TIME TO REFLECT

What aspects of this workshop have you found most challenging and why?

Whilst all of the inclusive practice tips are important, which ones do you think you will need to make a conscious effort to apply in your role as a PASS Leader?
Support and Resources

**Student Support Guidance Tutors:**
www.brighton.ac.uk/current-students/my-student-life/student-support-and-guidance-tutors/index.aspx

**Counselling:**
www.brighton.ac.uk/current-students/my-student-life/health-and-wellbeing/need-to-speak-to-someone/index.aspx

**Student Services:**
www.brighton.ac.uk/current-students/contacts/advice-and-support-services/index.aspx

**Students’ Union:**
www.brightonsu.com/

**ASK website:**
www.brighton.ac.uk/ask/

You can also contact your PASS Supervisor, Personal Tutor and the PASS Team, including the main contact, Terri Lusty our PASS Intern!

t.lusty@brighton.ac.uk
What did you get from the Conference Day?

What was most helpful for your role as a PASS Leader/Ambassador?

Take some time to reflect on the day, if you can meet up with another PASS Leader/Ambassador and discuss it with them!

Please turn over to reflect further using SWOT Analysis...

Make sure you are keeping in touch with the students you meet!

#PASSBrighton
**SWOT Analysis**

To help you reflect on your experience now, as you embark on PASS Leadership, consider what skills you’ve developed so far in your academic career and your personal life that will contribute to your role as a leader. What are you good at? How do you know? What do you need to improve? These skills are the foundations for future employment so make sure you keep a record of your development.

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PASS Leaders don’t forget…

Check off once completed

◊ Join our social networks - make sure you stay connected!
◊ Look out for Post Conference Part 3: Online Training, ideally this needs to be completed before term starts! (Go to: www.brighton.ac.uk/ask/pass/role-of-the-pass-leader/pass-leader-training/ or contact Terri Lusty for more information—her details are on page 8)
◊ Arrange to meet up with your PASS Leader partner to plan your first PASS session!! Use the Strategy Cards and Peer Support Introduction Activities.
◊ Liaise with Ambassador/Supervisor to arrange registers, debriefs and pop ins.
◊ PASS Module, worth 10 credits at level 5, will start in November - look out for our email and sign up if interested!

If you are a PASS Ambassador you also need to plan your first debrief!

Useful links

Instagram - https://www.instagram.com/passbrighton/
PASS Website - http://about.brighton.ac.uk/ask/pass/
Twitter - https://twitter.com/passbrighton
ASK - http://about.brighton.ac.uk/ask/
Facebook – Pass Brighton
What is the PASS Module?

This module draws upon the initial PASS Leader Training that you are required to attend before beginning PASS sessions. The training course introduces you to core themes, principles and practices of PASS, which you will have the opportunity to explore through a mixture of independent and group learning opportunities. Following training, you will attend regular ‘debriefing’ sessions which are designed to support your development through reflection and evaluation of your PASS sessions. These debriefs also provide a space for you to share your learning experiences, lead discussions and to listen to and reflect upon the module aims and outcomes. An essential requirement of this module is that you demonstrate commitment to the PASS scheme through holding regular PASS sessions with your co-leader, and that you attend the scheduled debriefs with your supervisor. You must also be prepared to collate data and evidence of your PASS sessions through taking a register, completing a session plan and evaluation for each one.

What does this module involve?

This module is designed to enable you to obtain 10 additional level 5 academic credits for your commitment and contribution to the PASS scheme, and support your development as a leader through regular contact with a PASS supervisor. You will be introduced to the necessary skills, knowledge and strategies necessary to facilitate group learning, and use reflection as a key approach to improving your PASS sessions and leadership skills.

The module offers a range of workshops, online materials, group and individual activities for you to draw upon, to inform your PASS sessions, and enable you and your PASS students to get the most out of the scheme.

1. Additional academic credit means that this module will not contribute to your overall degree classification, but will be recorded on your transcript as an additional 10 credit award. This will enable you to evidence leadership and skills development to prospective employers, and articulate these on your CV.
What is the PASS Module?

By successfully completing this module, you will be able to:

1. Identify, critique, and apply the principles and practices of Peer Assisted Study Sessions and the role of a PASS leader in practice.

2. Demonstrate knowledge, critical understanding and application of facilitation techniques covered in PASS leader training that establish and sustain effective group learning.

3. Evaluate and reflect on the impact of the PASS leader process, and related learning theories, in developing leadership, communication and professional development skills; and the impact of your role on student attendees.

4. Engage and effectively communicate information in a range of formats, for example with students, academic staff or school management, as required by the PASS leader role. Analyse your own performance and that of others, and suggest improvements.

5. Identify your personal strengths and training needs, including your understanding of how leadership skills and competences are transferable within a range of organisational contexts.

‘It was good an opportunity to self-reflect and to find ways to improve what I was doing a PASS Leader.’

‘The PASS Module is extremely reflective. From these reflections I learnt more about myself, including my leadership style and discovered my biases. This not only supported me in my PASS Leader role, but in my uni life. This then inspired me to go for the role of a PASS Ambassador.’
Resources

The following page will show you examples of useful resources for you in your role and where to find them. These include:

♦ Attendance Register, even though we suggest you use a google doc.

♦ A ‘Pop-in’ form, which is the observation form, Ambassadors and Supervisors will use this when they come and watch PASS Leaders. It is worth becoming familiar with this so you know what is expected!

♦ Session Planning and Evaluation Sheet, this will be your bread and butter for your role as a PASS Leader - Use it well!

You might like to observe another leaders’ session in order to get some ideas, you could arrange this at your debriefs.
This ‘Pop-in’ form can be found at http://about.brighton.ac.uk/ask/pass/resources-for-staff/roles-and-resourcing/

This Attendance Register can be found at http://about.brighton.ac.uk/ask/pass/resources-for-staff/roles-and-resourcing/

This Planning your PASS Session sheet can be found at http://about.brighton.ac.uk/ask/pass/resources-for-staff/roles-and-resourcing/
EMPLOYABILITY

SKILLS

Are you employable?

There are multiple skills and attributes that you could gain from being a PASS leader. Although you may not realise, the experience of being a PASS leader could be an asset to you in future employment prospects. Leadership is a noteworthy experience to put on your CV or a valuable ‘conversation-starter’ in an interview.

Below is a list of skills you could gain throughout your role as a PASS leader. You could also personalise this and use the extra space to add in important skills:

- Team work – having the ability to work effectively with others;
- Communication skills - sharing knowledge and understanding;
- Responsibility;
- Creativity;
- Planning and organisation;
- Interpersonal skills;
- Leadership and facilitation;
- Problem solving;
- Self confidence;
- Life skills - improving team work and leadership skills.
EMPLOYABLILITY

CV WRITING

Are you employable?

A killer CV helps to show how you meet the requirements for a job over anyone else and document your abilities to show the reader what you are capable of. An employer may have a pile of one hundred CVs on his/her desk and from those applicants only a handful could be chosen for interview.

Therefore, it is important to remember that a CV is an exercise in selling yourself in a highly constrained format. To ensure this, your CV needs to be concise, easy to read and have an approachable layout. This will be the only source of information the employer has about you so it has to be strong.

For example, a CV that is highly detailed with large paragraphs of text and is several pages long could run a serious risk of it being binned without a reading! A CV is not a document for the essay writer, rather like poetry summarisation is all-important! - Include only what is relevant and positive.

Remember! Your CV should be as individual as you are – it is a personal specification! There is no such thing as a ‘finished’, generic CV, you must always remember to adapt your CV for each individual job.

A well-written, killer CV will help get you that interview!

The following 2 pages have an example of a template!

“Writing a Killer CV!”

From The Student Rooms, “Writing the Killer CV”

http://www.thestudentroom.co.uk/content.php?r=16153-writing-the-killer-cv

PASS Leader Conference 2016
PERSONAL STATEMENT
Here you should take a few lines, not a few paragraphs (save that for the cover letter) to quickly outline your interest in the role and why you’d be a good fit. Do not list out your skills here, the aim is to highlight your professional attributes and goals, summarising why someone should consider your application.

WORK EXPERIENCE
Job Title – Dates of Employment (date format should be Month YYYY e.g. November 2011 – May 2012)
Company Name
Location
It is very important to include your dates of employment regardless of whether you are still in the job, as well as the skills obtained/utilised in this time period to determine if you’re what an employer is looking for.

Remember to list your previous jobs in date order, with most recent at the top. For older jobs you should keep the details slightly shorter, remembering to include your dates of employment and key skills obtained/applied to achieve your goals.

Responsibilities:
• Provide key achievements within a role and try to highlight the skills used to obtain your goal
• Try to avoid soft terms like “high energy” and aim for skills used within the role – such as “programming using C++”
• Provide enough information to entice your potential employers to call you
• Always keep examples relevant to the role you are applying for

Try to avoid cliché phrases that don’t differentiate you as a candidate
Always tailor your CV for each job application to match the requirements
Try not to waffle if you feel like you don’t have much to write in this area. Succinct to the point CVs will be preferred as they are quick to read and won’t be generic.

This is an example of a CV, page 1 of 2.
EDUCATION

If you are looking for your first job and do not have much or any work experience at this point – do not fret. Expand on your education responsibilities and apply them to real life scenarios so an employer has an understanding of what you have achieved and the means used to get these achievements.

BA (Hons) 2:1, Subject Name - September 2008 - June 2012.
University of Example-town

You can help sell yourself with a few bullet points on what were some of your goals and achievements during your time at university

If any skills were learnt that relate to the job you’re applying for, it would be a good idea to mention those to further align yourself with their criteria

College Name, Location
Grades

GCSE's, June 2003 – June 2008
College Name, Location
Grades

PERSONAL INTERESTS

Feel free to list these out in bullets or in a table. If you lack experience for a role that you are deeply passionate about, you may want to mention how you use your spare time to pursue this passion. Be it in reading around the subject matter or expanding your technical skills.

REFERENCES

If you are comfortable providing references, then do so. Otherwise state “References are available on request”.

If you would like to download this CV template go to: http://www.monster.co.uk/career-advice/article/monster-cv-template
EMPLOYABILITY

Layout of CV

Are you employable?

There is no single perfect layout for a winning CV, therefore you should decide how best to present your strengths and experiences without being confined by a restrictive format. The Careers Service can help you decide what works for you.

Do

♦ Keep your CV to **two pages maximum**.

♦ Use a clear, commonly available font in size 10-12. Arial is a good choice.

♦ Use **bold** and slightly larger font (size 16-18) for section headings and your contact details to make the layout clear and to direct the reader to key information.

♦ Use simple bullet points and avoid long sentences and paragraphs. Ease of reading is crucial to ensure your CV gets read.

♦ Either use full stops at the end of every sentence or none of them, but be consistent!

♦ Present your education and work experience in reverse chronological order, i.e. most recent experience first.

♦ If you need to print your CV use good quality A4 paper.

Don’t

♦ Don’t use the header ‘Curriculum Vitae’ or ‘CV’ - the first line of your CV should have your name only.

♦ Don’t give an unprofessional or inappropriate email address.

♦ Don’t include a photograph, your age or your marital status. These are not required in the UK.

♦ Don’t send your CV without checking for spelling, grammar and typing errors - such mistakes could mean your application is rejected straight away.

♦ Don’t rely on spell check to identify errors. Print a copy of your CV and read it carefully line by line. You may be surprised how many errors you find!

♦ Never fold a paper CV - submit it in an A4 envelope (unless an employer gives you a smaller return envelope).
Grammar tips and common typos

- Are you using capitals correctly? E.g. BSc and not Bsc, BA (Honours), not Ba (honours), MA not Ma, PhD, not PHd.
- Are you using colons (:) correctly? You can use colon before a list or to introduce a new idea. If in doubt, use a capital letter after a colon.
- Avoid using dashes (–) for anything other than to indicate a span of time, e.g. June – July.
- Have you kept your writing style formal without abbreviations? For example:
  - I am and I have, not I’m or I’ve
  - Administrative Assistant, not Admin Assistant
  - Student Representative, not student rep

UoB Careers Website – useful resource which provides information regarding the do’s and don’ts when creating CVs. See more at:
http://about.brighton.ac.uk/careers/cvs-and-interviews/your-cv/

DO NOT HESITATE TO ASK THE PASS TEAM FOR MORE INFORMATION!
Thank you for deciding to be a part of PASS!

The following blank pages are for your own use.