

2F How can I enhance anything if I don't have enough teachers?

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Higher education in Scotland has had a number of key enhancement themes over the past decade including a strong focus on embedding graduate skills development in curricula through the themes of employability (QAA, 2004-06), graduates for the 21st century (QAA, 2008-11) and the current theme of student transitions and the student journey. However, embedding graduate skills in curricula can often require, or at least be perceived to require, additional resources. In a world of increasing 'efficiency savings' and austerity such resources are often hard to come by. But there is an often untapped resource for enhancement: students.

This presentation reports on a model of enhancement adopted in the School of Physics and Astronomy that involves peer tutoring. Specifically, one particular model of peer tutoring is presented whereby senior undergraduate students tutor more junior students on a regular basis for academic credit. Moreover, the results of a small research project investigating the motivations behind senior students in choosing to become a peer tutor as part of their studies as well as evaluating the use of, and benefit to, peer tutors in becoming a tutor are presented. This project demonstrates that genuine employability skills, graduate attributes and subject understanding can coexist, even in the most traditional of disciplines!