



Association for Learning Development in Higher Education

ALDinHE Annual General Meeting 2025 Report from Peer Mentoring WG

Peer Mentoring WG members: Roles and Foci

As of May 2025:

List working group members and roles

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#Take 5

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Reflective practice

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Engineering and Physical Sciences and supporting workplace learners.

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Main focuses from 2024/25 academic year and priorities for 2025/26 by sub-group

Contents:

1. #Take5
2. Mentoring Scheme & CeM
3. The CoPs

1: #Take 5

Published so far 2024-25

Steve Briggs and Helen Webster - Keeping up to date with higher education sector change: Implications for Learning Development Practitioners - #107 27 June 2024

<https://aldinhe.ac.uk/take5-107-keeping-up-to-date-with-higher-education-sector-change-implications-for-learning-development-practitioners/>

ALDinHE Peer Mentoring Working Group - Successful Teamwork Secrets Revealed: An Interview with the ALDinHE Mentoring Scheme Crew - #108 11 July 2024

<https://aldinhe.ac.uk/successful-teamwork-secrets-revealed-an-interview-with-the-aldinhe-mentoring-scheme-crew/>

Drs Mark Bassett and Lucy Macnaught - Waiting for the Gods: We've been saying embedded is good for ages, so why isn't it happening more? - #109 25 July 2024

<https://aldinhe.ac.uk/take5-109-waiting-for-the-gods-weve-been-saying-embedded-is-good-for-ages-so-why-isnt-it-happening-more/>

Steve Briggs - So you want to be a National Teaching Fellow? Support for Learning Development Practitioners who aspire to be NTFs - #110 8 August 2024

<https://aldinhe.ac.uk/take5-110-so-you-want-to-be-a-national-teaching-fellow-support-for-learning-development-practitioners-who-aspire-to-be-ntfs/>

Katharine Jewitt - The art of storytelling - #111 22 August 2024

<https://aldinhe.ac.uk/take5-111-the-art-of-storytelling>

Sandra Abegglen, Mia Brewster, Fabian Neuhaus and Sarah Wilkins - Playful Pedagogies: Enhancing Hybrid Higher Education Through Creativity and Engagement - #112 5 September 2024

<https://aldinhe.ac.uk/take5-112-playful-pedagogies/>

Helena Beeson and Anne-Marie Langford - "Many hands make light work" - #113 19 September 2024 <https://aldinhe.ac.uk/take5-113-cryptic-crosswords/>

Katharine Jewitt - 10 reasons why it is good for you to #Take5 - #114 3 October 2024

<https://aldinhe.ac.uk/take5-114-10-reasons-why-it-is-good-for-you-to-take5>

Eva Shackel - How much AI generated text can students use #Take5 - #115 17 October 2024

<https://aldinhe.ac.uk/take5-115-ai/>

Chrissi Nerantzi - Educator appears perplexed with students' statement in assignment that GenAI was used to support the learning #Take5 - #116 31 October 2024

<https://aldinhe.ac.uk/take5-116-educator-appears-perplexed-with-students-statement-in-assignment-that-genai-was-used-to-support-their-learning/>

Josh Thorpe - What's the deal with chickens? AI's weakness becomes a strength - #117 14 November 2024

<https://aldinhe.ac.uk/ai-for-students/>

Dr Katie Woodhouse-Skinner and Hannah Glenn - From Statistics Anxiety to Confidence: The Power of Co-design and Collaboration between Academic and Library Support in Health Education - #118 28 November 2024

<https://aldinhe.ac.uk/take5-118-codesign-and-collaboration>

Suzanne Volejnikova-Wenger - SNAP WRAP CHAT - Closing the loop in course learning - #119 12 December 2024 <https://aldinhe.ac.uk/snap-wrap-chat/>

Nilay Balkan - What can we learn from our pandemic teaching experiences? - #120 16 January 2025

<https://aldinhe.ac.uk/take5-120-what-can-we-learn-from-our-pandemic-teaching-experiences/>

Ed Bickle, Steph Allen and Debbie Holley - Celebrating Neurodiversity: Strategies, Successes, and Stories - #121 30 January 2025

<https://aldinhe.ac.uk/take5-121-celebrating-neurodiversity-strategies-successes-and-stories/>

Debbie Holley - From accidents to aquariums: a compassionate approach to simulation - #122 13 February 2025

<https://aldinhe.ac.uk/take5-122-from-accidents-to-aquariums-a-compassionate-approach-to-simulation/>

Maria King - Punk pedagogy - are you a punk educator without knowing it? - #123 27 February 2025

<https://aldinhe.ac.uk/take5-123-punk-pedagogy-are-you-a-punk-educator-without-knowing-it/>

Jennie Blake - Small is beautiful: Emergent strategy, allyship and student partners - #124 13 March 2025

<https://aldinhe.ac.uk/take5-124-small-is-beautiful-emergent-strategy-allyship-and-student-partners/>

David Tree - From Dead End Assessments to Sustainable Pathways for Student Success - #125 27 March 2025

<https://aldinhe.ac.uk/take5-125-from-dead-end-assessments-to-sustainable-pathways-for-student-success-2/>

Jen Hayes - Step into teaching - #126 10 April 2025

<https://aldinhe.ac.uk/take5-126-step-into-teaching>

Jacqui Bartram - Visual Literacy - #127 24 April 2025

<https://aldinhe.ac.uk/take5-127-visual-literacy>

Ursula Canton -

<https://aldinhe.ac.uk/take5-128-making-a-difference-in-a-dangerous-world/> - #128 8th May 2025

This year, following the loss of Tom Burns, I recruited a #Take5 Team: Steve Briggs, Maria King, Magda Olchawska, Kriya Kalidas. Our overarching goal is to continue to publish fortnightly - and to seek out new ideas - and new voices and to support them if it is their first step into blogging.

2: Mentoring Scheme and CeM

2024 / 25 was a successful year: since the official launch in 23/24 we now have 6 successfully completed mentoring pairs, and 13 pairs still in process (plus a few who applied but continued in other ways / lost interest). It also brought some changes in sub-group membership. Alicja and Chenée had to direct their attention elsewhere - for the moment at least - and Sandra Abbeglen joined us and has already made a great contribution.

Our main priorities in 25/26 are

- to increase our pool of partners, for which we are currently planning training
- recruit further members of the subgroup from this new pool of partners to help with matching, promotion and admin
- promote mentoring to increase our pool of prospective mentors and rely less on our individual LD networks

3: The CoPs

NB: The group received an inquiry about establishing regional CoPs, but no specific steps have been taken so far.

Continuing Professional Development (CPD)

The Continuing Professional Development (CPD) CoP was established in Spring 2025, with the first meeting in late April. We are currently thinking about our focus, sharing our ideas of the kinds of questions, activities and topics we would like to explore. Over 2025/2026, we will work alongside the CPD Working Group to support the development of the ALDinHE CPD Resources, and will explore wider aspects of CPD identified by the group.

LD_Research

The main focus in 2024/25 was to give more opportunities for members, particularly new members, to share their ideas and research through the leadership of monthly meetings. In 2025/26 we will focus on supporting members during the current turbulent time within HE, and to seek to grow the membership base.

Neurodiversity and Inclusivity

The Neurodiversity CoP is going from strength to strength, with over 250 members and between 30 and 50 attendees at each CoP meeting. Our main focus in 2024/2025 has been launching our neurodiversity resource bank to raise awareness and understanding of neurodivergence in high education. This involved a collaborative process of creating

publication guidance, peer-review, feedback, and you can find this resource bank in the [ALDinHE Resource Banks](#).

We held meetings every two months during 2024/2025 with community members leading different topics for discussion, including on Universal Design for Learning principles, how the "D" in SpLD is understood, supporting neurodivergent PGRs. We also had an really impactful community conversation around working in higher education as neurodivergent learning developers. It is noticeable how discussions this past year have turned from questions about supporting individual neurodivergent students to questions about embedding inclusive practice in all curriculum design.

Our July meeting will invite community members to help shape priorities for 2025/2026, and our priorities for next year will be to review engagement with the Neurodiversity Resource Bank and the submission process, to evaluate engagement with the CoP and potential methods of engagement, and to evaluate the impact of the CoP on the practice of members. Anyone wishing to join the ALDinHE ND CoP is invited to complete this [Google Form](#)

Leadership in LD

The Leadership CoP over the past year has explored so many issues - confidence, influence, authenticity, AI, team-building, amongst many others.

I hope over the next year we will continue to learn and grow together, with members welcome to bring any issues that trouble them or questions that puzzle them.

LD Health (Healthcare related courses)

In the year 2024-25 there have been discussions around tutorials. Activities have also been posted on EAP for nurses and the Neo-liberalism in the university. Next year we will continue to seek COP member input and engagement into activities and plan to explore the possibility of doing collaborative event with other COPs and LD practitioners.

Reflective practice

The main focus for 24-25 was to develop the CoP – develop membership, to start to form connections, relationships between the members. We have spent our time conversing, discussing, getting to know each other and being concerned with creating a place to share documents and be able to create together. Our priorities for 2025 26 are to create a space to share ideas, good practice, explore concerns and gain advice about reflection and how to develop our own reflective thinking and to support students. This year we are working on reflective guidance toolkit to be able to share.

Engineering and Physical Sciences and supporting workplace learners.

The main focus of the Engineering and Work-Based Learners CoP in 24-25 has been building the network and sharing good practice.

The focus for 25-26 will be to theme meetings to encourage engagement and to explore ways to share our practice.

AI

In 24/25 the AI CoP met 7 times for members to discuss and share effective practices, resources, concerns and successes on AI in education. We adopted a varied format: in some sessions members demonstrated tools they designed, in other a specific topic (e.g. 'AI detection does NOT work. What do we do next?') was discussed, and other times we adopted the lean coffee format where members proposed and chose what to discuss during the session. The 24/25 format has been working well for us (average attendance 27, with the highest being 52) and we plan to continue in the same format in 25/26. Over the summer, we will be asking members' permission to share their email with one and other to facilitate discussion and sharing of resources between meetings.

Sector Change

Following scoping of potential membership, the CoP is currently dormant due to external factors.

Meditation and Mindfulness

The Meditation and Mindfulness group is just starting out: an LD@3 and Take 5 blog are in progress to recruit members.

Priorities for the coming academic year 2025/26:

See individual groups

Want to get involved in the [Peer Mentoring WG](#) working group?

If any ALDinHE member who would like to join the group or contribute to specific projects, existing or new, please contact admin@aldinhe.ac.uk