From work undertaken by MSOR and Sigma it has become apparent that students studying for mathematics degrees need more support beyond that available for the transition from school to undergraduate studies. Evidence suggests that peer support can help progression and both motivate and encourage students with their studies. The mechanisms of interest involve the use of undergraduates to support other undergraduates either in the same or different year groups and either in formal or informal situations. To help develop this approach, the MSOR has commissioned the development of a Good Practice Guide for Undergraduate Peer Support for level 2 mathematics students and above.

The team working on the guide are:

**Dr Stephen Kane**, Associate Head of the School of Physics, Astronomy & Mathematics at the University of Hertfordshire. He has an interest in the application of technology to support the learning and teaching of mathematics.

**Dr Indra Sinka**, Associate Dean for Curriculum Development in the Faculty of Education and Language Studies at The Open University, UK. Her current research interests also include blended learning and the measurement of outcomes.

**Dr Ian McAndrew**, Senior Lecturer in the Aero/Mech department at the University of Hertfordshire. In addition to a PhD in engineering, he also holds an MA degree in education. He is interested in how maths education can support engineering students in their studies and the deployment of mentoring in this process.

The guide will give information on the current practices used in HE and the challenges and constraints of implementing such mechanisms. The guide will consider the nature of the support – whether this be face to face or via e-technologies.

The preparation of the guide will involve carrying out a survey on how UK HEIs and CETLs use peer assisted learning. The survey will be sent out later in the year and we would appreciate your help in completing this. If you feel you have relevant information for the project then we would welcome your input and the project team can be contacted via the email address s.j.kane@herts.ac.uk.