

Supplementary Materials for manuscript: 'Staff Perspectives: Defining the types, challenges and lessons learnt of university peer support for student mental health and wellbeing'

S1: Topic Guide for Semi-Structured Interviews

1. What is your role within the university?
2. How did you come to be involved in this peer support programme?
3. Can you tell me a bit about what you understand peer support to be? What is peer support trying to achieve?
4. What led you to run this type of peer support at your institution? -121 versus group
5. What support do you have from your institution for this programme? (what do they want/what are they missing?)
6. What is the peer support programme you coordinate like?
7. What's your engagement like? - both student volunteers and attendee participation
8. If your programme was successful – what would that success look like? What are *you* trying to achieve?
9. How do you evaluate your programme? What do you report on?
10. What's going well?
11. What are your challenges? - have you found any ways to approach these challenges?
12. How do you manage risk?
13. Anything else we have missed or that you'd like to tell me?
14. Are you aware of anyone else doing work in this space?

If a Student Minds partner:

15. What are your expectations of Student Minds?
16. What do you see your role as?
17. Are there barriers to fulfilling your role?
18. Is there something that Student Minds could offer that would be beneficial to your programme?

Table S1: Codebook

Code Name	Description
Challenges	Challenges highlighted by participants in running peer support with code examples of engagement, programme organisation, capacity, working with students and support from institution
Communication	How any form of communication was discussed. Everything from promotion to communicating between staff.
Coordination and Support	How staff discuss coordinating their programmes with code examples of programme setup being main code that included sub-codes of setup, number of programmes, recruitment, training, allocation, ongoing support, evaluation, and reward.
Culture	When culture of university or a team/department was discussed.
Defining a 'peer'	How participants discussed a 'peer' with frequent codes: by being a student, by course, by year, by shared identity or experiences.
Defining Peer Support	How participants defined 'peer support with frequent codes being collaborative, student-led and supporting peers
Impact	How participants defined impact with frequent codes being engagement, community building and focused outcome (i.e. learning, transition and wellbeing or mental health)
Moving Forward	Where participants discussed plans for future peer support with codes of lessons learnt and hybrid being key.
Peers vs Professionals	When participants clarified what peer support offers versus professional support. Most frequent codes were extra support, credibility, shared language and social space.
Staff Roles	Defining what staff did, how many team members they had and what the organisation structure was like. Common codes were staff time, peer support networks, organisation structure and change.
Structure of peer support	How participants discussed their structure with common codes being groups vs 121, online vs in-person and session specifics

Code Name	Description
Success	How participants defined success (both achieved and trying to achieve) for peer support with common codes being engagement, peers benefit and community
Types of peer support	Any time that participants discussed the specifics of the type of peer support they run that could be broken down into types for categorisation such as peer support ambassador, peer mentoring, PAL and by structure
University Information	Any details given on what the university was like where the participant worked (i.e. academically rigorous, accommodation, student population and university type)

Table S2: Types and Categorisations of Peer Support

Participant Number	Type of Peer Support	Categorisation
1	PASS (Peer-Assisted Study Support)	Peer Learning
	Peer Mentoring	Peer Mentoring
2	Peer Supporters	One-to-One Peer Support
	SAMS (Student Academic Mentors)	Peer Learning
	Peer Mentors	Peer Mentoring
	Peer Mentors	Peer Mentoring
3	PAL	Peer Learning
	Peer Mentoring	Peer Mentoring
4	Peer Mentoring	Peer Mentoring
	PAL (Peer-Assisted Learning)	Peer Learning
	PGR Connect	Peer-Led Support Group
5	Peer Mentoring	Peer Mentoring
	Peer Support Groups	Peer-Led Support Group
	PAL (Peer-Assisted Learning)	Peer Learning
6	STYM (Second- and Third-Year Mentors)	Peer Mentoring
	STYC (Second- and Third-Year Contacts)	Peer Mentoring
7	RPG: Reflective Practice Group (with staff)	Uncategorised
8	Group Peer Support (attempted)	Peer-Led Support Group
9	Group Peer Support (attempted)	Peer-Led Support Group
10	Peer Mentoring	Peer Mentoring
	Group Peer Support	Peer-Led Support Group
11	Peer support	One-to-One Peer Support
12	Peer Support Group	Peer-led Support Group
	Peer mentoring	Peer Mentoring
13	Peer learning	Peer Learning
14A	Group Peer Support	Peer-Led Support Group
	Nightline	One-to-One Peer Support (by Phone)
	Wellbeing Champions	Peer Mentoring
	Welfare Watch	Uncategorised
14B	Peer Support	One-to-One Peer Support (virtual)
	Peer Support Ambassadors	Peer Mentoring