PAL Stories of Impact

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"We can't help everyone, but everyone can help someone."

Summary

- The PAL story

- Peer Mentoring stories
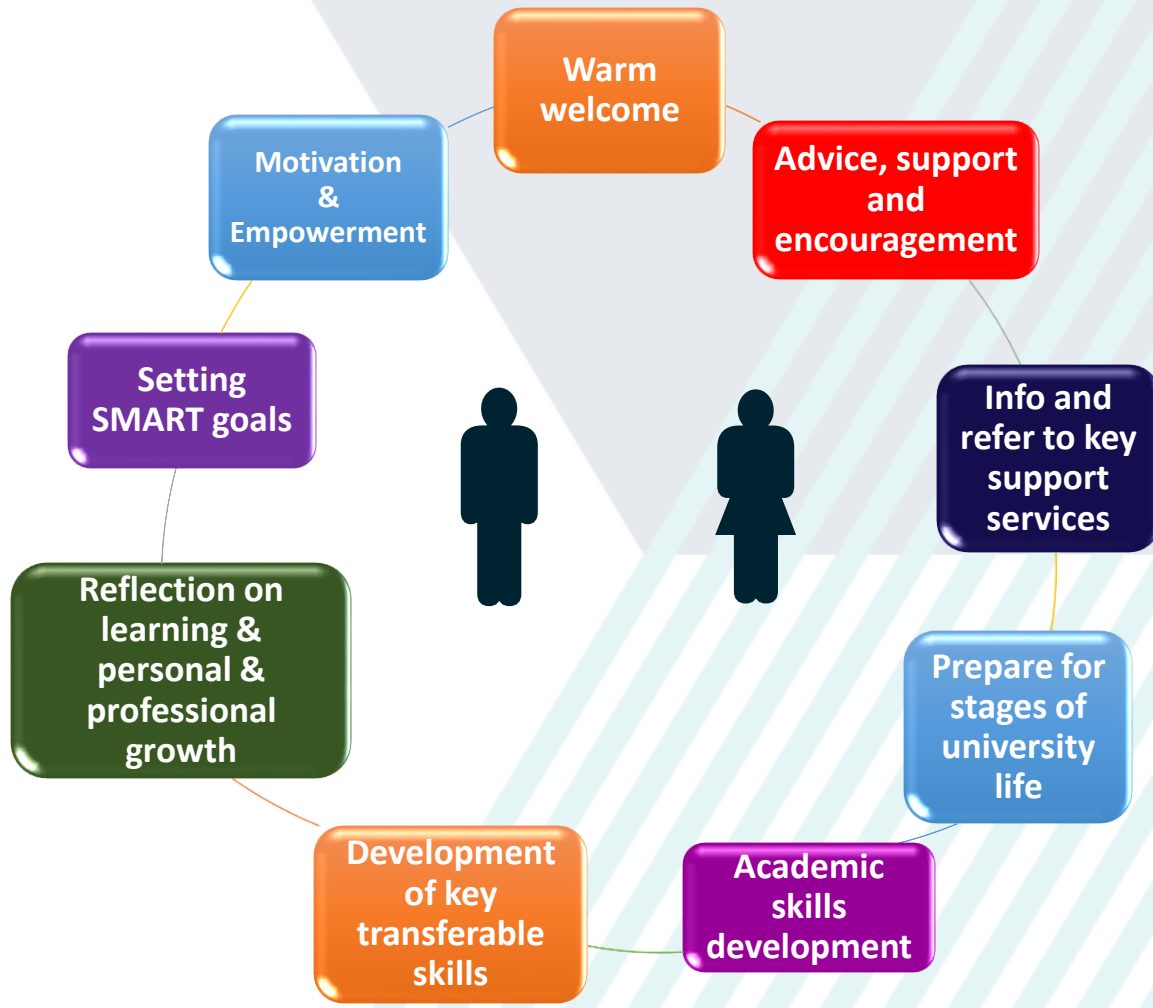
- Peer Assisted Study stories

- Questions

Chapter 1

The PAL Story

Undergraduate

Groups   Leaders

led   Credit

Academic   support

bearing

PAL   Mentors

Peer

Pastoral

HEAR

scheme   Non-credit

Paid   Opt-out   modules

Voluntary   Length   Opt-in   Online

one   Postgraduate

recognition

Warm welcome

Advice, support and encouragement

Motivation & Empowerment

Setting SMART goals

Info and refer to key support services

Reflection on learning & personal & professional growth

Prepare for stages of university life

Development of key transferable skills

Academic skills development

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Chapter 2

Peer Mentoring Stories

The UEL Story

- University-wide (across 7 Schools)
- Undergraduate pastoral opt-in scheme
- Online application process
- All mentors trained/All mentees briefed
- One to one
- Piloted Groups
- First term only (option to continue into second term)
- Mid-point evaluation/End of year evaluation

2013-14

- **120 Mentors & 104 Mentees**
- **52% BME**
- **94% Mature**
- **72% Female**
- **28% Male**

2014-15

- **121 Mentors & 149 Mentees**
- **71% BME**
- **82% Mature**
- **79% Female**
- **21% Male**

2015-16

- **156 Mentors & 158 Mentees**
- **72% BME**
- **74% Mature**
- **72% Female**
- **28% Male**

Peer Mentoring
Podiatry Group Mentoring Stats 2013-14

Access to HE Diploma Students Only	2012/13	2013/14
No of students who entered the Podiatry Degree with an Access to HE Diploma	15	22
% of students who left the course in year one	20%	0%
% of students who did not pass one or more modules at 1st opportunity in year one	40%	27%
% of students who failed two or more modules at 1st opportunity	33%	9%
% of students who gained 70% or above overall in year one	13%	23%

Peer Mentoring
Podiatry Group Mentoring Stats 2014-16

All Podiatry students	2014/15	2015/16
No of students who entered the Podiatry Degree	37	33
% of students who left the course in year one	24%	10%
% of students who progressed at first opportunity into year 2	76%	90%

Catherine's story…

What worked…

- Close collaboration/buy in with/from key academic colleagues
- Clear/simple application process
- Briefing of mentees
- Compulsory mentoring groups
  - Embedded and timetabled
- Online reflection logs and mid-point & end of year scheme evaluations
- University-wide Mentoring Development Group

Challenges

- Low participation from under 21 years and male students
- Opt-in
- Unmatched mentors
- Students not meeting up due to timetable clashes
- Lack of resources

Chapter 3

Peer Assisted Study Stories

The SOAS story……

- PASS pilot for BA Arabic (Feb – May 2017)
- Recruited & trained **4** x higher year undergraduates students as PASS Leaders
- 5 x themed 1- hour sessions offered during Terms 2 & 3
- Overall attendance – **20** x students
- Scheme rolled out to 5 modules in 2017-18

2017-18	Arabic 1 **Foundation**	Arabic 1 **Intermediate**	Arabic 100	Mandarin	Persian
Trained PASS Leaders	2	2	4	3	2
Scheme Duration	Term 1 & 2	Term 1 & 2	Term 1 & 2	Term 1 & 2	Term 1 & 2
Student Attendance (Until end of November 2017)	15	10	29	10	10
Total					**74**

PASS Attendee Feedback (Pilot)

"I would recommend the PASS sessions because they provide a space to share problems with other students and to safely make mistakes and learn from them."

"It was useful because I understood my weaknesses"

"It helped me to understand more about how the language works."

"Learning about tips on structured revision techniques from a higher year student perspective, who had gone through the same experience of learning a new language (rather than being a native speaker), was incredibly helpful."

"It was nicely structured and I liked that we could pick what we wanted to revise and practice together."

PASS Leader Feedback (Pilot)

"I think (PASS) is really motivating for leaders and students. The burst of confidence is great to see (..) You feel like you are contributing to making a difference and you are helping with.. The drop out rate last year was horrible for everyone."

" I think that (PASS) has shown me the value of 'group study' with everyone bouncing ideas off each other. That has really changed my approach to how I study"

"One of the things that kept on coming up in the sessions was speaking practice and practical application. We have tutorials but most of the time we spend in lectures and we are not using the language then (..) Having a group space really relaxed to just try things out, get things wrong an make mistakes but with progress in mind, it is really, really good.)PASS) is an organised form that."

Rumana's insight….

- First year BA Arabic student
- Attended 3 PASS sessions on pilot scheme
- Asked to describe 3 key takeaways from attending these sessions….

What worked…

- Partnering with key academics to recruit PASS Leaders
- Thorough PASS Leader training process
- Observation of sessions
- Online reflective logs for PASS Leaders
- South East Region Academic Peer Learning and Mentoring Network and Academic Peer Learning JISCMAIL.

Challenges

- Fluctuating/low student attendance
- Timetabling of sessions
- Late recruitment/training of some PASS Leaders due to lack of applications
- Academic coordinator engagement and arranging regular debrief sessions
- Lack of departmental administrative support

The LSBM story…..

- Independent provider based in Bloomsbury (Awarding body - University of Northampton)
- 1,500 students
- Undergraduate and postgraduate degrees in Business, Law and Accounting
- 89% Mature students
- 70% BME
- 17% with declared disability

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The LSBM story cont'd…..

2016-17
- PAL pilot launched in LLB Law (Legal Systems)
  - o 2 x PAL Leaders running 2 sessions per week (25 students per session)
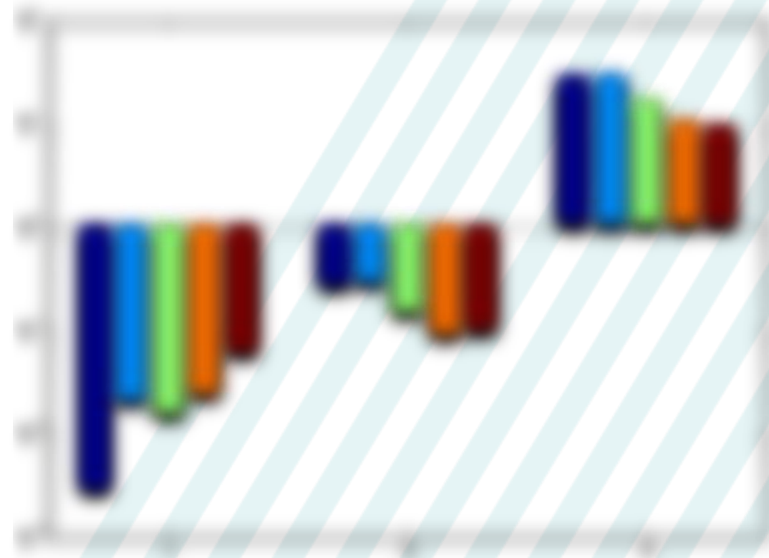 - o Embedded in workshops for first semester
- Was not evaluated

2017-18
- PAL offered in LLB (Criminal Law)
  - o 4 x PAL Leaders running weekly sessions (outside of workshops) in semester 1
  - o No students attended

- Re-launched PAL (Criminal Law) in semester 2
- 5 themed sessions including 'Mooting Practice' and 'Revision'
- 20 x students have attended to date
- The future

Nya and Sara's Stories….

Beyond metrics – The importance of the student story

Thank you
Questions?

Human