



ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Peer Assisted Learning				
Module Code	UMOMYL-15-2	Level	2	Version	2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	no
Owning Faculty	FBL	Field	Organisation Studies		
Department	Business and Management	Module Type	Professional Practice		
Contributes towards	This module does not contribute to any UWE programme. The module provides extra credit for those participating in the PAL scheme				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2014	Valid to	September 2020		

CAP Approval Date	20 November 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> i) Demonstrate an understanding of Peer Assisted Learning by analysing and describing the skills and qualities required of a PAL Leader ii) Manage PAL sessions effectively by reflecting on their practices as a PAL Leader iii) Provide support and advice to their PAL group on a range of study skills and study habits appropriate to higher education iv) Promote and encourage attendance to PAL sessions by evaluating the effectiveness of the promotional materials they create v) Communicate effectively with their Programme/Module PAL contact, other PAL leaders and the University's PAL office staff
Syllabus Outline	<p>Students will be working with the PAL office team who will guide them in developing their work based portfolio. The PAL leaders' portfolio will contain an annotated collection of documents through which the students record, reflect on, critically evaluate and demonstrate their development as PAL Leaders over a sustained period. The portfolio aims to encourage students to record training workshops to practice and assist in planning their future development needs. Their portfolio is intended to help improve their performance as a PAL Leader and to aid in their own personal and professional development. The students are expected to be constructing their portfolio concurrently while undertaking their activities as PAL Leader. In particular it will enable</p>

	<p>students to:</p> <ul style="list-style-type: none"> - display their best work; - display a collection of examples of what they actually do as PAL Leaders; - show their thinking behind their approach to their PAL-related activities; - include reflective accounts which highlight what is unique about their approach to their role as a PAL Leader; - demonstrate a gradual unfolding and development of their expertise in planning and reviewing their PAL sessions and in applying a range of techniques while running their PAL sessions. <p>Particular emphasis will be given to the following topics:</p> <ul style="list-style-type: none"> • PAL Leaders on the University Campus • Student Development and the Impact of peers • Cultural Competency • Interpersonal Communication Skills • Problem Solving with Individuals • Understanding Group Process and Awareness of Individual Differences • Leading Groups Effectively • Strategies for Academic Success • Using Campus Resources and Referral Techniques • Ethics and Strategies for Good Practice <p>Self- Marketing in the Workplace</p>
Contact Hours	<p>Tutor meetings: 20 Directed Learning (D): 50 Summative Assessment (C): 10 Self-directed learning: 70 Total: 150 hours</p>
Teaching and Learning Methods	<p>An essential part of this module is the students own work experience as a PAL Leader. The module is supported by the PAL initial and follow-up training workshops and regular group plenary sessions. The PAL Leader training will focus on enabling the students to achieve the learning outcomes while acting their roles as PAL Leaders. Additionally, the PAL office staff will carry out formal observations on at least two occasions and informally advise, guide and assess the students' performance facilitators. The basis of learning and support within the module is a series of meetings, since many of the learning outcomes for the module can be met within these regular PAL planning and feedback sessions.</p> <p>The four main areas of support for the students will come from the University's PAL office staff, the member of the module/programme teaching team who acts as their PAL academic contact, other PAL Leaders, particularly those from their own programme and from the initial and follow-up training workshops.</p> <p>The initial training is delivered prior to teaching block 1 and covers topics such as:</p> <ul style="list-style-type: none"> - leadership - teamwork - interpersonal facilitation and coaching <p>The follow-up workshops are intended to:</p> <ul style="list-style-type: none"> - help review activities as PAL Leaders - provide support and opportunities to discuss the management of PAL sessions with other PAL Leaders - provide ideas for activities which help improve study skills and habits. <p>Scheduled learning : 50 hours of formal training workshops Independent learning : 70 hours of self-study Placement (practice) learning: A maximum of 30 hours on scheduled PAL sessions</p>

Key Information Sets Information	Key Information Set - Module data															
	Number of credits for this module				15											
	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours											
	150	50	70	30	150											
<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="571 936 1262 1167"> <tr> <td>Total assessment of the module:</td> <td>pass/fail</td> </tr> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>0%</td> </tr> </table>							Total assessment of the module:	pass/fail	Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	0%		0%
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Written exam assessment percentage	0%															
Coursework assessment percentage	0%															
Practical exam assessment percentage	0%															
	0%															
Reading Strategy	<p>There are no set textbooks for this module. Students will be encouraged to identify reading relevant to the peer learning and mentoring publications. Literature searching skills will be supported by library services and additional support given using the library interactive tutorials and subject specific guidance on the module website. Support for identifying appropriate and relevant sources will be provided both by module team members.</p> <p>It is expected that the references and bibliography included in their portfolio reflect their range of reading.</p> <p>Guidance will be provided through examples of previous submissions and module materials providing support for evaluating appropriateness and validity.</p>															
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>PAL Leader training manual</p> <p>Nancy Falchikov (2001) Learning Together: Peer tutoring in Higher Education David Jaques (2000) Learning in Groups David Boud (2001) Peer Learning in Higher education Keith Topping (1999) Peer Assisted Learning</p>															

Part 3: Assessment

Assessment Strategy	<p>The assessment for this module is based on a portfolio submission that includes a 1,500 word reflective report.</p> <p>The portfolio is intended to help PAL Leaders improve their performance as a PAL Leader and to aid their own personal and professional development. The students are expected to be constructing their portfolio concurrently while undertaking their activities as a PAL Leader.</p> <p>The four main areas of support for the PAL Leader will come from:</p> <ul style="list-style-type: none"> • University's PAL Office Co-ordinators; • the member of the Course Teaching Team who acts as your course PAL contact; • other PAL Leaders, particularly those from their course; • initial and follow-up training workshops. <p>Students build up their portfolios with weekly session plans and personal reflections which are submitted at the end of each month in TB1 and TB2. PAL session plans will need to provide evidence of group management, facilitation and study skills support. Self- reflections will show evidence that the Leader can analyse their own skills and qualities (in the context of PAL) as well as describing their self-development needs.</p> <p>PAL Leaders receive feedback at the end of each monthly submission, during training workshops, PAL Office observations, peer observations and through survey/questionnaire data from year-1 student participants.</p> <p>The submission date for handing in portfolios is the last Friday of TB- 2.</p> <p>If a PAL Leader runs PAL sessions for TB1 only and/or is satisfied that their portfolio is complete they can hand it in prior to the submission deadline so that it does not interfere with their exam revision.</p>
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Identify final assessment component and element	n/a	
% weighting between components A and B (Standard modules only)	A:	B:
	P/F	-
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio Submission	P/F	
Component B Description of each element	Element weighting (as % of component)	
n/a		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio Submission	P/F	
Component B Description of each element	Element weighting (as % of component)	
n/a		
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		

