



## **Module Specification**

### **Peer Assisted Learning**

Version: 2023-24, v2.0, 24 May 2023

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## Part 1: Information

**Module title:** Peer Assisted Learning

**Module code:** UMOMYL-15-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**Faculty:** Faculty of Business & Law

**Department:** FBL Dept of Business & Management

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Organisation Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes

**Outline syllabus:** 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 students to:

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.

Particular emphasis will be given to the following topics:

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

Self- Marketing in the Workplace

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Tutor meetings: 20

Directed Learning (D): 50

Summative Assessment (C): 10

Self-directed learning: 70

Total: 150 hours

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.

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.

The initial training is delivered prior to teaching block 1 and covers topics such as:

Leadership

Teamwork

Interpersonal facilitation and coaching

The follow-up workshops are intended to:

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.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate an understanding of Peer Assisted Learning by analysing and describing the skills and qualities required of a PAL Leader

**MO2** Manage PAL sessions effectively by reflecting on their practices as a PAL Leader

**MO3** Provide support and advice to their PAL group on a range of study skills and study habits appropriate to higher education

**MO4** Promote and encourage attendance to PAL sessions by evaluating the effectiveness of the promotional materials they create

**MO5** Communicate effectively with their Programme/Module PAL contact, other PAL leaders and the University's PAL office staff

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 70 hours

Placement = 30 hours

Face-to-face learning = 50 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umomyl-15-2.html) via the following link <https://uwe.rl.talis.com/modules/umomyl-15-2.html>

## **Part 4: Assessment**

**Assessment strategy:** The assessment for this module is based on a portfolio submission that includes a 1,500 word reflective report.

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.

The four main areas of support for the PAL Leader will come from:

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.

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.

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.

The submission date for handing in portfolios is the last Friday of TB- 2.

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.

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.

### **Assessment components:**

#### **Portfolio (First Sit)**

Description: Portfolio submission

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

#### **Portfolio (Resit)**

Description: Portfolio submission

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: