

Presentation by

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**PAL
Administrator**

Peer to Peer Support: How Academic Wellbeing is supported at UWE Bristol

Date



Aims

- Explore wellbeing in HE
- Define what is PAL?
- Explore the changing remit of the library
- Review it's success
- Facilitation rather than teaching, why?

Wellbeing, a crisis in our midst?

Number of students disclosing a mental health condition has tripled since 2007/08 (Equality Challenge Unit, 2015)

Students report significantly lower levels of mental wellbeing than the general population - more so with respect to minority groups (Ferguson, 2017)

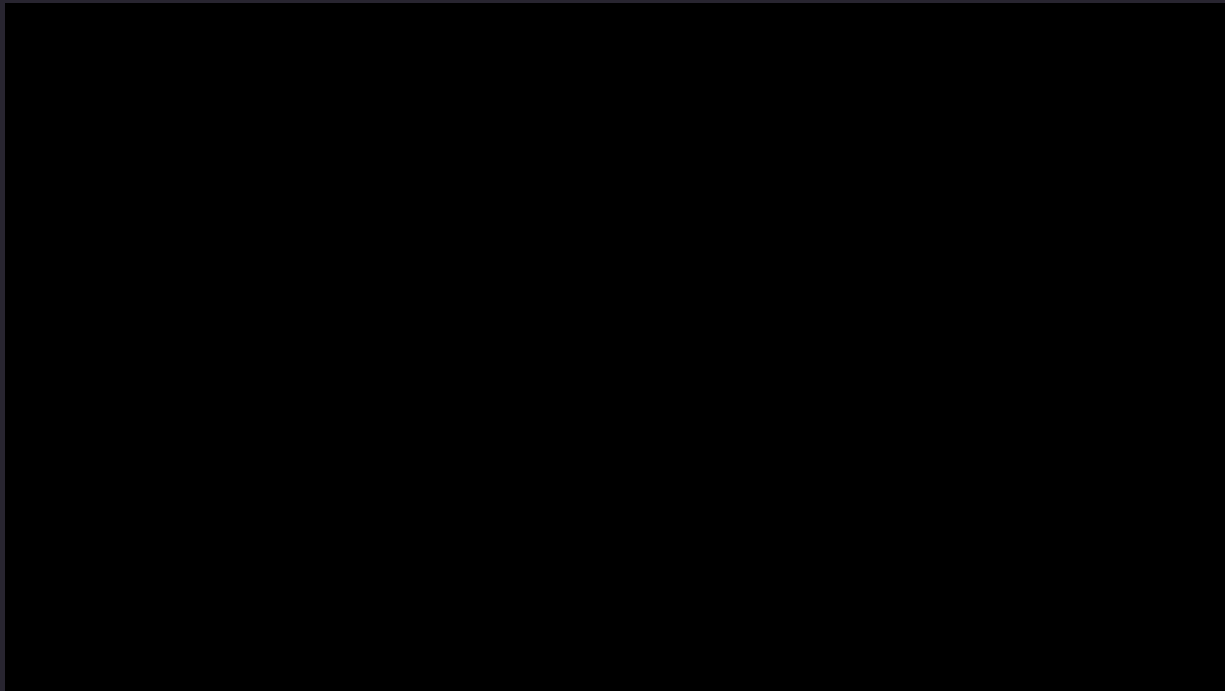
HE sector is experiencing a 'mental health crisis' (The Guardian, August 2018)

*Academic Pressure is
cited as the primary
cause of stress for
students*

Mental Wealth First

| Our commitment to putting mental health and wellbeing first

#MentalWealthFirst

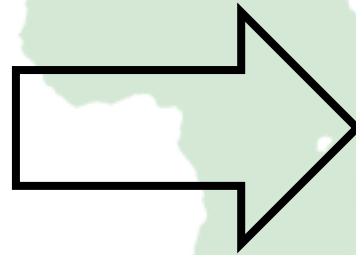




***PAL Leader, Niamh Fahy,
ACE: I have seen students
become more confident
and independent knowing
they can speak directly to
another student. I feel
speaking about how you
have developed your own
work encourages students
to experiment and explore
the possibilities.***

SI/PASS/PALS?

- 'Supplemental Instruction (SI)
- Developed by Dr. Deanna Martin in 1973 at the University of Missouri, Kansas City (UMKC)
- Created to decrease the attrition rates of minority students in health care professions.

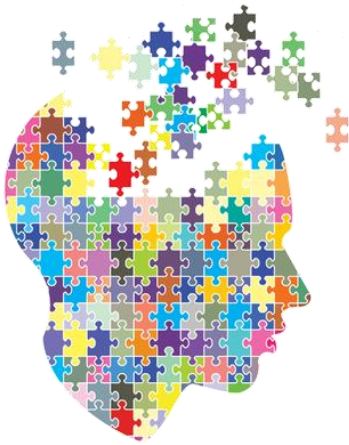


After SI was established there was a huge international interest on how to integrate PAL into educational contexts. In 2002, to support the demand for training the 'International Center for Supplemental Instruction' was formed – the centre recognises and trains 'Certified Trainers' who support the growth and training of SI-PASS supervisors.

The European Centre for Supplemental Instruction (SI) and Peer Assisted Study Session (PASS) is located in Lund University, Sweden.

In the UK and at UWE Bristol the model is sometimes called PASS and sometimes PAL (Peer Assisted Learning)

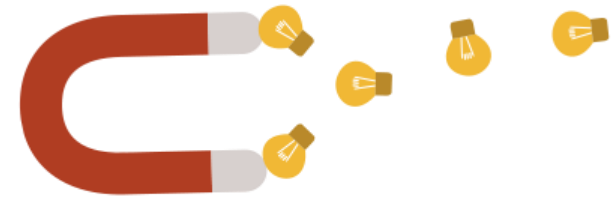
Main goals



**Improve
learning**



**Increase continued
enrolment/
retention**



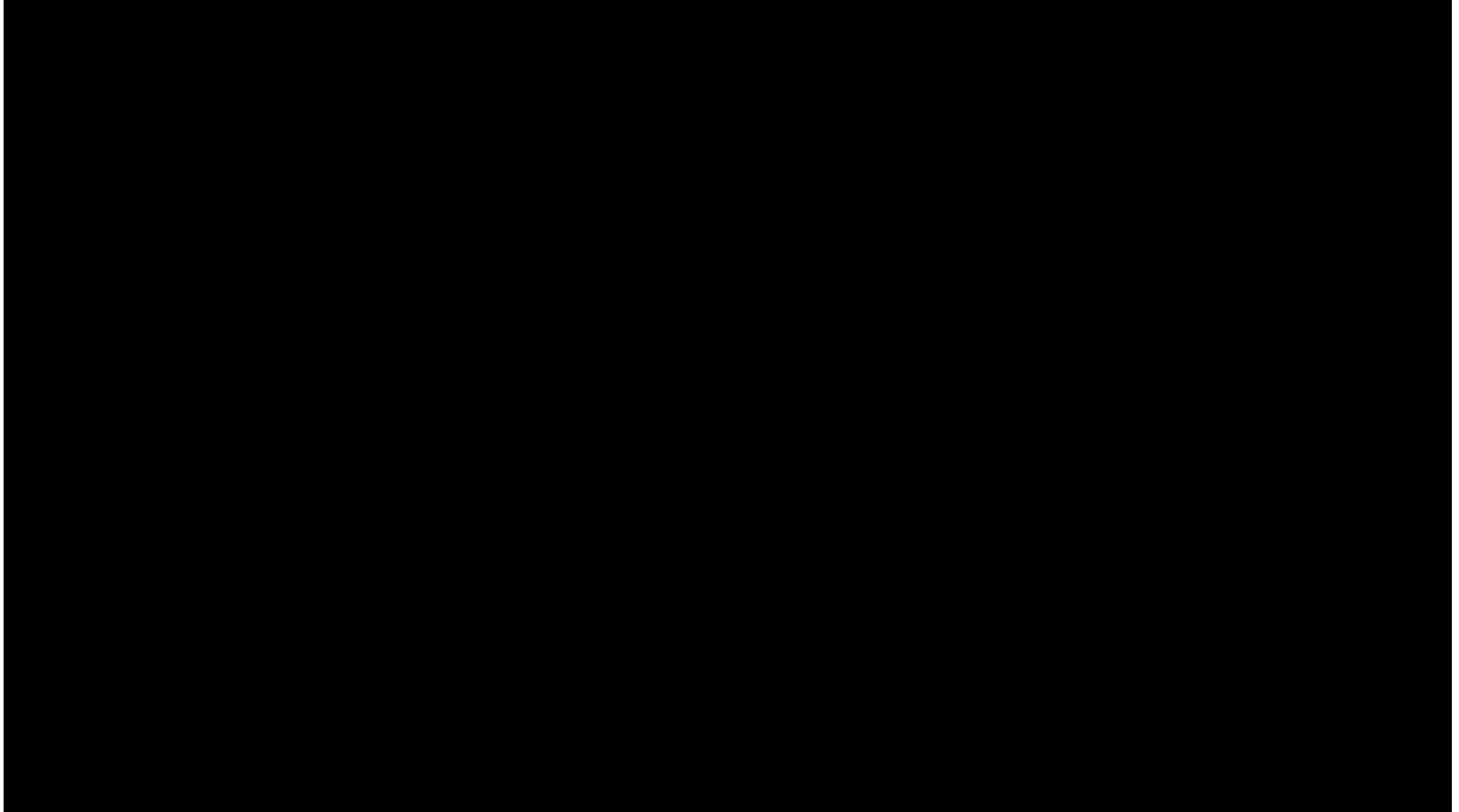
**Improve
student
performance**

'SI-PASS programmes are **connected to courses** and complements regular education. The SI-PASS sessions do not replace regular education. Instead, they focus on processing **already presented material** through **student collaboration** in a challenging course.'

Enhancing learning: the integration into the library

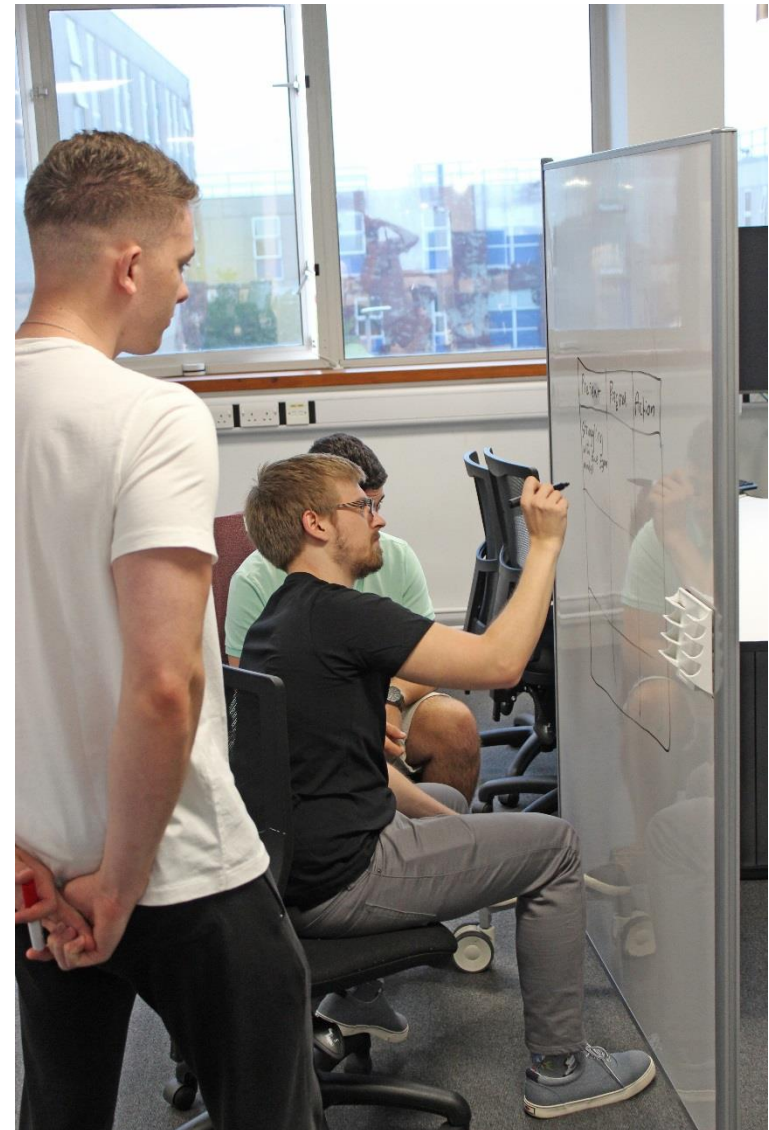
Vision for Library Services
“To be the sector leading library; delivering outstanding library resources and services that **enables students** and staff to succeed in their learning, teaching, research and professional goals.”

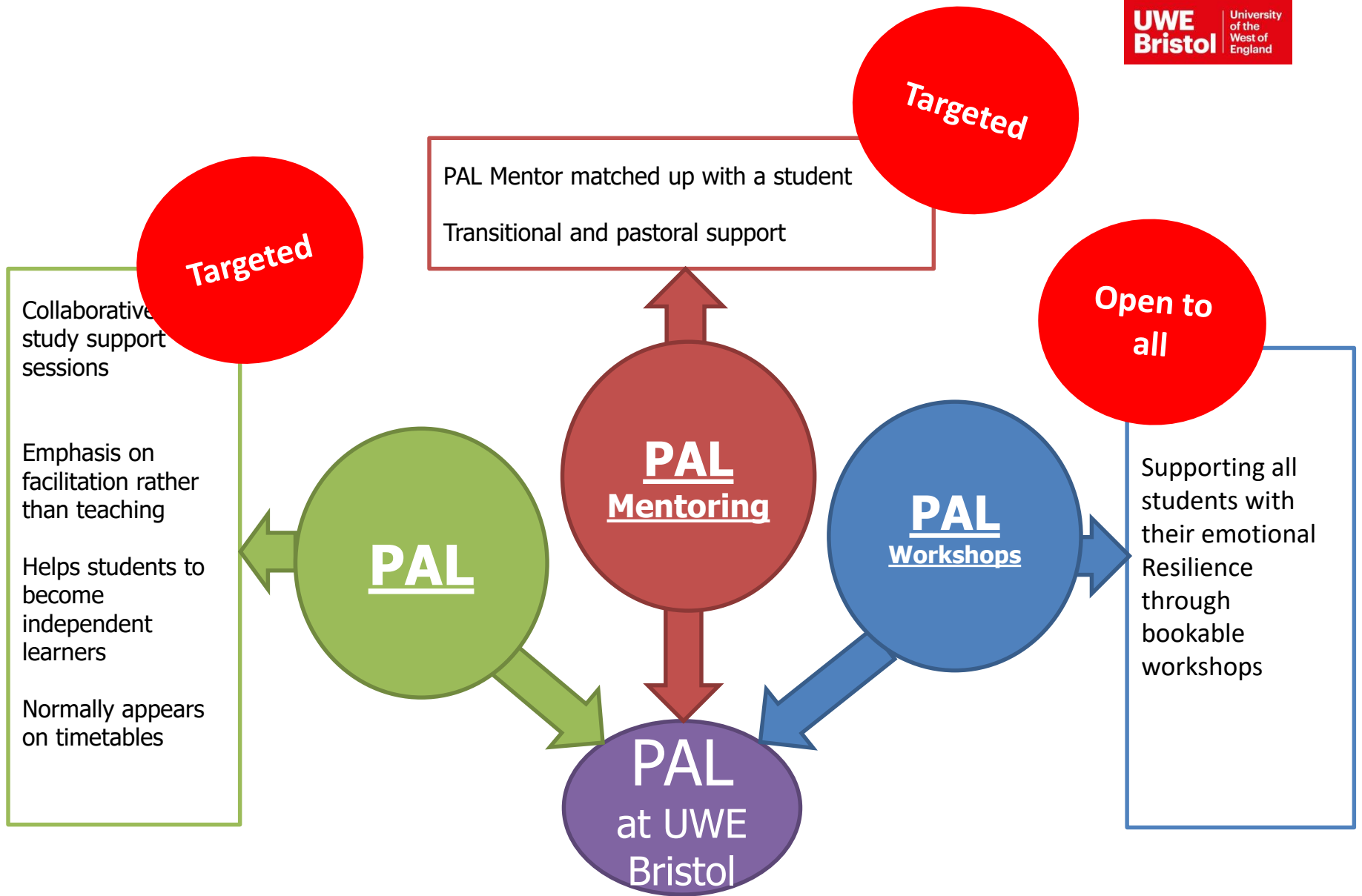
Vision for PAL
“To provide opportunities for all students to access library resources and services that **enables students** to enhance their learning.”

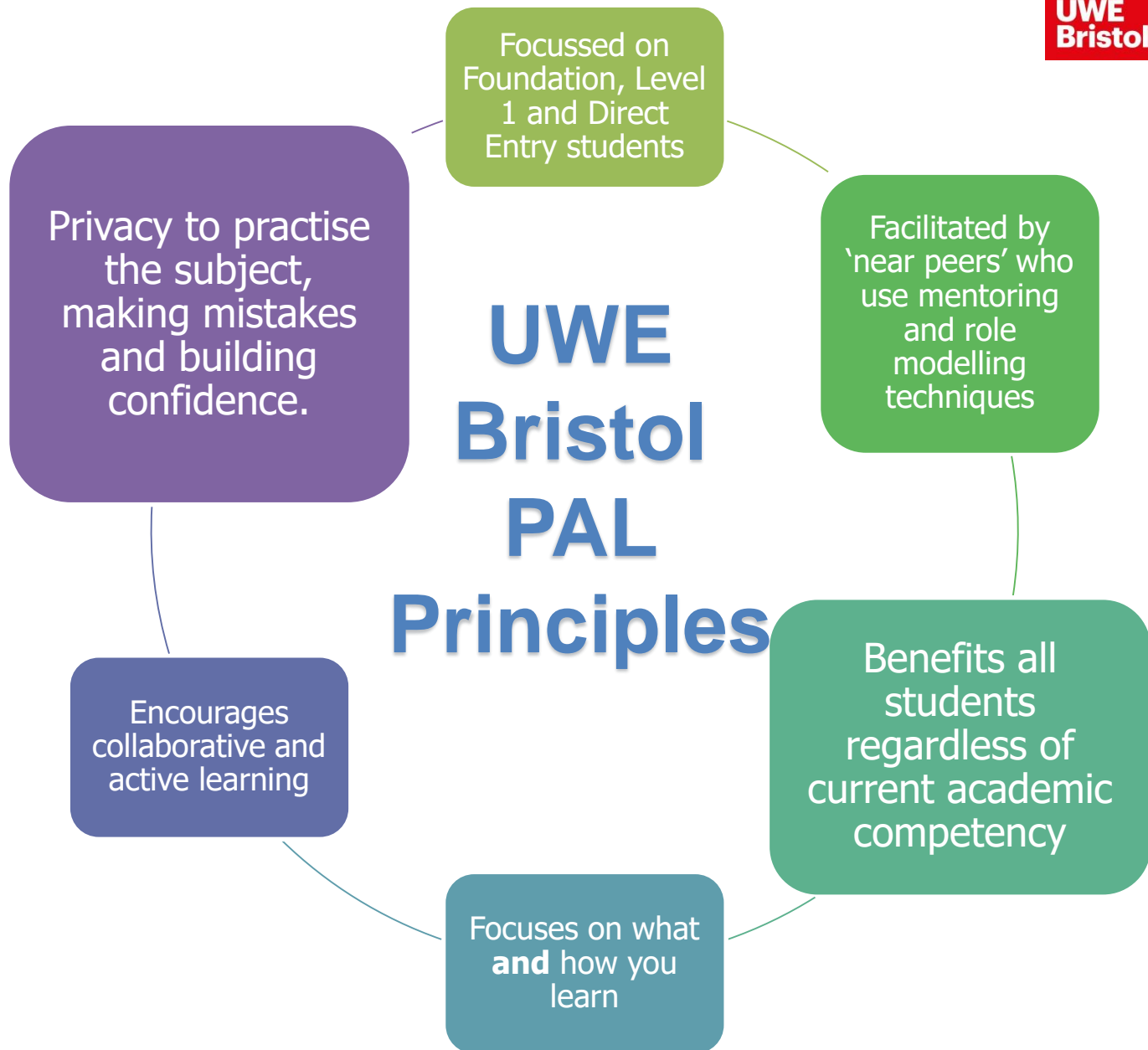


At UWE Bristol

- PAL has been running at UWE since 2002
- **Part of the UWE Library Services since 2016**
- Centrally coordinated
- PAL Leaders are paid casual workers
- Voluntary for participants
- Programmes have to request PAL







Principles in practice?

85%

of students agreed
that they
benefitted from
attending PAL

"A positive of PAL has been increasing my confidence in talking to whole groups which has been extremely useful for presentations on my course."

- PAL Leader for N&M

Chloe Waul (PAL Leader) said... *"The highlight so far has been **challenging** myself to try something **new** by becoming a PAL leader, I want to have a very **diverse university experience** and take advantage of as many opportunities as possible. I have also enjoyed helping others to focus their studies and putting the students **at ease** during the first months of semester one. Starting university can be a daunting experience and I am glad that I could help make the **transition** a little easier for some students."*

Discipline ownership – programmes “own” PAL

Embedded

Real World

PAL Leaders receive ILM qualification

How does PAL fit with Library service's aims?

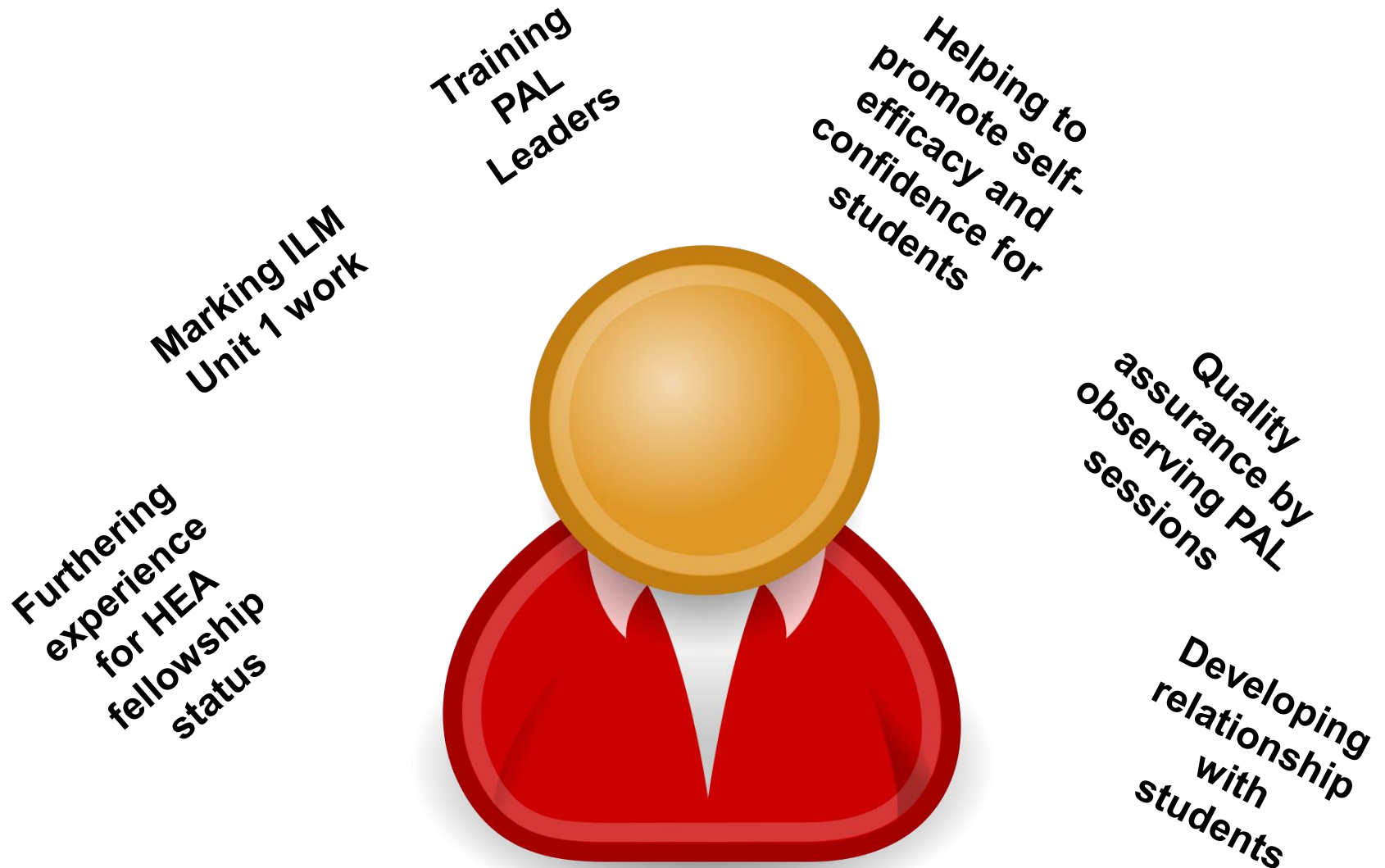
High Quality

Tap into the expertise of Library staff to quality assure

Learner-centered

Focus of PAL is on the learner, it's a student-ran and student-led programme

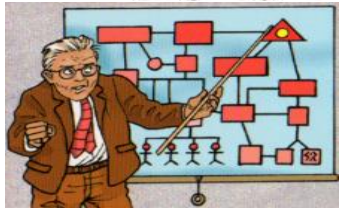
The role of the librarian



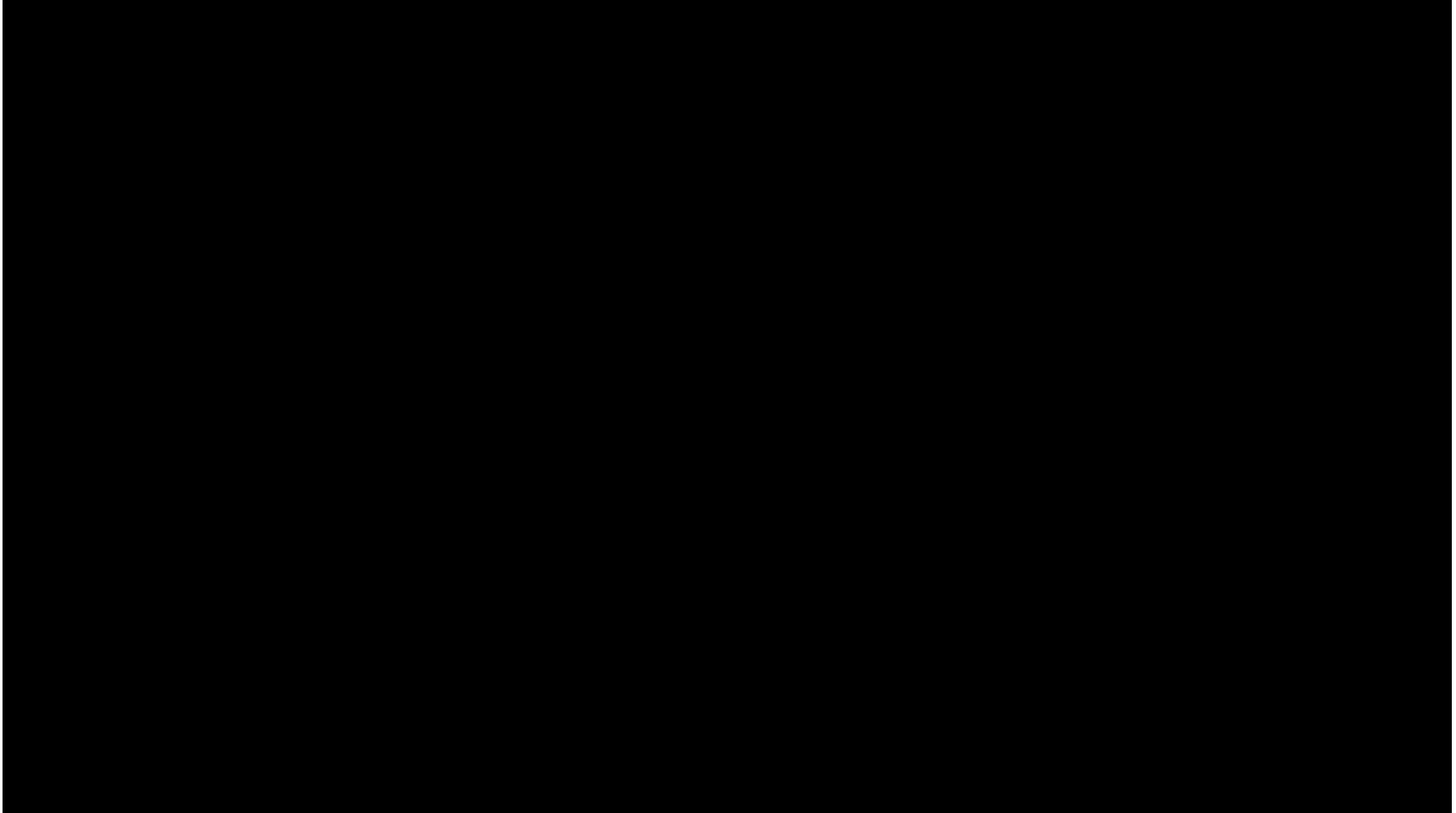
In the Faculty of Health and Applied Sciences

- Implemented a targeted PAL scheme into the 'Physiology and Pharmacology' module that students reported to be struggling with
- Paramedic Science PAL leaders linked in with the Paramedic Student society to provide bespoke sessions
- Our Midwifery scheme supports practice-based learning by using the Library's collection of anatomical models to run practical sessions in preparation for clinical exams

Facilitate don't teach



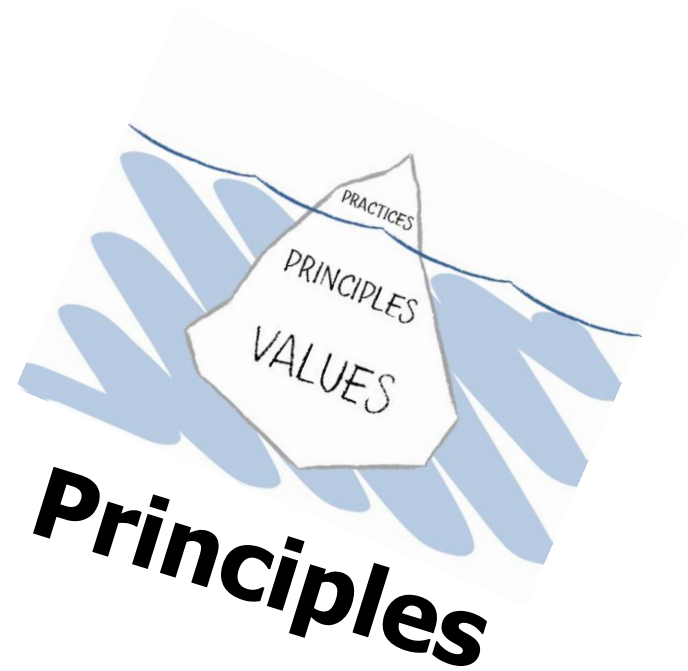
	Preferred activities
Activists	Mind-showering; problem solving; group discussion; puzzles; competitions and role-play.
Theorist	Models; statistics; stories; quotes; background information and applying theories.
Pragmatist	Time to think about how to apply learning in reality; case studies; problem solving and discussion.
Reflector	Paired discussions; self analysis questionnaires; personality questionnaires; time out; observing activities; feedback from others; coaching and interviews.



In summary



peer-led



Principles



Self-efficacy