PAL Leader Training 2020-21

Thank you for signing up to be a PAL Leader. This training booklet provides additional information and resources to support the training session and planning your future sessions.

Support Available

Peer Support Team

Sam, Laura, Maria and Rhiannon are based in the SU and support PAL Leaders in their role. You can email them on PeerSupport@bath.ac.uk.

Senior PAL Leaders

Senior PAL Leaders are experienced leaders who support you throughout the year. They run debriefs and other activities and are also there to discuss your plans for PAL sessions and any problems you may be facing. They've been a PAL Leader before so understand what you're doing.

PAL Coordinators

Each PAL scheme has a specific member of staff who supports the scheme in the department.

- Biosciences – Julia Sero
- Chemistry – Barrie Marsh
- Computer Science Program – Zack Lyons
- Economics – Magdalyn Okolo
- MLES – Nick Regan
- Pharmacy – David Taylor
- Physics – Steve Davies
- Politics – Nick Regan
- Psychology (for Year 1 students) – Ian Fairholm
- Psychology (for Year 2 students) – Sally Adams

What is PAL?

- Study sessions for all students led by PAL Leaders who have previously studied your unit/programme
- Sessions will help develop your understanding and build on your existing knowledge, while building revision skills & developing your exam technique
- Sessions are interactive, informal and fun!

Peer Assisted Learning (PAL) derives from the Supplemental Instruction (SI) model developed at the University of Missouri, Kansas City (UMKC) in 1973 by Dr. Deana Martin. In the early 1990s the SI model was adapted for use in the UK and renamed PAL or PASS (Peer Assisted Study Sessions).

PAL does not replace any form of interaction between staff and students but instead provides additional opportunity for all students to interact with their peers in study sessions. PAL supports the student experience both academically and socially, providing an opportunity for peer interaction and fostering a greater sense of community within their department. PAL aims to benefit all students, regardless of academic competency.

Trained higher year students (PAL Leaders) work in pairs or groups to facilitate regular PAL study sessions with a small group of attendees. Sessions generally take place in weekly, one hour timetabled slots at a time available to all students, although sessions are not compulsory.

Discussions are based on existing course materials – information that has already been received. This ensures that students are not acting as lecturers! PAL Leaders encourage students to compare notes, analyse, criticise, practise methods, question and seek verification of ideas. You will also be providing a space for revision, while encouraging students to improve study skills.

Benefits include

- Academic development & progression
- Opportunity to meet people on your course
- Chance to improve your skillset
- Cross year academic & wellbeing support
- Aim is to improve overall experience by offering students peer to peer support!

Watch our PAL video to find out more:
https://www.youtube.com/watch?v=lw-CLza97Pg

The 21 Principles of PAL

Regardless of the subject, all PAL schemes adhere to follow the principles of PAL. These principles have been adopted by most universities in the UK.

	Principle	My Rating	Pair Rating	Group Rating
1	is a methodology for learner support			
2	is small group learning			
3	is facilitated by other students acting as mentors			
4	is confidential			
5	is voluntary			
6	is non-remedial			
7	is participative			
8	is content-based and process-oriented			
9	encourages collaborative, rather than competitive learning			
10	benefits all students regardless of current academic competency			
11	gives privacy to practise the subject, make mistakes and build up confidence			
12	gives opportunity to increase academic performance			
13	is pro-active, not reactive			
14	targets high "risk" courses, not high "risk" students			
15	decreases drop-out rates and aids retention			
16	encourages learner autonomy			
17	does not create dependency			
18	integrates effective learning strategies within the course content			
19	enables a clear view of course expectations			
20	is discipline specific			
21	challenges the barrier between year groups			

Structure of a PAL session

Here is a basic outline of a PAL session. It is important to include all sections in some way, however you may wish to reduce the length of time spent on icebreakers, or use an initial main activity as an icebreaker activity.

	What it involves?	Time
Start Of Session	- Informal conversations with students as they arrive - Icebreaker(s) or agenda setting - Explanation of PAL and PAL Leader's role	5-10 mins
Main Body Of Session	- Have activities ready to allow students to explore the content - Use of redirecting questions and wait-time - Student-to-student interaction - Check for understanding - Invisible PAL Leaders	30 mins
End Of Session	- Summarise the content - Student-led; students sharing ideas and responses to tasks - Leaders thank the students to attending - Signpost what the content of PAL will be next week/ask for suggestions for content the following week - Encourage participants to come again	5-10 mins
After The Session	Download the attendance sheet from Microsoft Team and submit it Peer Support and attend debrief	5 mins

The differences between teaching and facilitation

PAL Leaders facilitate PAL sessions, rather than teaching their students or re-teaching course content. This table summarises the key differences between teaching and facilitation. You should aim to include the key points

from the facilitation column in your sessions and avoid the points in the teaching column.

	Teaching	Facilitation
Knowledge	Teacher is an expert and is expected to have substantial knowledge.	No knowledge of the content is expected.
Curriculum	Teacher sets the curriculum or works along a set curriculum Matched to course/unit learning objectives	Students set the agenda and create their own curriculum. Facilitator guides this process. Matched to own student individual learning objectives
Delivery	Lecture format	Creative and through questioning Use of space and process
Interaction	Typically one way – lecturer sharing information with student	Interaction is across participants; drawing upon experiences and own beliefs.
Relationship	A power hierarchy exists between teacher and student	Facilitators position them at the same level as the students

PAL Leader Techniques

Here are some valuable techniques that you should use regularly during your PAL sessions. If you want to read more on these subjects, you can find PDF copies of the references on the PAL Leader Moodle Page.

Use this page to plan your Peer Lesson.

Subject of Peer Lesson	

1. Student to Student Interaction

It is important that PAL Leaders encourage student to student interaction during sessions. In collaborative learning environments such as PAL, students are responsible for helping each other learn, as well as learning themselves. Not only do students develop their understanding of course concepts through group work, but also develop social skills and critical thinking. Students who work together collaboratively achieve higher levels of thought and retain information longer than students who work alone (Johnson and Johnson 1986).

Strategies and tips for promoting student to student interaction:

- Leaders should plan student to student interaction into their sessions.
- Student to leader interactions limit the number of students who benefit from interaction to only the student speaking.
- Getting students to ask each other questions or discuss topics or methods in groups encourages all members of the group to interact with one another.
- Using wait time increases the opportunity for students to interact with one another.
- Leaders should redirect questions to other students to encourage students to answer each other's' questions.
- Students should work in small groups whenever possible
- Leaders should encourage students to study together outside of the sessions
- Leaders should pay attention to student responses and check for understanding when needed
- Observe the pattern of interactions during your sessions. Use interaction diagrams to map these patters to see how you progress from session to session.
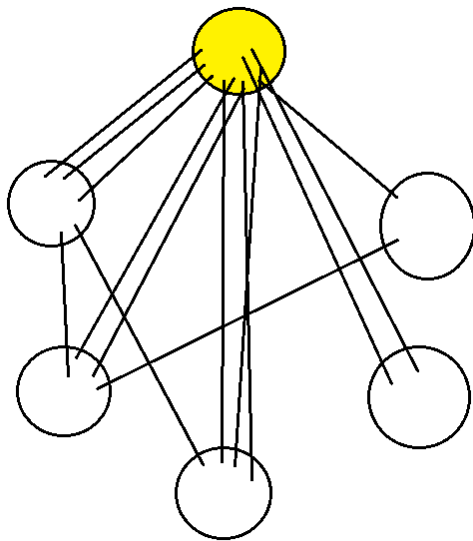
Diagram 1   Diagram 2
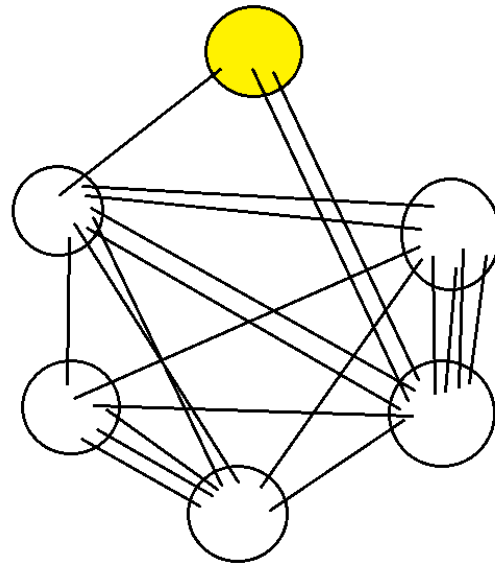
2. Redirecting questions (Riley 1981)

This is where the PAL Leader resists answering a question and poses another question to redirect it back to the group. It is based on the idea that we all learn better when we have to explain our thinking to somebody else, promoting student to student interactions rather than student to leader interactions. It is natural to answer a question when asked so redirecting questions requires the leaders to think carefully when they are asked questions by attendees and find a way to redirect questions back to the group.

Common ways to redirect questions include:

- Does anyone else know the answer to this question?
- What was said in the lecture about this?
- Can anyone help us with this question?
- What information would you need to answer that?
- Can anyone find the answer in their lecture notes?
- Let's try and work this out together…
- Can you suggest another way to think about this?
- Let's write down everything we know about this topic/problem…
- Let's rephrase that question and work out what we need to answer it

After an initial redirection, you may need to encourage conversations to continue, or go into more depth. Possible additional questions include:

- What are we trying to find out here?
- What do you need to do next?
- Can anyone add something to this?
- What kind of exam questions could come from this lecture?
- When have you done something like this before?
- Can you define [a key word from their question]?
- Can you be more specific?
- Can you summarise the discussion up to this point?

3. Wait-time (Rowe 1974)

Wait time is the time that elapses between a PAL Leader and student speaking. There are two kinds of wait-time:

1. The time the leader waits after asking a question to the group
2. The time the leader waits after a response from an individual

Wait-Time is an important factor in successful PAL sessions. Research has demonstrated that the quality and quantity of students' verbal responses increases significantly if teachers regularly utilise at least three seconds of wait-time. This is particularly valuable when pausing after a student responds.

Wait time seems to benefit students by allowing the brain more time to consolidate information, giving deeper processing of information. Deep-level knowledge is associated with comprehension, abstraction, critical judgement and evaluation (de Jong and Ferguson-Hessler 1996); deep-knowledge "has been thoroughly processed, structured and stored in memory in a way that makes it useful for application and task performance."

Benefits for Students	Benefits for Leaders
More students answer question	Asks fewer questions
More accurate answers	Connects questions better
Answers are more elaborate, reasoned and supported	Ask more higher-order questions
Students listen to each other more	Demonstrates greater flexibility
More speculative responses	Expects more from poorer students
More questions asked	
More participation by poorer students	
Increased use of logical consistency in responses	

If nobody responds to a question after waiting 5-10 seconds, you can:

- Repeat the question
- Rephrase or simplify the question
- Ask a student to try to rephrase or simplify the question
- Break down the question into component parts
- Make the question more specific
- Ask students what they don't understand about the question

4. Checking for Understanding

PAL Leader techniques are often designed to promote student to student interaction, but it cannot be assumed that students are gaining understanding from these interactions. Instead, it is important that you check for understanding during the session.

The most common method for checking understanding is to ask students closed questions such as "do you understand?" However, this is not an effective method of checking for understanding, as students may be

uncomfortable admitting they don't understand, especially if in front of a group, or lots of time has been spent on a topic. Instead, open questions should be used.

It is vital that students can explain the discussed topics in their own words, or use methods to solve new problems on their own. If you think students haven't "got" the topic or method, you should discuss it again. Leaders should create opportunities for students to demonstrate their understanding.

Possible ways to check for understanding include:

- Maintain eye contact with students during the session – you can often tell when students are confused
- Ask someone to summarise the concept you have just covered, asking the group to help if they are struggling
- Ask a volunteer to write the main points of the discussion on the board
- Ask questions that require the student to understanding in order to answer correctly
- Make mistakes and see if the students notice, ask them to correct the mistakes if they do. Use this method infrequently to avoid confusing students
- Ask students to rephrase questions or responses during the session
- Ask for real-life examples or applications of concepts or methods
- Ask for a similar problem, metaphor or analogy

5. Other Types of Questioning

Knowing which types of questions to use in different situations will help to facilitate effective group discussion. Some question types and their uses are outlined below.

Open questions, an invitation to talk

Facilitators should normally use open questions. Open questions allow the other person to elaborate on information of their choice. A closed question, on the other hand, emphasises content and can often be answered in a

few words or with a yes or no. Open questions are preferred to stimulate conversation as they allow the person to whom you are listening to 'lead' the conversation. For instance, 'Did you understand the main points of the first lecture on EU law?' is a closed question. An open equivalent might be 'Could you explain to me what you thought the most important features of the lecture were?' How, where, why, what, who, which, can you etc. can all be useful ways of starting an open question.

While open questions are normally preferable, closed questions can also be very useful. You can initiate a conversation with a closed question before asking more open questions around that topic, or you can check for understanding.

<u>Socratic questioning</u>

This type of questioning can be a useful tool to lead students to correct answers. This is where the PAL facilitator uses open questions to break down difficult concepts into small chunks of information that students can answer more easily. Instead of asking "How do we address this whole problem?" ask first "What is the first thing we need to do to understand this?" It is much more effective to spend a session closely dissecting a lecture or exercise bit by bit than trying to answer the big question at the start.

<u>Intervention questions</u>

Students may ask for help or Facilitators may become aware that there is a problem from the behaviour of the group. To make it easy for students to admit they are having difficulty the Facilitator should think about open questions that can promote discussion. The closed question, 'Is everything OK?' prompts the answer 'Yes.' Instead, try the open question, 'What can I do to help?'

<u>Clarifying questions</u>

Clarifying questions can be used when a student's answer is vague or unclear. The Facilitator asks the student for meaning or more information.

Use a mixture of open questions, reflective questions (questions which encourage the student to develop a line of thought further) and closed questions (questions used to check facts). Often the simple process of telling you about the problem will make it clear to the group where they went wrong. It's important to listen carefully and check your own understanding

- Are you saying that...?
- Could you explain that in a little more detail?
- Can you be a bit clearer about that? Can you be more specific?
- How would you explain that in an essay or exam?
- Anything else you would like to add?

Refocusing questions

Another way to clarify student ideas is to use refocusing questions. These encourage the student to see a concept from another perspective by focusing on relationships.

- How is that related to...?
- How does that tie into...?
- How does that compare with...?
- If that is true, then what would happen if...?

Encouraging/probing questions

The PAL Facilitator can help students to begin to process information beyond the superficial level of delivering the 'right' answer. This will happen when students begin to genuinely interact with the material by clarifying it, thinking critically about it, putting it in their own words and relating it to other knowledge. Ask questions which encourage students to find the next steps for themselves using open and hypothetical questions:

- What had you planned to do next?
- What do you think would happen if...?
- Do you think that will work?

- How did you arrive at that answer?
- Can you suggest another way to think about this?
- When have you done something like this before?

6. Bloom's Taxonomy (1956)

Bloom's taxonomy is often taught to teachers to help them plan lessons. It's a very useful tool when deciding what level to pitch an activity or a question. The pyramid is often explained by arguing that the 'easiest' skills are at the bottom, and the most 'difficult' skills are at the top. However, all levels are important, and different students will struggle with different levels.

One way to keep your PAL sessions inclusive is to use different levels of the pyramid in different weeks or use different levels during the same session. This allows all students to be challenged but to also do activities they're more comfortable with.

Below is the revised version of Bloom's Taxonomy by Anderson and Krathwohl (2001).

Create
Evaluate
Analyse
Apply
Understand
Remember
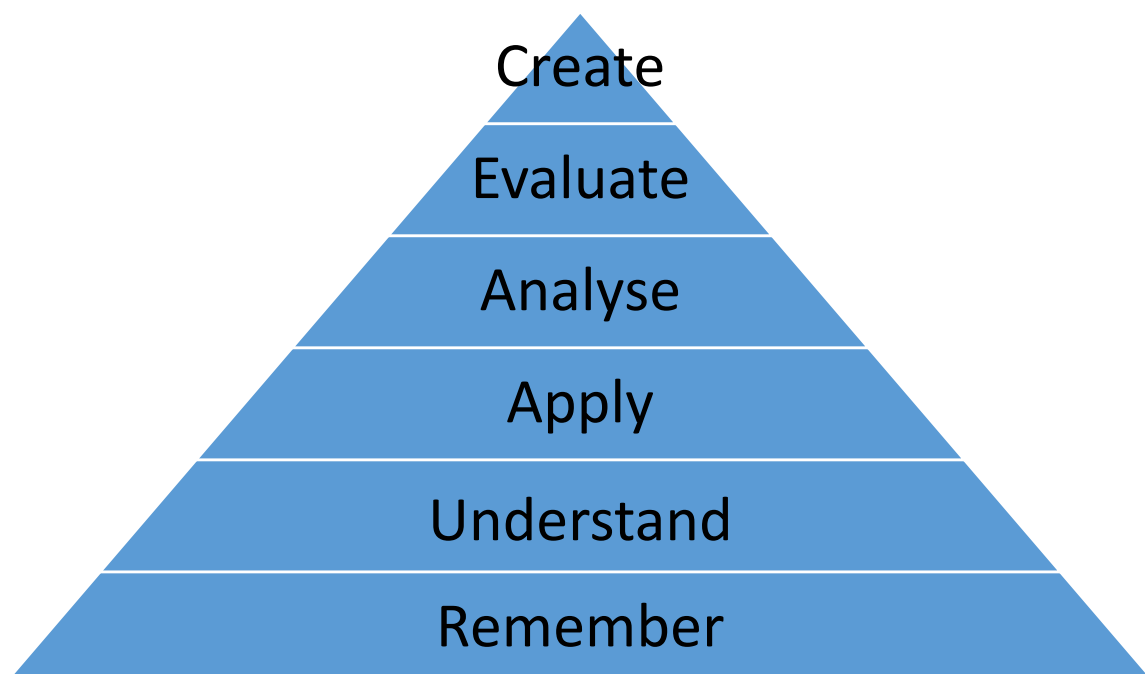
Planning PAL Sessions

PAL Session Plan Template

Use this template to help plan your PAL sessions.

	Activity	Collaborative learning technique	Time
Start Of Session			
Activity 1			
Activity 2			
End Of Session			

Main Activities

Here are some example activity ideas that you can use in your sessions. You may find some of the activities are more suitable as ice breaker or main activities, or at different points in the year. There are more ideas on the Moodle page and elsewhere online, or you can bring your own ideas to your session plans.

Name: **3:2:1**	Suitable for:	Suitable when:
This strategy can be very useful before an exam. Have each student come up with: 3 topics that they know well enough to "teach" to the other students, 2 topics they do not understand and need further assistance with, and 1 possible test question. Then have each student write their 3:2:1 topics on the board. Match students based on where they have put different topics.		

Name: **Memory**	Suitable for:	Suitable when:
This strategy works as a great opener for a PAL session. The PAL Leader should prepare between 12-24 note cards. Half of the cards should have vocabulary terms and the other half should have corresponding definitions. At the session, the PAL Leader should shuffle the cards and place them face down. Then get the students to work together to find all of the correct matches.		

Name: **Peer Lessons**	Suitable for:	Suitable when:
Divide the students into small groups. Give each group one problem and have them write out their solution on the board. Have each group come up and explain their problem is as much detail as possible. Have them show their thought processes and methods used in finding the solution.		

Name: **External material**	Suitable for:	Suitable when:
This is a good way to start a session if no one suggests a topic they would like to cover. Bring in copies of an article relevant to your subject and have students read the article and highlight any points they have found interesting. They are also some great clips on YouTube or TED.com		

Name: **Cornell Note Taking**	Suitable for:	Suitable when:
Get students to take notes in an upcoming lecture using this notes section of a Cornell Notes Page. In the next session, use the Notes Review activity to check everyone has the same key information. Then, students work together to produce recall questions that give specific answers or encourage students to elaborate on key ideas. Finally, students summarise the lecture at the bottom of the page.		

Name: **Divide and Conquer**	Suitable for:	Suitable when:
This strategy is designed to conquer a difficult reading or problem. The reading or problem should be divided up into sections and each group should be assigned one section. Ask the students to summarise or resolve their section. Then ask each group to present their summaries or answers aloud and encourage students to ask questions.		

Name: **Time Lines**	Suitable for:	Suitable when:
This technique utilizes visual representation to improve the processing of material. Begin with a horizontal line that represents the continuum of time. Each point that donates an event should be marked with the date, brief description of the event, and significant person(s) involved. This could also be used to highlight the steps involved in solving a problem.		

Name: **Flash Cards**	Suitable for:	Suitable when:
Get students to produce a set of flash cards on a specific topic. Flash cards include a question, concept or key word or phrase on one side and a definition, description or answer on the other side. Students can then test each other with the flash cards.		

Name: **K.W.L**	Suitable for:	Suitable when:
This technique helps students to activate prior knowledge and link to new information to make connections with what is already known. Title three columns: What I Know; What I Want to Know and What I Learned. Ask the students to fill out the first two columns which then could provide a basis of any understanding that needs to be improved.		

Name: **Note Review**	Suitable for:	Suitable when:
This is a method of getting the students to work together to review and augment their lecture notes in an organised way. In small groups, have the students take turns reading a portion of their notes. Encourage other students to interject with details missed or questions about the topic.		

Name: **Predict Test**	Suitable for:	Suitable when:
Put the students into groups of two or three and assign them the task of writing a question for a specific topic, ensuring that all topics have been covered. Ask students to swap their question with another group and then the groups should draft a response to the question.		

Name: **Peer Pong**	Suitable for:	Suitable when:

Students are divided into two teams, each at either end of the peer pong table. Instead of filling the cups with drink, put slips of paper with questions, problems, concepts or translations on in each cup. If a student gets a ball in a cup, a member of the opposing team has to answer the question, solve the problem, explain the concept or translate the phrase.

Collaborative Learning Techniques

Collaborative learning techniques refer to how the group is arranged. We can use these with an activity idea to help run our session. You can often arrange the group in many different ways and use the same (or very similar) activity. This is especially useful when you have more or less students than you were expecting, as you can often keep the same activity and just arrange the group differently. Below are the 8 collaborative learning techniques you could use in your sessions:

1. Group Discussion
   a. The entire group discuss an idea or question together, students can contribute if they want to
2. Turn to a partner
   a. Split the group into pairs (and a 3 if there's an odd number) to work on an activity
3. Individual presentation
   a. One member of the group presents an answer, topic or discussion to the group
4. Clusters
   a. Split the group into subgroups – you may let the students choose who they want to work with or you may allocate groups
5. Think, pair, share
   a. You give students time to think on their own, before turning to a partner to discuss further, and then finally sharing with the whole group
6. Assigned discussion leader

      a. A participant gives their answer or interpretation of a topic and then leads the group discussion

7. Jigsaw

      a. Split your activity into multiple parts and allocate each part to a different group – the activity should be reliant on every group doing their bit

8. Group survey

      a. Each member of the group gives their opinion or answer to a question or topic

Plenaries

Plenaries are used during or at the end of a session to review aims and consolidate the students' learning. They are a vital part of every PAL session and should not be forgotten or skipped over. It's worth having a couple of very quick plenary activities ready to use in case you are running out of time in a session!

- **Quiz** - prepare a quiz on the topics discussed in the session to deliver at the end of the session.
- **WWW and EBI** – students write down one thing that went well (What Went Well) and one thing they'd like to improve (Even Better If).
- **Tweet it!** - get students to write a tweet to summarise one of the concepts you have covered in the session.
- **Step-by-step** – students summarise a methodology as a step-by-step guide. Can other students follow their guide to get to the right answer?
- **Two stars and a wish** – students write down two things they have done in the session (two stars) and one thing they'd like to improve (a wish).
- **Emojigrams or dingbats** – students summarise key concepts from the session using only emojis or pictures. Other students have to work out what the concept is.
- **In the News** - get students to write a short news article about what they've learnt in the session, in a way that's easy to understand.

- **Spot the mistakes** – show students a solution to a problem or a paragraph on a topic with several errors in. Can students spot the errors and correct them?
- **Write an Exam Question** – get students to write a potential exam question on one of the topics covered in the session. Swap questions and try to answer the question.

Peer Support Training Resources

As this term will be held online and therefore these resources will not be needed. However, if anything changes (and we will notify you well in advance if it does) you may want to use the training resources. If you want to use any of the resources, please email peersupport@bath.ac.uk in plenty of time to reserve the resources you want and to arrange collection from the Peer Support Office.

Resources

- Flipchart paper and pens
- Mini whiteboards and pens
- Traffic light cards
- Hook-a-duck
- Slinky
- Quiz Buzzers
- Chopsticks
- Tennis balls
- Beer pong sets
- Football
- Play-doh

We may be able to order additional resources if you need something else for your session.

Online Resources

There are also plenty of online resources which you can sign up to for free to use during your sessions. Here are some of our favourites:

- Kahoot – create fun and interactive quizzes
- Mentimeter – create interactive presentations and add polls, quizzes, etc.
- Quizlet – create revision games and flashcards or use existing ones
- Sli.do – crowdsource questions and ideas from attendees

Varied Attendance

Attendance at PAL sessions can vary week to week and the numbers of students in the session can impact how you run the session. Here are some tips for handling different sized groups.

If 20+ students turn up…

- Large group activities – jigsaw, clusters, think-pair-share
- Divide into subgroups and summarize as smaller groups
- PAL Leaders split off and work in smaller groups
- Be conscious of managing time and group discussions – timed activities

If 1-4 students turn up…

- Work as a whole group – avoid splitting into pairs
- Be more hands on and sit with the group (if appropriate)
- Share more of your experience
- Seek feedback why others may not be attending
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If nobody turns up…

- Wait in the room for 15 minutes
- Think about why students may not have come to the session
- Plan with your fellow PAL Leaders how you can promote PAL for next week
- Use the time to reflect on your own experience as a PAL Leader
- Examples for interview include resilience, creative thinking, problem solving

Your First Session

Your first PAL session is likely to be the most daunting session of the year – this is perfectly normal and your fellow PAL Leaders will probably be feeling the same. Here are some tips to help you during your first session.

- Plan the session in detail – ensure everyone is clear what they will be doing and how each activity will run. This will give you confidence going into the session.
- Attendance may be either very big or very small in the first session. Think about how you will cater for both groups.
- Get to know your students and encourage them to get to know each other, so that group working will be more natural going forward. A getting to know you ice breaker may be useful at the start of the session, although don't forget to debrief why you are doing this during the session.
- Explain your role as a PAL Leader and how sessions will work. PAL is often very different to how students have learnt before.
- Some activities may not work – plan a couple of simple additional activities that you can try if this happens. Don't be afraid to improvise!
- The first session will take place early on in the semester and students may not have covered much course material yet. It may be worth looking at study skills, note taking, etc. if you're not sure what to cover.
- Students may have lots of questions about the course and what they will be doing in the next few weeks. Try to not let these questions distract from the rest of the session – you could leave 5-10 minutes at the end of the session for question about the course, or talk to students in small groups.
- Don't forget to thank everyone for their contribution to their first session and tell them that you look forward to seeing them next time.
- Remind students of when and where the next session is and that they can suggest topics to cover for future sessions.

Ground Rules

There are normally hidden and assumed rules about what students do and respect in lectures, seminars etc., but as PAL sessions are run by fellow students it may be necessary to outline some ground rules for the sessions.

Examples of ground rules include:

- we agree and stick to starting and finishing times

- we are working collaboratively, not competitively
- everyone turns up regularly unless they notify you otherwise
- we encourage everyone to contribute in whatever ways they choose
- dominant and aggressive behaviour is not acceptable
- racist, sexist, homophobic and transphobic comments are not acceptable
- anyone can point out if any of these rules are being ignored or broken

You might ask them to talk briefly in pairs to check whether these ground rules are acceptable and if they want to clarify or add any more.

Dealing with Situations

From time to time as a PAL Leader you will encounter some challenging situations. These scenarios are all based on real examples of what has occurred in previous years. How would you respond to the specific issues?

1. **Disruptive student**

   A student attends PAL sporadically and has a disruptive influence on the group. The student enjoys challenging leaders, dominates group discussion preventing other participants from speaking. Think of 4 things you could do (2 that would work online, and 2 that would work if you were in person).

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2. **One group are struggling**

   You run an activity and split the class into 4 groups. 3 groups are doing well but 1 is struggling. They understand the question but are finding it

difficult. What can you do to support that group? Think of what may work in-person and what may work online.

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3. **We want teaching**

   You understand why sessions are about facilitation and not teaching. Your participants keep asking you for answers and get frustrated when you re-direct questions. What can you do to make them understand and help them get the most out of PAL?

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4. **Not listening**

   You keep making suggestions but one of the PAL leadrs in your team is not listening to you, and instead is making all the decisions. You feel like there's no point turning up to sessions if you can't contribute. What should you do?

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5. **Missing sessions**

One of your fellow PAL leaders doesn't turn up to a session when they should have. You ask them why they weren't there – they don't give an explanation but do apologise. They then don't turn up to the next session again. What should you do?

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6. **No response**

you ask a question to the group and no-one responds, even after waiting a few seconds. Think of 4 things you could do to start the conversation (2 that would work online and 2 that would work in-person).

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7. Trying to teach

One of your fellow PAL Leaders is really enthusiastic and is working hard, but you feel like they're teaching the class rather than facilitating. What should you do??

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8. You feel like you're doing all the work

You seem to be the one that always organises what you're doing in a session and end up taking the lead during the session. You enjoy being a PAL Leader but you heave other commitments and feel like your team should be doing more. What should you do?

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Professional Boundaries

Despite PAL Leaders being peers, there is a professional relationship between you and your PAL attendees. Here are some situations which may arise during you PAL sessions that may cross a professional boundary. How do you feel about each of these scenarios? Vote Green if you are comfortable with this, Red if you are not comfortable with this and Amber if you are not sure.

Scenario	Green	Amber	Red
An attendee follows me on social media			
An attendee asks for advice about changing course			
I have a sports competition and am unable to run the next PAL session			
An attendee asks to talk to me about some personal problems after a session			
An international attendee asks to see my coursework because they are struggling to understand what they need to do			
An attendee asks for a copy of my lecture notes because their relative is in hospital and they missed the lecture			
An attendee's loan hasn't come through and asks to borrow some money			
An attendee's loan hasn't come through and asks to borrow some money			

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An attendee sends me their assignment to look over			
An attendee asks me out on a date after a session			

Report and Support

Report and Support is an online reporting tool for incidences of physical assault, sexual harassment, sexual assault, online harassment, hate crimes, stalking, bullying or discrimination. Please signpost this service to students should they disclose something to you.

If you are submitting a named report an adviser will be able to provide support and signpost to other support services, and also help with any formal complaint process you wish to make.

If you are reporting anonymously then we will be unable to contact you offering support. We can use anonymous reports for monitoring and data purposes, so action may still occur thanks to your report.

https://www.bath.ac.uk/campaigns/report-and-support/

Promoting/pitching PAL

Use this space to plan your Elevator Pitch for PAL

Logistics

PAL Sessions

As a PAL Leader you need to commit to leading the PAL sessions that you have been allocated. Students will attend these voluntarily and if no one is there to run the session then they will not come back and it will have a knock on effect on the overall integrity of the PAL scheme. However, if you cannot make a session then please do try to arrange cover informally with your peers or alternatively get in touch with the Peer Support Team.

Debriefs

Debriefs are an important part of your role as a PAL Leader. The role of the debrief is to work with you in subject areas to check how your latest session went; to check content covered, discuss problems, help plan future sessions and update you on relevant PAL related information.

Debriefs should be treated in the same way as PAL sessions - if you cannot attend a debrief, then you should let your Senior PAL Leader know. Debriefs will be led by a Senior PAL Leader and in some cases your PAL Coordinator may attend as well. Your Senior PAL Leader or PAL Coordinator will schedule these with you and will take place on Microsoft Teams. Times of debriefs will be available on Moodle or you can check with your Senior PAL Leader.

Debriefs can last anything from 10 minutes to an hour based on need that particular week. Some schemes choose to plan their sessions in their debriefs with the support of their Senior PAL Leader and/or PAL Coordinator.

Registers

It is really important that you record who is attending each PAL session. We use this data to evaluate schemes, including numbers of students

engaged, weekly and semester PAL attendances and average sessions attended.

On Microsoft Teams, you can go to attendees and then download the register. Only the person who has created the meeting will be able to download the register. Please then email the register, along with the names of the leaders running the session, the date, and the subject you run PAL in to peersupport@bath.ac.uk. You can learn more [here](#).

Microsoft Teams

All PAL Leaders will have been added to the Microsoft Teams group 'PAL Leaders'. It's the perfect place to discuss ideas and chat as a group of PAL Leaders e.g. if you wanted to ask if anyone else had run a certain activity and if they found it worked well or perhaps something didn't go to plan in your previous session and you'd like some support. You can also share resources including ones you've created but also videos/websites etc you've found online. As this is a new resource, we are interested in any suggestions or ways in which we can make it as useful as possible,

Observations

The Peer Support Team will observe sessions once per semester. This is not an assessment, this is our opportunity to see the amazing PAL sessions you are running and see how well you are using the techniques covered in training.

We will inform all schemes when we plan to observe the sessions. Please note that we may also choose to drop in on schemes without prior warning for an unofficial observation. This may be to show a colleague from outside your department or student from another scheme what you are doing in your sessions. You can also request an observation if there are issues within your scheme and you want help to resolve them, or if you want to show us the great things you are doing!

What will we be looking for during an observation?
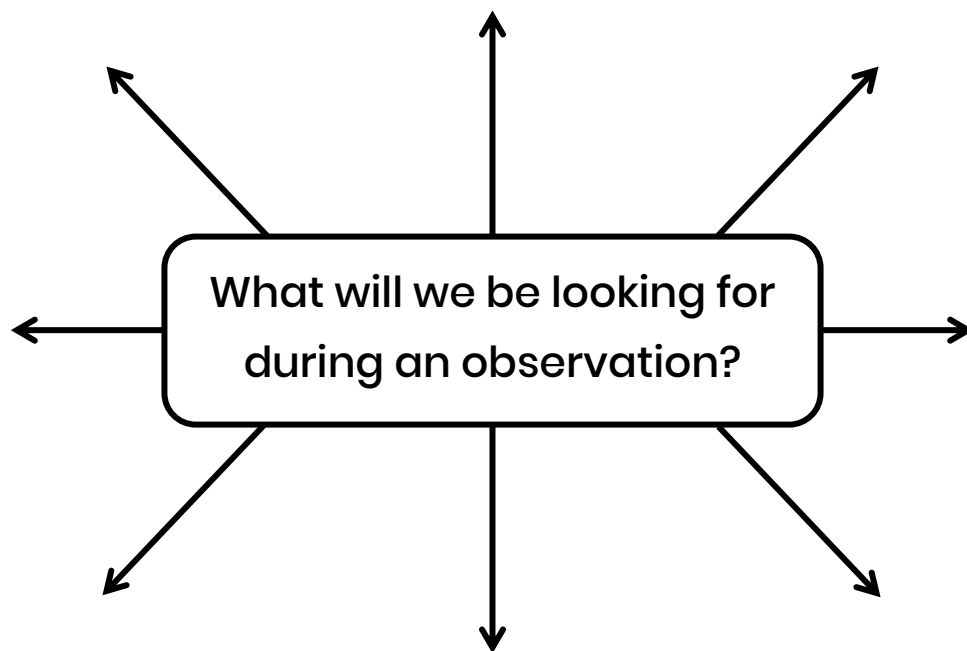
Conferences

As a PAL Leader you are invited to other key events throughout the year. Each year we attend the European PAL Leader Conference, we will provide you with further information nearer the time.

There will also be further opportunities for some regional events in collaboration with the Universities in the South West. These are a good way to develop your skills as a leader and meet lots of new people.

Student Engagement

Students may discuss issues on their course during PAL Sessions, or you may be able to work out where issues are arising. You can raise these with your Senior PAL Leaders, Academic Reps, PAL Coordinator or go directly to your SSLC. There may be other opportunities for you to have your say during the year.

Celebration Event

At the end of the year PAL Leaders are invited to an annual awards evening. This is to thank you for all your hard work as PAL Leaders and there are a number of awards presented on the night. You can read more about the 2020 awards here.

Support

You can contact your Senior PAL Leader, the Peer Support Team or your PAL Coordinator if you need help with anything or if you have any ideas to develop PAL!