

Evaluation of the Peer Assisted Learning (PAL) Scheme at Bournemouth University 2012/13

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1 Executive Summary

This report evaluates Peer Assisted Learning (PAL) during 2012-13 and outlines recommendations and an action plan for improvements to Peer Assisted Learning at BU for 2013-14. The evaluation is based on a survey of PAL Leaders and first year students who experienced PAL during 2012-13 as well as supplementary data from PAL Leader training and observation.

1.1 Developments during 2012-13

During 2012-13, the number of PAL Leaders increased to 170 PAL Leaders (from 149 in 2011-12). In January, Neil Ford replaced Stephen Parton as PAL Coordinator and Charlotte Thackeray took over from Paddy O'Flynn as the Peer Mentoring Assistant. Support for PAL Leader training was enhanced by Ian Marsland and Louise Tucker (from LLS) and Maree Perkins (from GROW@BU) attending supervisor training to enable them to deliver the training of 2013-14 PAL Leaders.

1.1.1 Key findings

Responses from 2012-13 PAL Leaders revealed the following themes.

- The most common benefits of being a PAL Leader are: supporting first year students; reinforcing learning; and, developing transferable skills.
- Pay and work experience are seen as enabling factors and additional benefits.
- PAL Leaders generally feel supported by BU but would value more contact with lecturers and course-specific materials.
- Timetabling and administration are barriers to PAL working effectively.
- PAL Leaders would like more training on dealing with difficult situations and course-specific content.
- Whereas continuation "training" is not valued, there is an expressed need for ongoing "support" and PAL Leaders would like to share session ideas and materials to support each other.
- Confidence and preparation are thought to be the most important attributes for success.
- Facebook and email are the tools most used by PAL Leaders to communicate with their groups.

Responses from 2012-13 Level C Students reveal the following themes:

- PAL is valued for supporting learning specific to their course and helping them to understand assignments.
- Students benefitted from the experience of PAL Leaders who had recently been through the same units of study and adjustment to Higher Education.
- Level C students are generally positive about PAL sessions but see timetabling of sessions as a barrier.
- Would like sessions to be less noisy at times.
- Would like sessions to be more structured and relevant to the material that they are studying at the time.
- Feel that the benefits of PAL should be promoted more.

1.1.2 Key Recommendations

Issues identified that are addressed in the action plan for 2013-14 include:

- Improve communication with academic “course contacts” in the Schools and ensure that this role is recognised in academic workloads.
- Improve administration of recruitment and selection (including the information required by HR and payroll) and timetabling of PAL sessions.
- Work with courses newer to PAL and those with identified attrition during the second term to improve support for PAL Leaders

2 Evaluation

2.1 Survey Method

Two anonymous questionnaires using Bristol Online Surveys (BOS) were sent to current PAL Leaders and Level C students via email and were publicised on the PAL Leader Facebook Group. The surveys were open between 04/02/2013 and 10/04/2013. The response rate for the PAL Leader survey was 21% the response rate for Level C students was 2.8%. Although these response rates are comparable to other undergraduate surveys, they are low compared to previous years. This has been attributed to high staff turnover during the time of promoting the survey and survey fatigue. Actions to remedy this in later surveys are discussed under the action plan.

Due to an issue with the distribution of the surveys on the PAL Leader Facebook page, a number of Media School students also answered them. During 2012-13, the Media School operated PAL in a separate scheme to the rest of BU. Answers were not directly relevant and where possible all media school data has been removed from this analysis. Following the integration of support for Media School PAL Leaders with the BU scheme for 2013-14, they will be included in next year’s survey.

We have already put a number of recommendations from the two surveys into practice as we adapted the summer training for 2013-14. The improvements and recommendations of the training that took place over May and June for the new Leaders have been detailed in the Summer Training Report. The other recommendations at the end of this evaluation are in the form of a plan for the year, they include weekly sessions to encourage peer support of leaders, using PAL Leaders more in the induction period, improving communications with course contacts to discuss their views on the PAL scheme, and meeting with School resourcing and timetabling personnel to reduce administrative barriers to PAL.

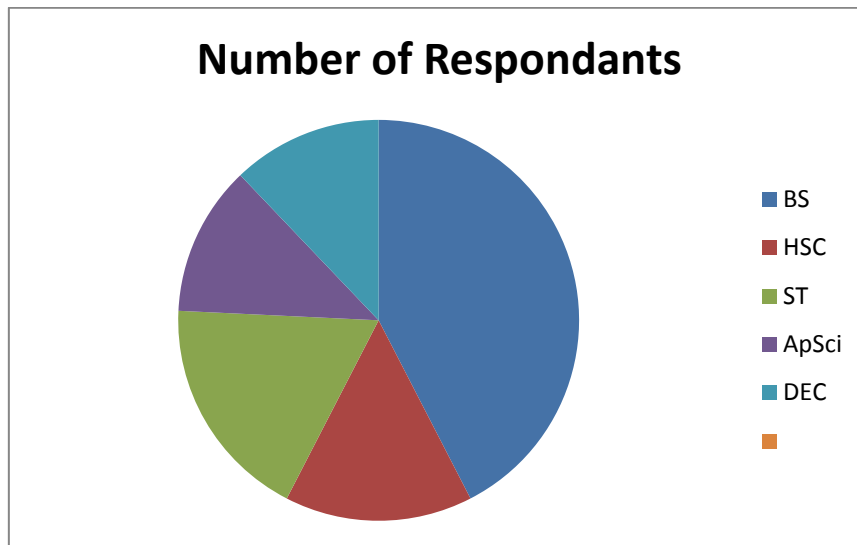
2.2 Survey Results

2.2.1 PAL Leaders

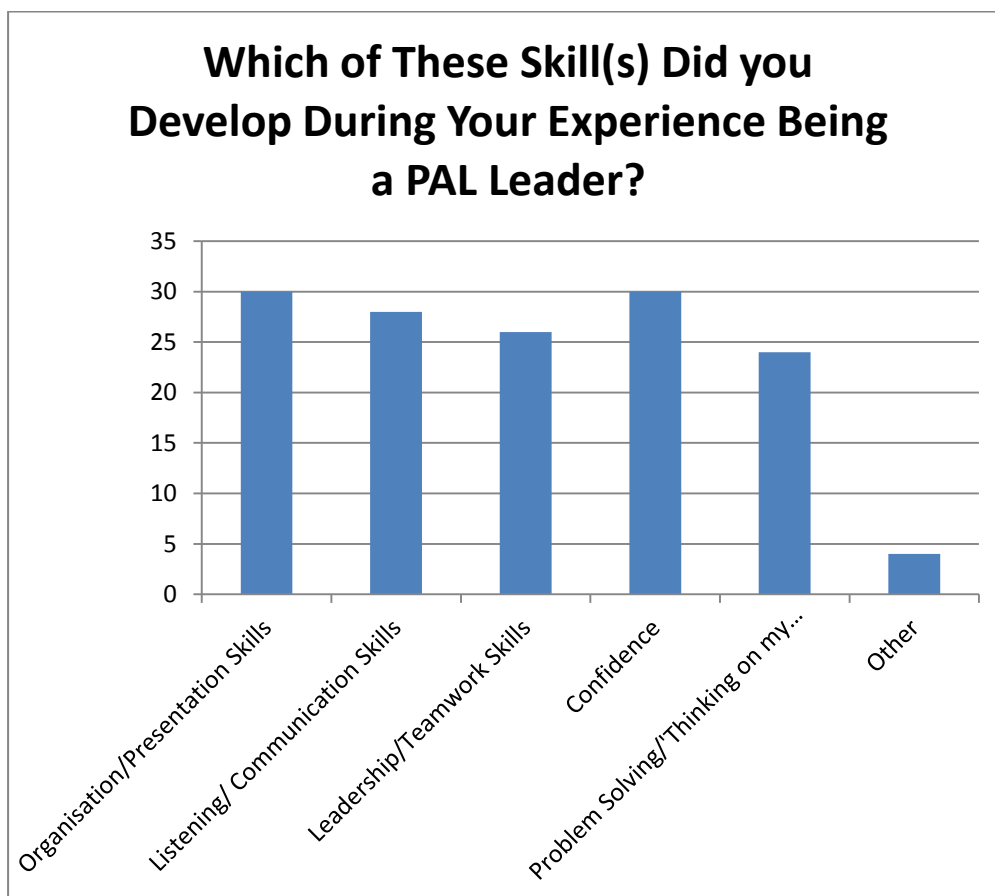
The PAL Leaders were sent a 22 question survey consisting of both quantitative and qualitative questions (See Appendix A). The link to the survey was posted on the ‘BU PAL Leaders 2012-13’ Facebook page, on the PAL Central announcements page and via email. PAL Leaders were sent email reminders and were given verbal reminders during observations by the Peer Mentor Assistant.

2.2.1.1 Response by School

The table below outlines the range of students from the different schools who were surveyed (Media School replies have been excluded):



2.2.1.2 Which of these skill(s) did you develop during your experience being a PAL Leader?



There were three responses in the 'other' section:

“Critical thinking, use several perspectives to look at issues and other things”

“Keeping to set out times”

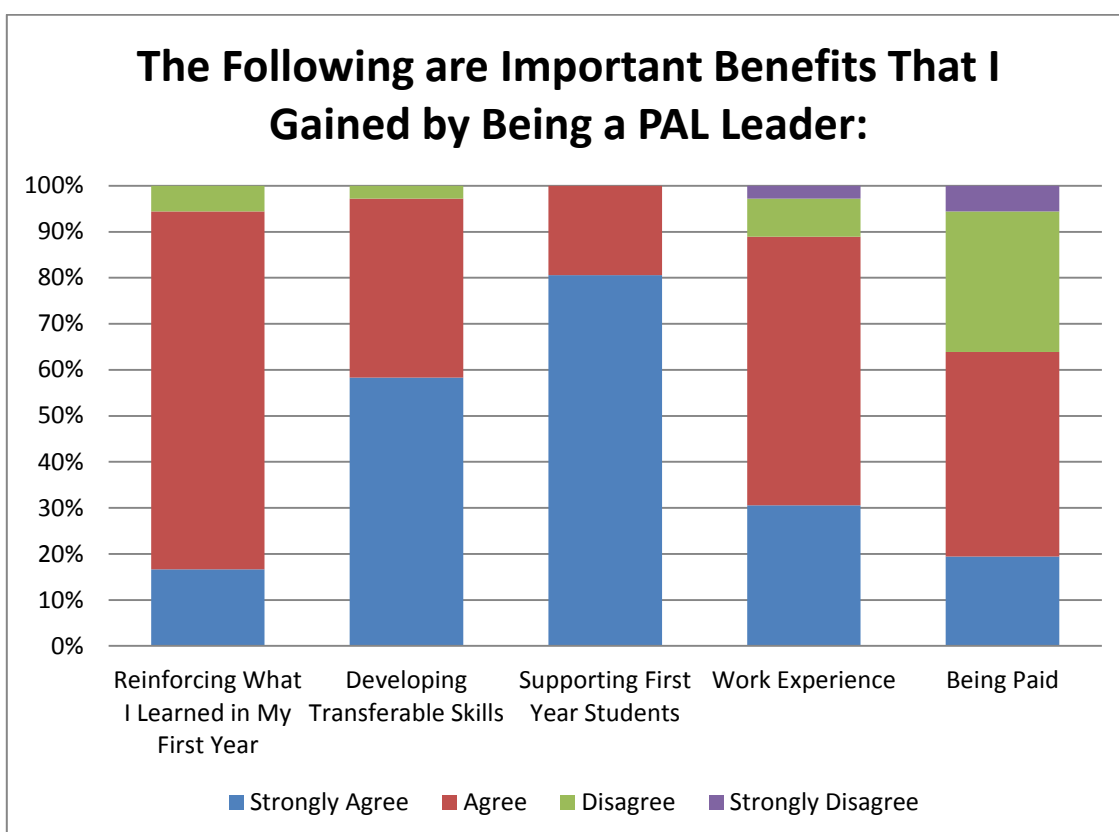
“Role of Creativity”

We are aware that these are common skills attributed to PAL and this question reaffirms that the Leaders are gaining much required skills from the scheme.

It is promising that three of the Leaders have highlighted time-keeping, creativity and critical thinking as skills they have also gained from PAL and could be measured as extra options in next year’s survey, to emphasise the use of this survey as a reflective tool for the Leaders in their own development.

2.2.1.3 *The following are important benefits that I gained by being a PAL Leader:*

This was a multiple choice question with different suggestions as to what the Leaders benefitted from particularly. The percentage results are shown in the graph below:



It is encouraging that “Supporting First Year Students” and “Developing Transferable Skills were the strongest motivations, with Leaders ‘agreeing’ that work experience and the reinforcement of knowledge were also of benefit. Whilst being paid was a

secondary motivation, 64% either agreed or strongly agreed that it was an important benefit. We believe that payment is an enabler that allows PAL Leaders to spend time on PAL by providing a source of income. It is also a paid job that they can add to their CVs. Recent events have shown that there are inconsistencies in what PAL Leaders are paid for. A minority of Schools paying PAL Leaders for training or other developmental activities. This raises questions of equality and parity and will be addressed in the recommendations and action plan for 2013-14.

2.2.1.4 An unexpected benefit I gained through my role as a PAL Leader was . . .

This qualitative question brought up a range of answers. The themes most commonly identified were around developing confidence, broadening their networks (both in terms of learning from each other and socially) and developing more practical skills like presenting. The majority of these answers showed the fulfilment of being a PAL Leader with comments such as:

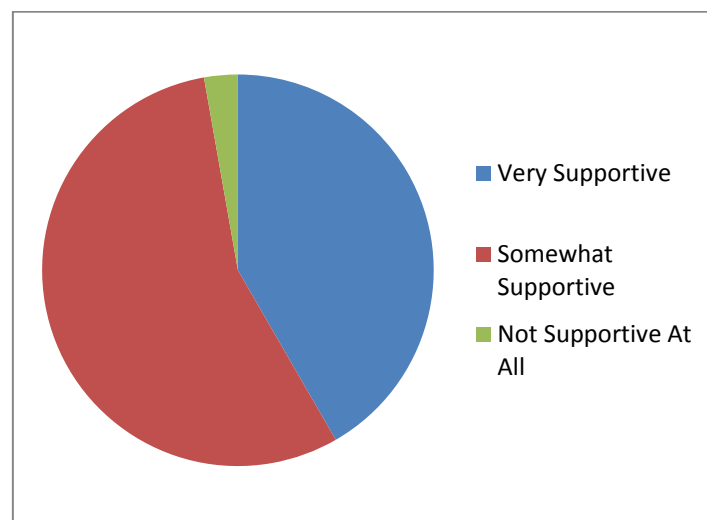
“Feeling valued for the work I do as a PAL leader by my PAL group,”
“enjoying it so much”
“helped to boost my confidence.”

For some the experience appears to have had played a significant role in their personal and professional development, for example:

“Working out what I wanted to do with my life.”

Other Leaders chose to write about the more practical issues such as receiving printing credit and being paid.

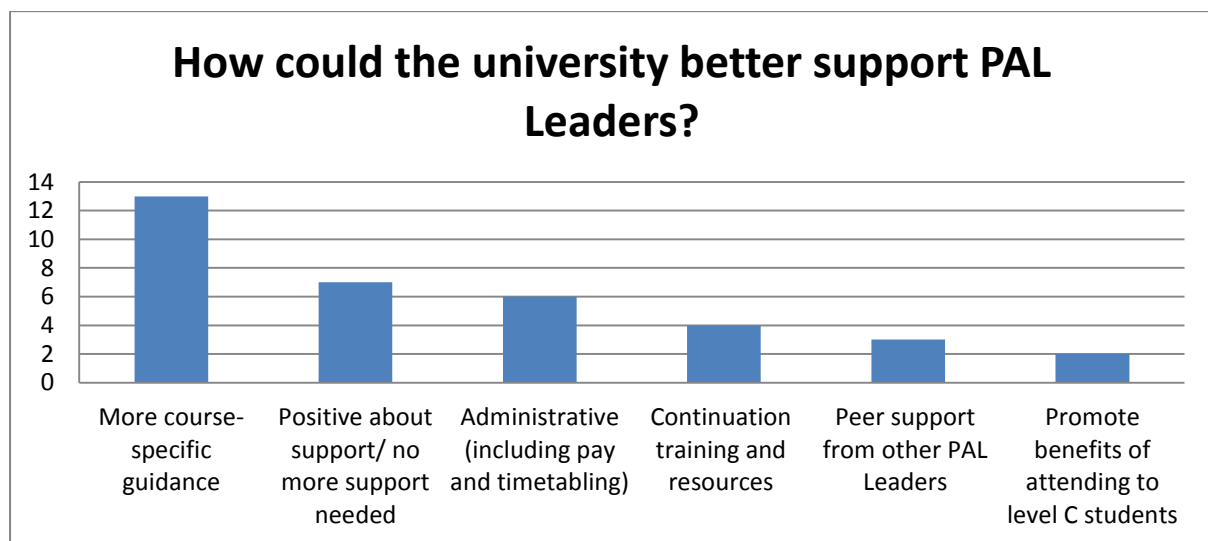
2.2.1.5 Throughout my role as a PAL Leader, the university was. . . (Very Supportive, Somewhat Supportive, Not Supportive At All)



This question refers to the university as a whole and the Leaders could be referring to the PAL central team and or their own course contact. In future we will consider redesigning this question to allow distinction. On the whole, the university's support for Leaders was generally considered at least somewhat supportive. Measures to improve support for PAL Leaders are identified in the actions plan for 2013-14.

2.2.1.6 How could the university better support PAL Leaders?

Responses to this qualitative question have been categorised into the following themes which are shown in rank order of frequency:



The strongest theme related to course-specific support. Whilst some identified excellent relations with their course contacts, others identified a need for more course specific information and more regular contact, for example:

“More course specific advice” and “Course contact to be more accessible and give more guidance with weekly meetings.”

During this year, we have identified a group of course contacts who were unsure about the role. There is some evidence to suggest that these course contacts were given the role at a time when central support for PAL was undergoing organisational change and it seems likely that communications with course contacts at this time may have been affected. During a meeting of course contacts over the summer it became apparent that contact with PAL Leaders is not always recognised in balanced workload planning and this may factor into the amount of time that academics can devote to supporting PAL Leaders.

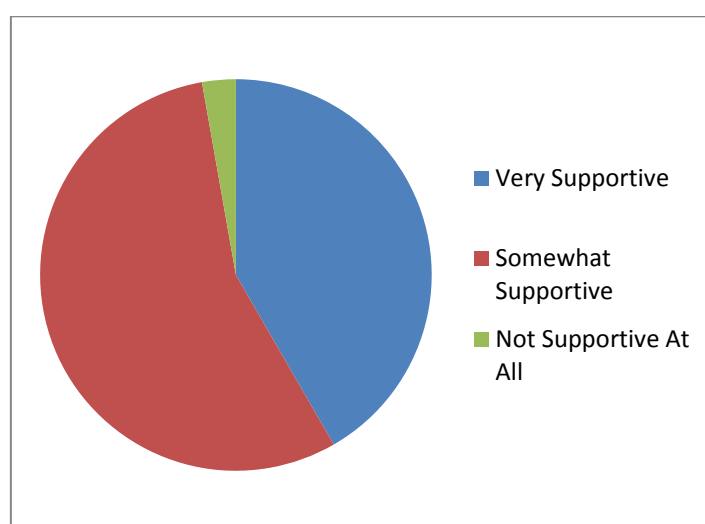
It is interesting that PAL Leaders identified the promotion of PAL to level C students through: more notification in timetabling, promoting PAL as a useful in level C lectures and running the scheme for the full year. Both timetabling and the success of the scheme are matters that occur every year.

Other concerns expressed were mainly around the administration of employment documentation and pay. This seems to be a consistent issue and a review of the processes employed by central and school admin support is timely. Until change to processes can be implemented it should be recognised that the Peer Mentor Assistant may need to enhance support for PAL Leaders navigating inefficient employment processes.

All of these concerns are addressed in the recommendations and action plan for 2013-14.

It should also be recognised that there are a number of comments that refer to how well the university supports PAL Leader, and that this should continue into next year.

2.2.1.7 Thinking back, how useful was the 2-day initial training in preparing you for your role?



Despite some poor feedback from the training in 2012-13 it is encouraging to see that, on reflection that the Leaders mostly found the training very or somewhat useful. Following staffing change and on the basis of student feedback, PAL Leader training has undergone significant change for 2013-14 and next year's survey should seek to evaluate the impact of these changes on this question.

2.2.1.8 How do you think the training could be improved to better prepare PAL Leaders?

Responses to this qualitative question have been coded into the following themes which are shown in rank order of frequency:

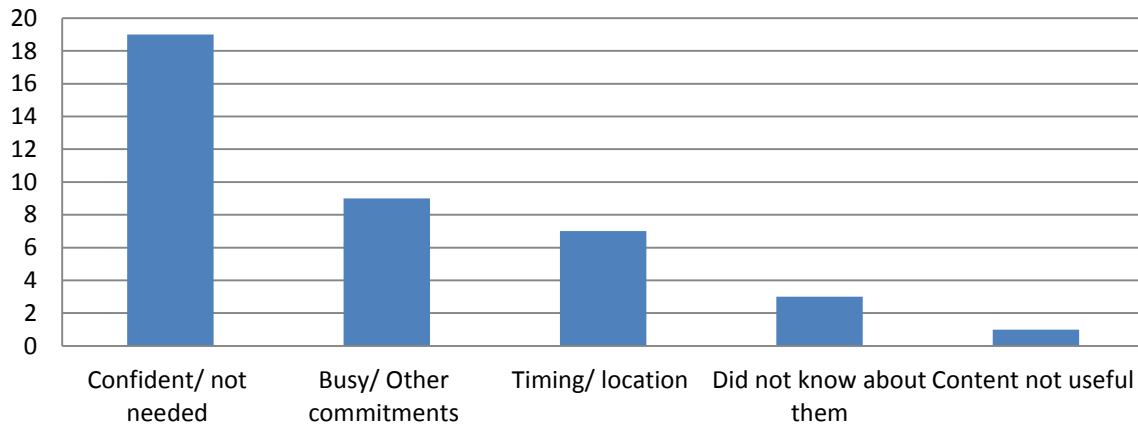


This question was addressed after the Christmas period when the format for the new training for the 2013-14 Leaders was evaluated and changed. The majority of answers referred to the length of the training, the desire to have PAL Leader experiences from the Leaders themselves, more course specific information and more examples for boundary setting. A few positive comments were made about how helpful PAL Central was as a resource and a suggestion that more first sessions should be observed.

2.2.1.9 Before Christmas we offered a number of follow-up training sessions. If you did not attend follow up training, why did you decide not to come?

The themes identified from this open question are identified below in rank order of frequency:

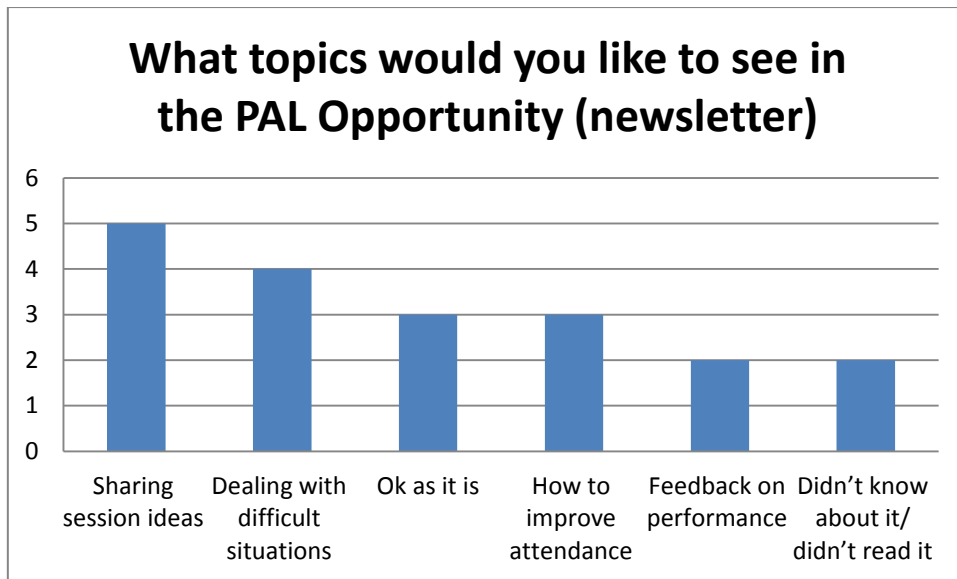
Before Christmas we offered a number of follow-up training sessions. If you did not attend follow up training, why did you decide not to come?



Attendance at “continuation training” was extremely low. This appears to contradict expressed needs from PAL Leaders for ongoing support and this question was designed to investigate this anomaly. The majority of responses felt that they were confident with the topic of the training (training tended to be about “skills” like referencing or presentations). Alongside this time, location and balancing other commitments appear to be significant.

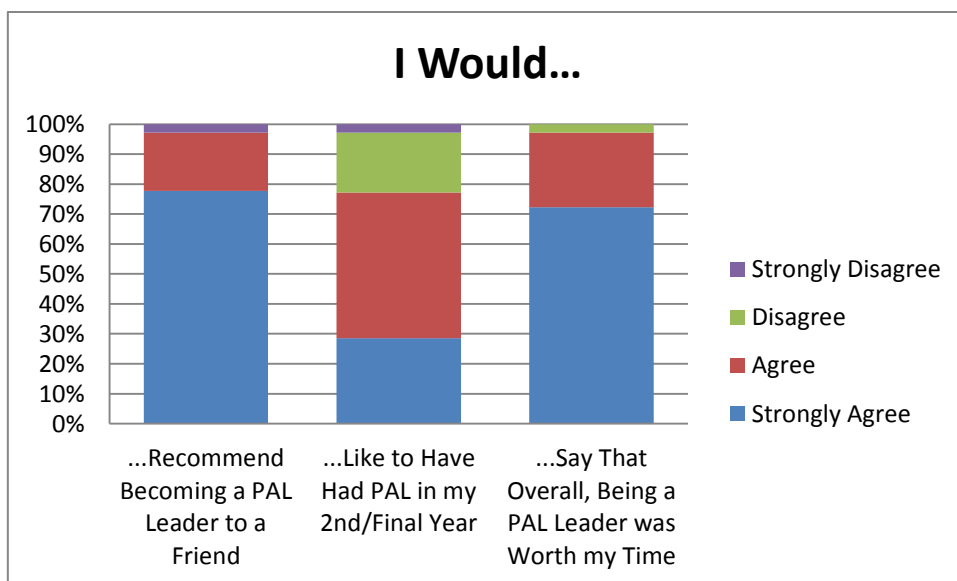
The action plan outlines measures to refocus support for PAL around the PAL Leaders needs (rather than training particular skills) and provide flexible support through drop-in sessions and social media.

2.2.1.10 We produce a monthly newsletter, The PAL Opportunity, which is available on myBU on the Pal Central community. Are there any particular topics that you would like to see included in this newsletter?



There were only a small number of answers to this question, a small number said that they had not read the newsletter or that they liked it as it was. 'Topics' that the Leaders wanted to be featured in the newsletter included advice on areas such as filling 'awkward moments,' engaging students, dealing with homesick students and improving attendance. Some of these were covered in the PAL opportunity last year; however the comments are useful as concepts to include more of for next year. More fun session were also advised, as well as more of a focus on UCY and the idea to include a case study or Q&A section from other Leaders and feedback from their current students. One comment made reference to putting placement opportunities in the newsletter, which we could develop further as an opportunity for other university departments to 'advertise' their services to the Leaders, such as careers.

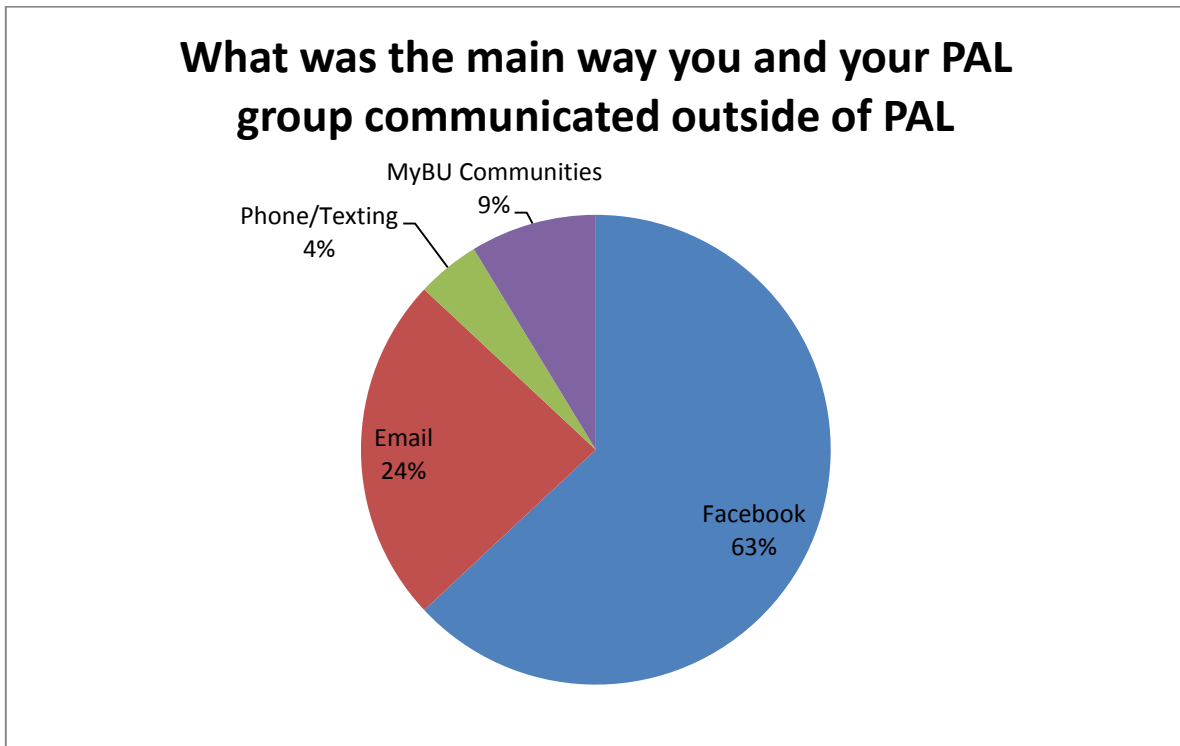
2.2.1.11 I would ... (Strongly agree, agree, disagree, strongly disagree)



It is certainly encouraging that Leaders would recommend the opportunity to a friend and that they found it worth their time.

Responses to the question of PAL in the 2nd/ final year are more varied and while some agree, others are clearly opposed to the idea. Further investigation of PAL beyond level C is discussed in the action plan with regards to placement support and support for direct entry students.

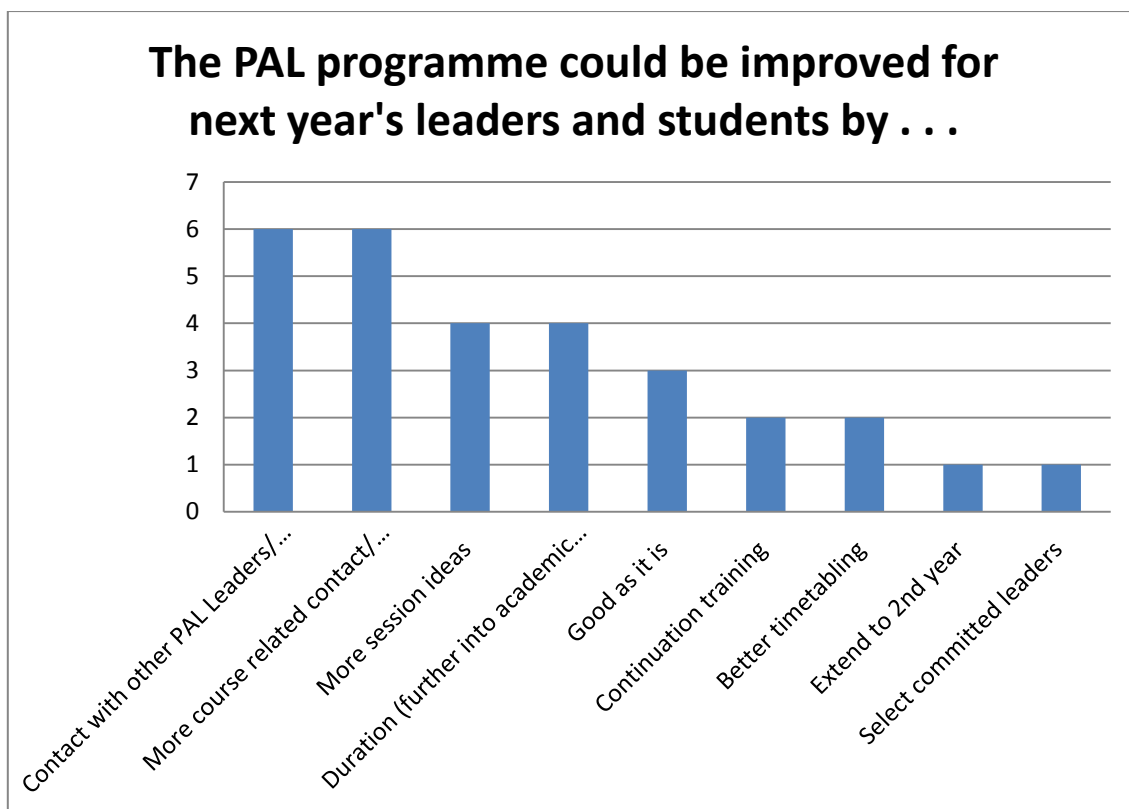
2.2.1.12 What was the main way you and your PAL group communicated outside of PAL (e.g. email; university email; myBU course communities, Facebook, phone/text)?



The results (shown above) were the only answers given by the students showing that Facebook was by far the most popular form of communication, which is consistent with anecdotal evidence. The increasing use of Facebook as a means of communication has been addressed in PAL Leader training (which now includes a section on “Netiquette”).

2.2.1.13 The PAL programme could be improved for next year's leaders and students by . . .

The themes identified from this open question are identified below in rank order of frequency:



The most common responses to this question concerned more contact with other PAL Leaders and this is consistent with previous surveys. Ways to support the development of a community of practice for PAL Leaders are discussed in the action plan.

An expressed need for more input from course contacts is consistent with responses to question 6 and this is addressed in the action plan with activity to improve communications with course contacts and establish support for PAL in balanced workloads.

Responses highlighting a need for session ideas and continuation training are addressed in the action plan through improvements to PAL Central resources, peer support via the Facebook page and continuation support through drop-in and Facebook.

Timetabling was again mentioned under this question and this reinforces feedback that suggests that it would be worthwhile to support timetablers by communicating a greater understanding of what works well for PAL.

There is a small amount of feedback requesting PAL further in to the academic year. The duration of PAL varies depending on the school and this will be fed back to those schools that only run PAL for the first term/ semester.

2.2.1.14 What advice would you offer to potential PAL Leaders?

The themes identified from this open question are identified below in rank order of frequency:



Advice from 2012-13 Leaders emphasised that future should be organised, over-plan their sessions and be willing to help the Level C students. In terms of the Leaders themselves it was suggested Leaders should be friendly, confident and enjoy the process.

The use of student generated advice is key to the philosophy of PAL and part of our strategy is to find ways for PAL Leaders to share experiences and good practice with each other.

Following the survey, PAL Leaders were asked similar questions during the PAL Leader celebration and responses were filmed and used in a DVD that was shown at this year's PAL Leader training.

2.2.1.15 Do you have any other comments about PAL at BU?

This final question was answered by 15 of the Leaders who chose to respond to the survey, only 2% commented about PAL in a negative way, whilst 73% were incredibly positive about the scheme. Specific comments that came out of the survey that were more recommendations included:

“Make PAL central a bit more adult as with all the colours it looks like it was designed for a primary school”

“It was not helpful having our support person changed 3 times. First was Vicki then Paddy now Charlotte”

“Poor Lecturer-PAL communication”

Whereas more positive responses were:

“This is a wonderful scheme, and I cannot be thankful enough for being given this opportunity! Thank you!”

“A great opportunity to see what it is like to mentor people and also reinforced what was already learnt!”

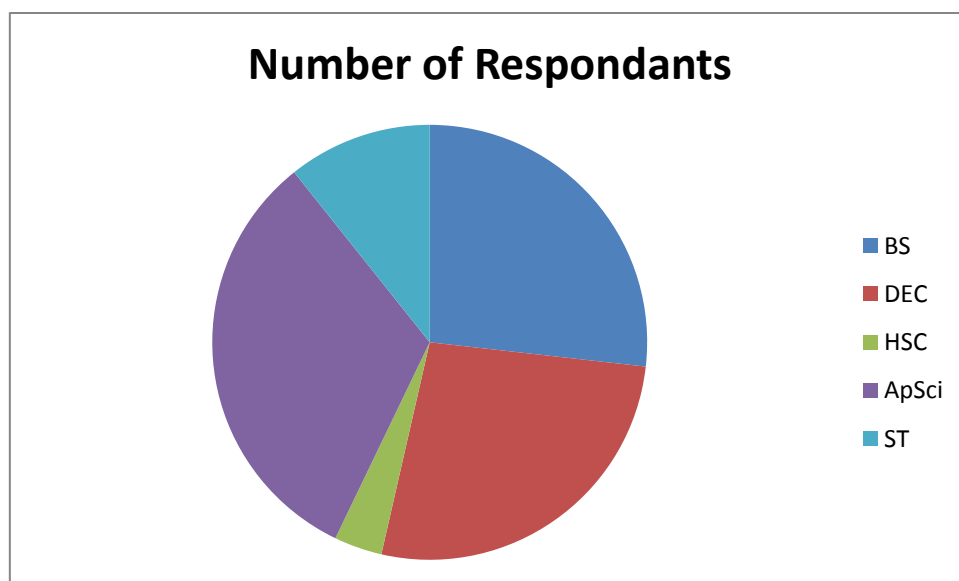
These comments illustrate where PAL still needs to improve. Initiatives to improve stability of staffing of PAL, communication with course contacts, and improving the design of PAL Central are listed in the recommendations and action plan.

The depth and positivity of the majority of responses to this question suggest that overall PAL Leaders think highly of PAL, appreciate the opportunity it presents them and enjoy supporting level C students.

2.2.2 Level C Students

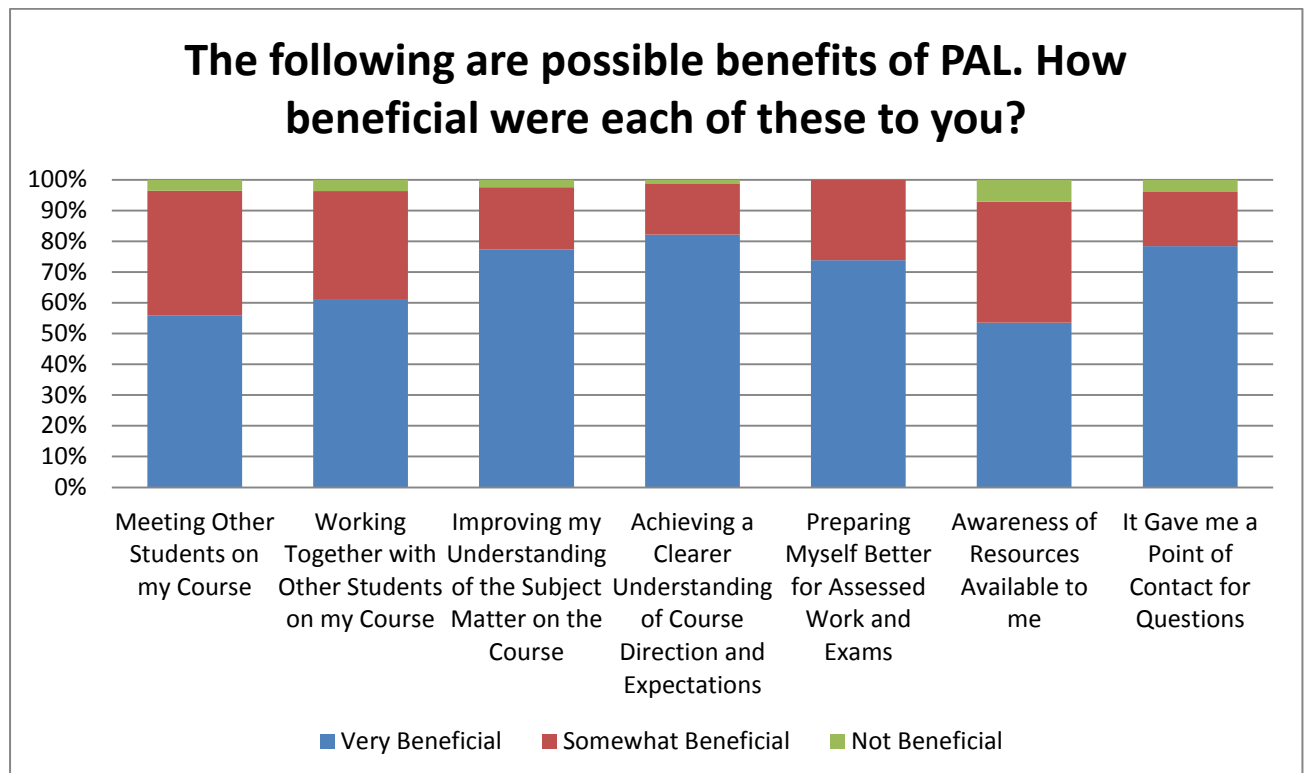
The survey for the level C students included 24 questions in a similar format to the Leader survey. It was, however, hard to publicise due to considerations over potential survey fatigue and was mainly publicised to students by their PAL Leaders. The Leaders then chose to announce the survey as they wished and with 85 Level C students. Given the limitations on publicising the survey the response rate of 2.8% was considered acceptable, and the action plan recommends closer working with Marketing and Communications to promote the 2013-14 survey.

2.2.2.1 Course Stats and age



The promotion of the survey by Media School Pal Leaders (who at the time were supported by a different scheme) is problematic in terms of how broadly the results can be applied. HSC is under represented in the responses and this is attributed to HSC coordinator conducting a separate survey for HSC PAL Leaders. The action plan identifies activities to better consolidate the evaluation of PAL for 2013-14.

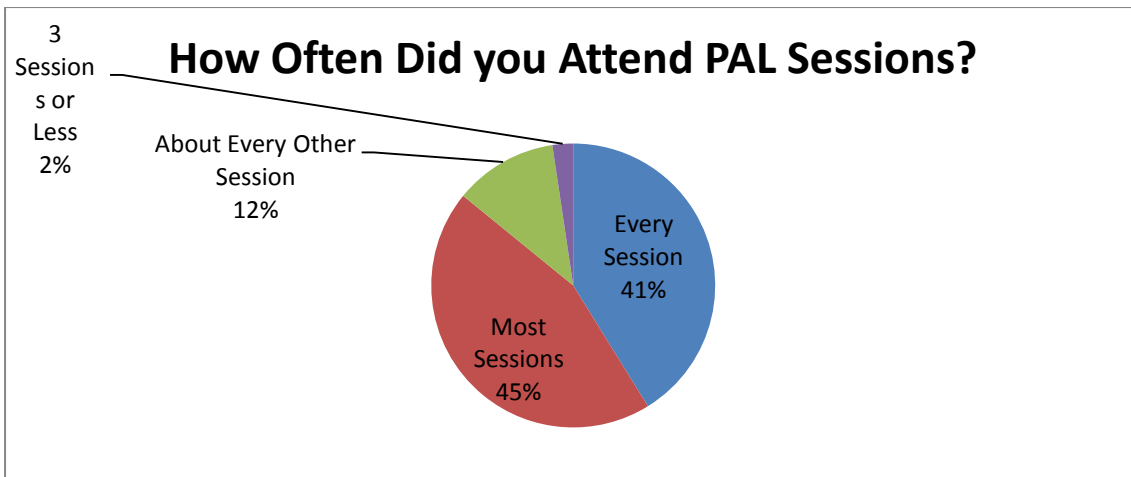
2.2.2.2 The following are possible benefits of PAL. How beneficial were each of these to you? (Very beneficial, Somewhat beneficial, Not beneficial)



The strongest responses demonstrate that level C students value PAL for supporting their academic development with: understanding of course direction, preparation for assessed work and exams and understanding of the subject.

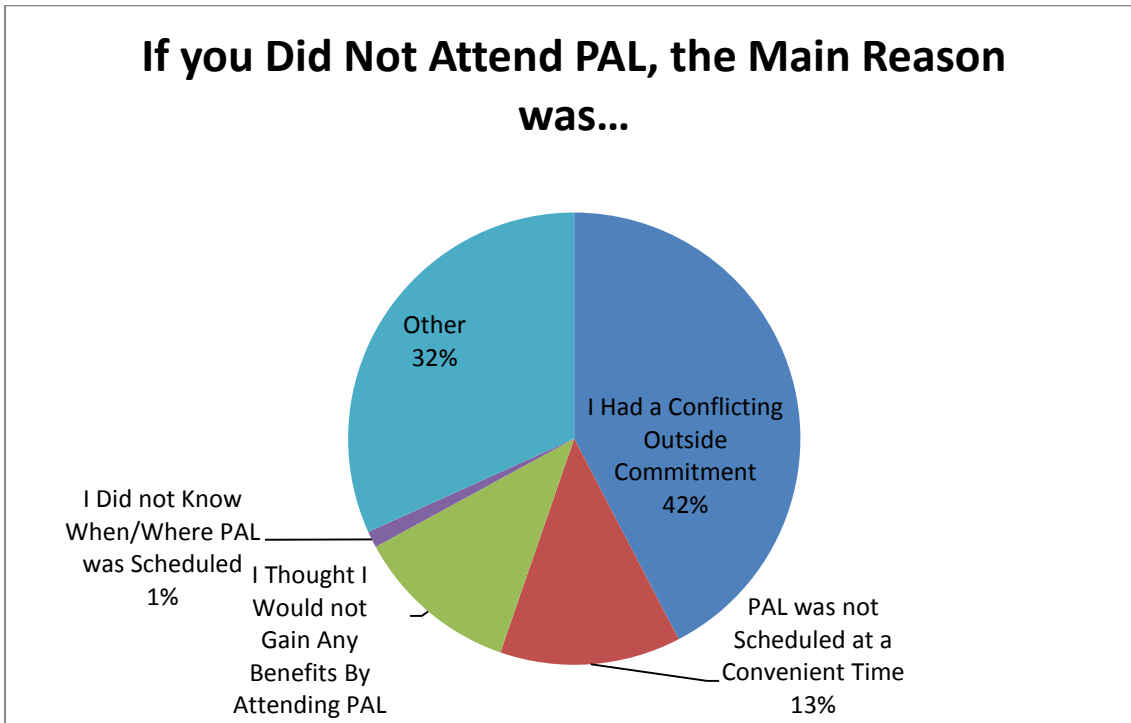
Social (e.g. meeting other students on the course) and student support aspects (e.g. point of contact for questions) are also valued as secondary benefits to PAL.

2.2.2.3 How often did you attend PAL Sessions?



There is a risk that this question is self-selecting with students answering the survey being the ones most likely to attend. Future surveys should consider the value of this question against making the survey easier to complete. Identifying engagement with PAL sessions is potentially something that is better measured with register sheets that PAL Leaders are sometimes asked to submit with pay claims and this should be promoted to course contacts as a method of identifying the need for support with poor attendance early in the academic year.

2.2.2.4 *If you did not attend PAL, the main reason was...*

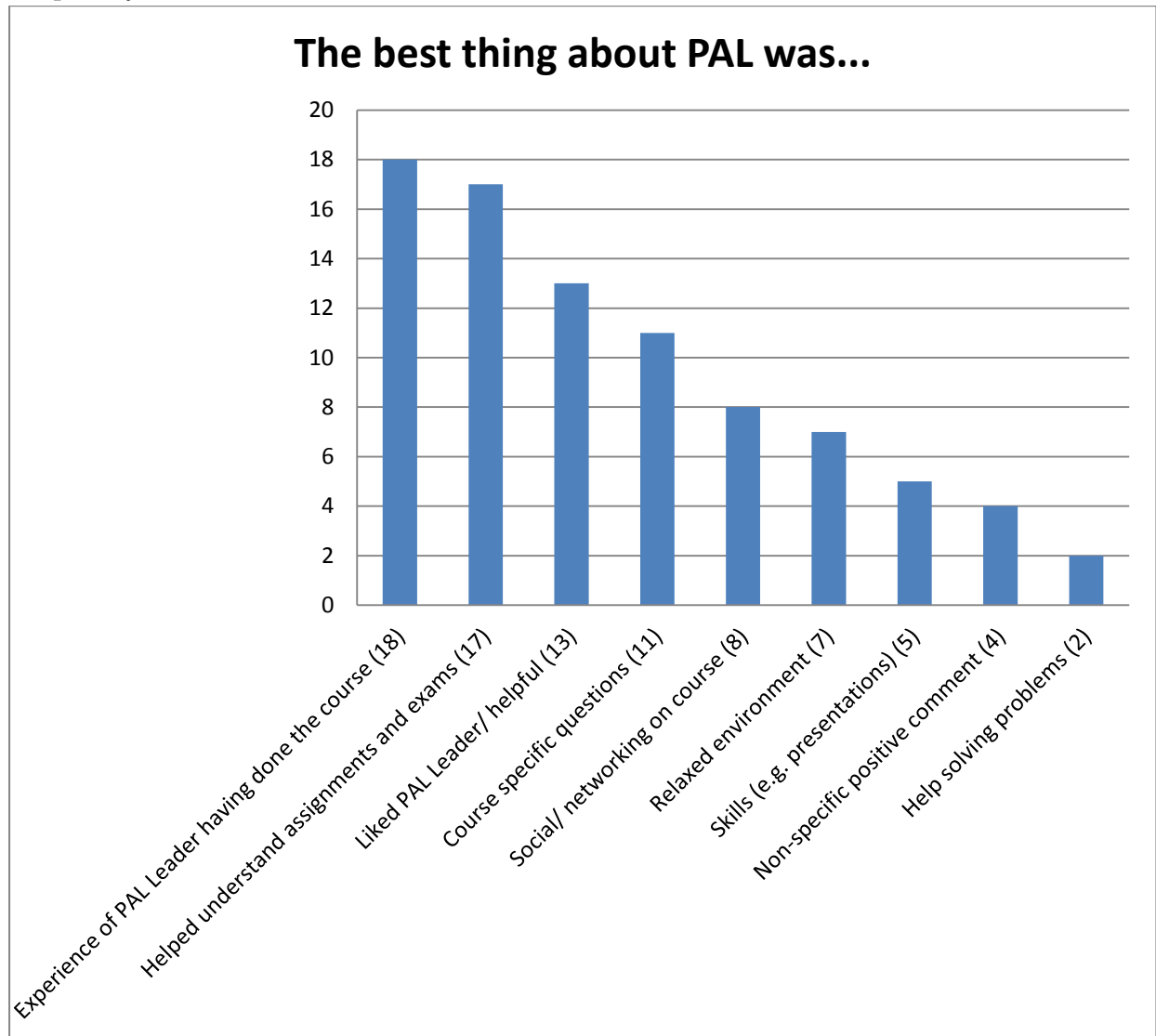


The majority of Level C students said that they had other commitments such as family, sports or their job that was at the same time as the session. These factors are essentially a question of priorities and the action plan includes activity to improve the promotion of the benefits of PAL to level C students. 13% cited timetabling as a factor

and investigating simple improvements with School timetablers is identified in the action plan. The majority of the 'other' responses were related to illness, either missing PAL due to a Doctor's appointment or just at home and unwell.

2.2.2.5 *The best thing about PAL was...*

The themes identified from this open question are identified below in rank order of frequency

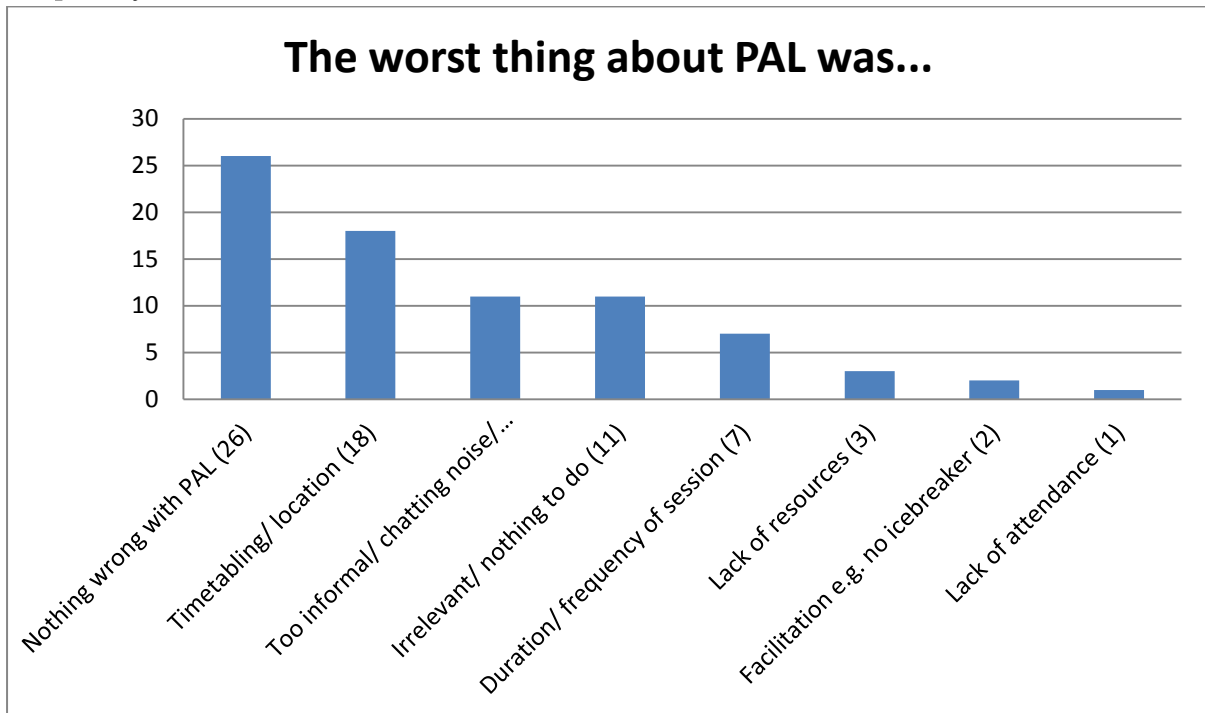


The responses to this question are consistent with other evidence that suggests that the primary benefit is the academic experience of PAL Leaders having already done the course and understanding of assignments and exams.

Social and support aspects like networking with other students and making friends with their PAL Leader were also frequently mentioned as a secondary benefit of PAL.

2.2.2.6 The worst thing about PAL was...

The themes identified from this open question are identified below in rank order of frequency

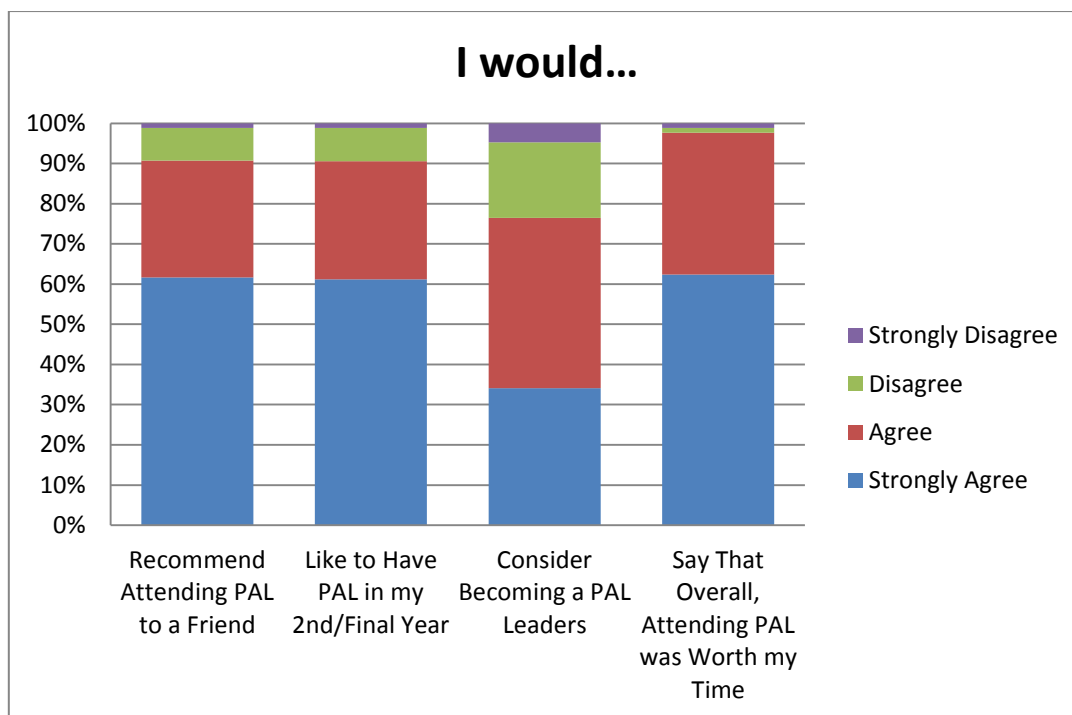


It is encouraging that the majority of respondents were to the effect that nothing was wrong with PAL.

Timetabling and location are considered significant negative factors and these are addressed in the action plan.

Responses about sessions being too informal or noisy and session contents relate to the quality of the sessions and we hope to address these with improvements to PAL Leader training and by improving materials available in PAL Central. Some of the negative sides of PAL were that there were often awkward moments with an hour being too long for the session, again the issue of poor timetabling, unhelpful activities and poor attendance amongst other similar reasons.

2.2.2.7 I would... (Strongly agree, agree, disagree, strongly disagree)



Again, these were encouraging results with all but one question having Strongly Agree as the highest rated answer. Students would recommend PAL, say it was worth their time and it is interesting to note that a majority would like it in their second year. It should be noted that the timing of the survey may be significant here and further work should seek to determine whether students still feel the need for this support when after they have experienced level I study. The action plan addresses potential to utilise PAL Leaders for placement support and to support direct entry students at later levels of study.

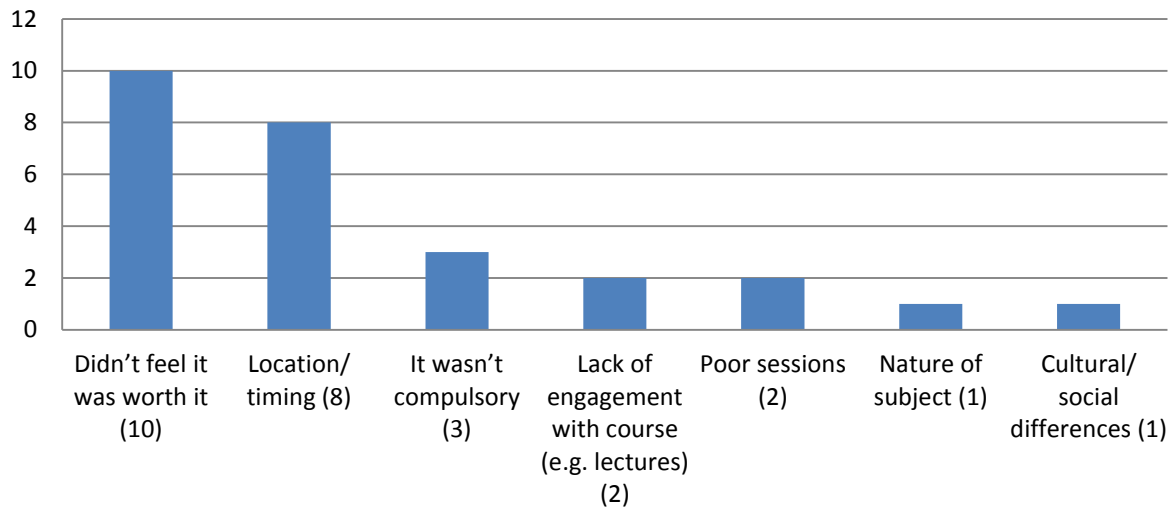
2.2.2.8 Did many students from your seminar group attend PAL? (Yes/No)

The responses to this question were polarised with 74% claiming that many students from each group did attend and only 22% responding 'No.' 3% responded that either "half" or "some" of their group had attended.

2.2.2.9 If you answered 'No'. Why do you think this was?

The themes identified from this open question are identified below in rank order of frequency

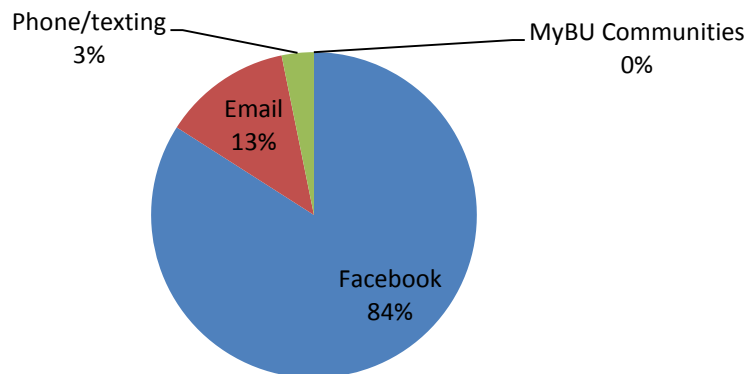
If you answered 'No'. Why do you think this was?



The responses to this question reinforce the responses to question 7, with the strongest reason being cited as students not recognising the value of PAL as something they wanted to prioritise time for. Administrative factors like timetabling and location and the quality of sessions were cited as secondary reasons.

2.2.2.10 What was the main way you and your PAL Leader communicated outside of PAL Sessions? (eg. university email; myBU community announcements; Facebook; phone/text)

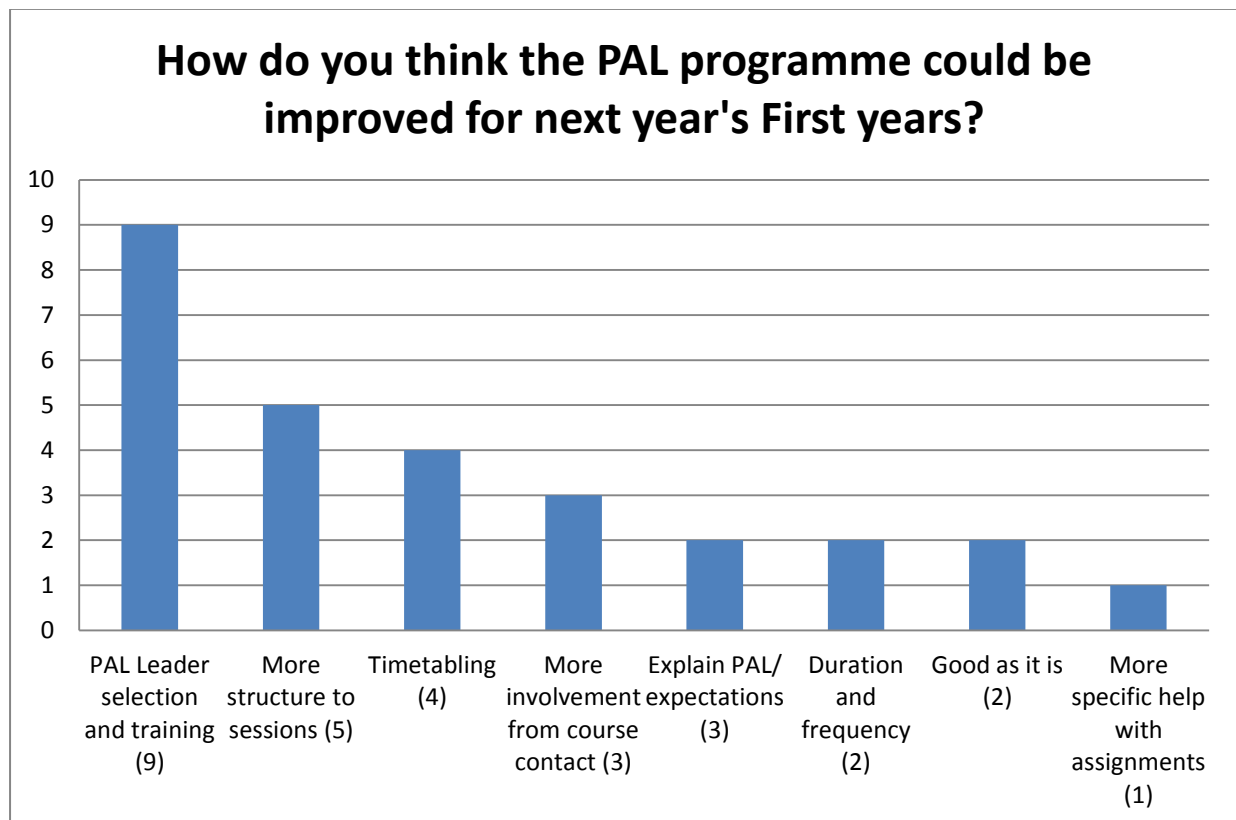
What was the Main Way you and your PAL Leader Communicated Outside of PAL Sessions?



This is consistent with the PAL Leader survey, Facebook was the most common form of communication, with none of the students recognising that they used myBU communities.

2.2.2.11 How do you think the PAL programme could be improved for next year's First years?

The themes identified from this open question are identified below in rank order of frequency



Selection and training of PAL Leaders were most commonly identified by level C students as potential improvements. PAL strategies should seek continuous improvement in these aspects. Providing more structure to sessions and timetabling were again recognised as factors that could be improved along with more input from course contacts. They also requested that there should be more positive comments made by lecturers and university staff to emphasise the benefits of PAL and use it as a tool to pass on messages. There were some negative comments regarding the Leaders themselves as students asked to have Leaders who were confident with the specific subjects and were better trained.

2.2.2.12 Do you have any other comments about PAL at BU?

The majority of responses to this question were overall very positive and included:

“Can't be positive enough”

“I haven't heard of any other universities doing PAL but think it's a really good idea!”

“It is a great supportive team and a much needed resource. It was wonderful to have someone to turn to, who understood the pressures of being a student, who was not an academic”

“Wouldn't have been able to do most of my assignments so far half as well as I did without their help”

2.3 Recommendations and action plan

The table below outlines the main aims and recommendations to be carried out this year from this evaluation, other observations from the year and from the summer training report.

Activity can be grouped in three main themes:

- Enhancing training and support for PAL Leaders;
- Developing support for Schools and Course Contacts;
- Ongoing development of peer learning initiatives and best practice at BU.

| Theme | Actions | Who |
|-------------------------------------|---|-----------------------|
| Training and support of PAL Leaders | Initial training: <ul style="list-style-type: none"> • In the netiquette session, the training should ensure that students should not advocate the use of Wikipedia or even Google in sessions so as not to mislead students • Post-Christmas meeting to determine the training layout for next year and reflect upon how much of the initial training the current Leaders have taken on board from observations by the PMA | PAL Training Team |
| | Additional Training: <ul style="list-style-type: none"> • Consider areas like location and time for additional training • Could make it as part of the weekly, hourly support sessions hosted by the PMA | PAL Co-ordinator, PMA |
| | Extra Support: <ul style="list-style-type: none"> • Be more available to the Leaders, all day office hours etc. • Leaders to be given the option of more than one observation or their first session to be observed • Weekly Support sessions for Leaders to mix and discuss issues • Develop materials to help PAL Leaders to promote PAL to first years | PAL Co-ordinator, PMA |
| | PAL Central: <ul style="list-style-type: none"> • Re-develop and potentially re-design PAL Central to make it more accessible, user-friendly and give more support • Investigate sharing of PAL Leader materials via PAL central. | PMA |
| | PAL Opportunity: <ul style="list-style-type: none"> • Opportunities for other departments such as careers to advertise jobs or upcoming events on certain pages of the newsletter. Other departments could include ALS,GROW, SUBU and academic skills | PMA |

| | | |
|--------------------------------------|--|--|
| Support for Schools/ Course Contacts | <p>Communication:</p> <ul style="list-style-type: none"> • Share best practice in communication between PAL Leaders and course contacts • Encourage more communication generally across the scheme using the PAL team as the main communication point with update meetings and weekly sessions • Improve the network of course contacts through establishing an annual meeting • Develop materials to help new course contacts to understand PAL | PAL Co-ordinator, PMA, Course Contacts |
| | <p>Admin/ timetabling:</p> <ul style="list-style-type: none"> • Ensure parity of employment conditions across schools (e.g. consistency around pay for training, induction activities etc.) • Review collection of employment document to integrate into initial training • Investigate whether timetabling can be a more simplified process within schools for Course Contacts and for Leaders • Establish annual meeting with timetablers to identify best practice for PAL sessions | PAL Co-ordinator, PMA |
| Development/ expansion | <p>Expanding PAL:</p> <ul style="list-style-type: none"> • Investigate best practice in PAL for placement support and direct entry students | Course Contacts, PMA |
| | <p>Induction:</p> <ul style="list-style-type: none"> • Leaders to be involved in the Schools inductions process to give them more exposure and access to their students • More information to be given on PAL and what it is | |

2.4 Appendix

Appendix A – Level C and PAL Leader Survey Questions:

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DRAFT Survey questions 2012-13

2.5 Appendices

2.5.1 Appendix A

Draft Survey Questions for 2012/13

Level C Student PAL Evaluation Questions

1. Which course are you enrolled on?
2. Please select which range represents your age
 - 17-19
 - 20-25
 - 26-35
 - 36 & older
3. The following are possible benefits of PAL. How beneficial were each of these to you?
 - 5a. Meeting other students on my course
 - Very beneficial
 - Somewhat beneficial
 - Not beneficial
 - 5b. Working together with other students on my course
 - Very beneficial
 - Somewhat beneficial
 - Not beneficial
 - 5c. Improving my understanding of the subject matter of the course
 - Very beneficial
 - Somewhat beneficial
 - Not beneficial
 - 5d. Achieving a clearer understanding of course direction and expectations
 - Very beneficial
 - Somewhat beneficial
 - Not beneficial
 - 5e. Preparing myself better for assessed work and exams
 - Very beneficial
 - Somewhat beneficial
 - Not beneficial
 - 5f. Awareness of resources available to me
 - Very beneficial
 - Somewhat beneficial
 - Not beneficial
 - 5g. It gave me a point of contact for questions
 - Very beneficial

- Somewhat beneficial
- Not beneficial

4. How often did you attend PAL Sessions?

- Every session
- Most sessions
- About every other session
- 3 sessions or less

5. If you didn't attend PAL, the main reason was. . .

- I had a conflicting outside commitment (e.g. family, sports, job)
- PAL was not scheduled at a convenient time in relation to my timetable
- I thought I would not gain any benefits by attending PAL
- I did not know when/where PAL was scheduled
- Other (please specify)

6. The best thing about PAL was. . .

7. The worst thing about PAL was. . .

8. I would. . .

8a. Recommend attending PAL to a friend

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8b. Like to have PAL in my 2nd/Final year

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8c. Consider becoming a PAL Leader

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8d. Say that overall, attending PAL was worth my time

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9a. Did many students from your seminar group attend PAL? Yes/No

9b. If you answered 'No'. Why do you think this was?...

9c. What was the main way you and your PAL Leader communicated outside of PAL sessions?,,, (e.g. university email; myBU community announcements, Facebook, phone/text)?

10. How do you think the PAL programme could be improved for next year's First years?...

11. Do you have any other comments about PAL at BU?...

PAL Leader Experience Evaluation Questions

1. Which course are you enrolled on?

2. Which of these skills(s) did you develop during your experience being a PAL Leader?

- Organisation/presentation skills
- Listening/communication skills
- Leadership/teamwork skills
- Confidence
- Problem solving/'thinking on my feet'
- Other (please specify)

3 .The following are important benefits that I gained as a PAL Leader:

3a. Reinforcing what I learned in my first year

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3b. developing transferable skills

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3c. Supporting first year students

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3d. Work experience

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3e. Being paid

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. An unexpected benefit I gained through my role as a PAL Leader was. . .
5. Throughout my role as a PAL Leader, the university was. . .
- Very supportive
 - Somewhat supportive
 - Not supportive at all
6. How could the university better support PAL Leaders?
7. Thinking back, how useful was the 2-day initial training in preparing you for your role?
- Very useful
 - Somewhat useful
 - Not useful at all
8. How do you think the training can be improved to better prepare PAL Leaders?...
9. Before Christmas we offered a number of follow-up training sessions. If you did not attend follow up training, why did you decide not to come?...
10. We produce a monthly newsletter, *The PAL Opportunity*, which is available on myBU on the Pal Central community. Are there any particular topics that you would like to see included in this newsletter?
11. I would. . .
- 11a. Recommend being a PAL Leader to a friend
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- 11b. Like to have had PAL in my 2nd/final year
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- 11c. Say that overall, being a PAL Leader was worth my time
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

12. What was the main way you and your PAL group communicated outside of PAL (e.g. email; university email; myBU course communities, Facebook, phone/text)?

13. The PAL programme could be improved for next year's Leaders and students by . . .

14. What advice would you offer to potential PAL Leaders?

15. Do you have any other comments about PAL at BU?