



Does Attending and Engaging with Peer Assisted Learning Provide any Measurable Impact on Learning and Personal Development to Students from Widening Participation Backgrounds?

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Background

- Widening Participation (WP) relates to supporting those groups who are often marginalised in entering Higher Education and succeeding across the learning journey.
- Bournemouth University's (BU) Fair Access Agreement 2016-2017 outlines the university's commitment to supporting and sustaining a culture of WP across the institution.
- The Peer Assisted Learning (PAL) scheme fosters cross-year support between students on the same course and is a key component in the BU Fair Access Agreement.
- This research aims to determine if attending and engaging with PAL creates an equitable experience for students from WP backgrounds.

Methods

- Mixed methods questionnaires were deployed, at start of Semester 1 and in Semester 2, using BOS Survey Tool
- Participant Demographics: 202 responses from first year undergraduates, all emanating from WP categories.

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Key Findings

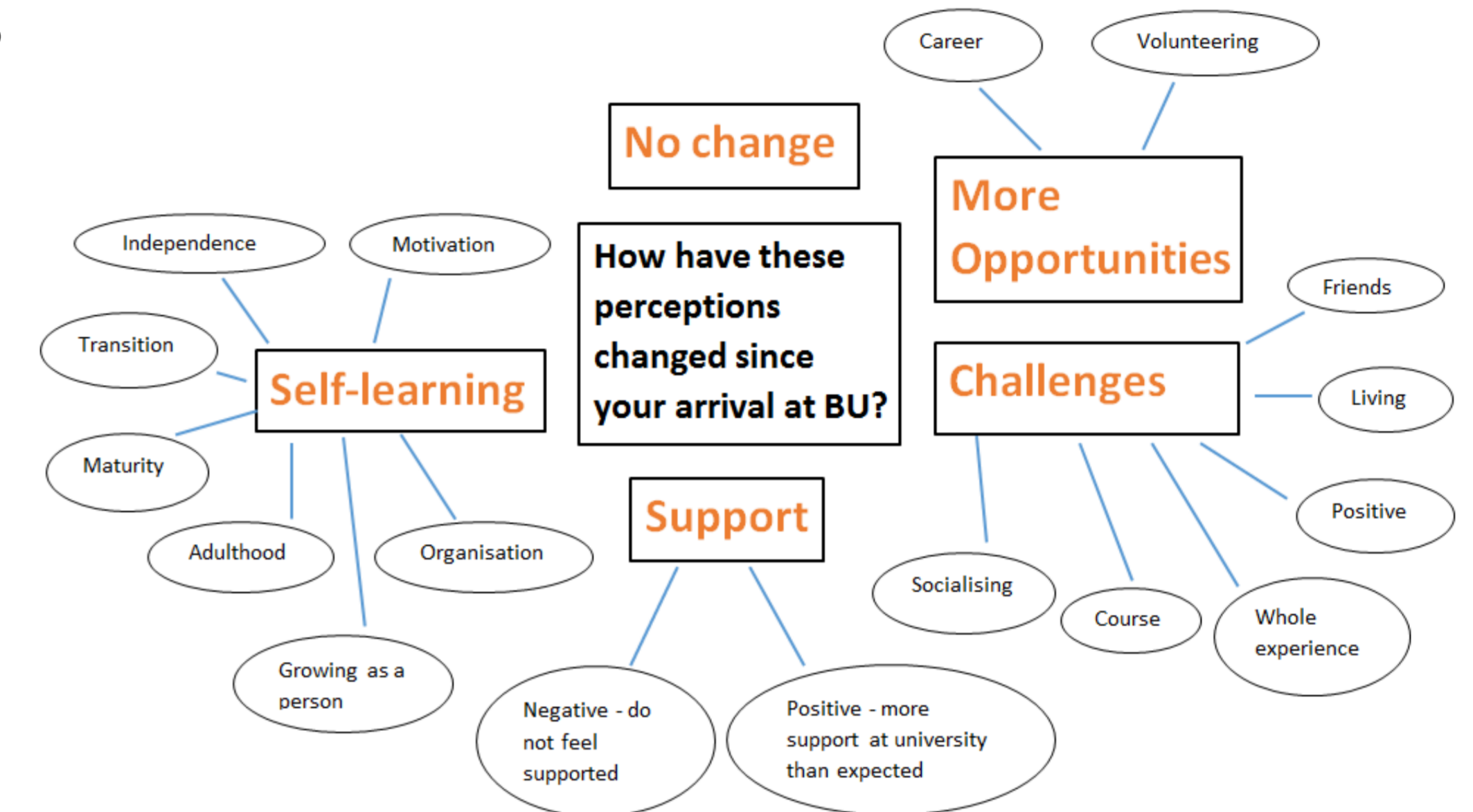


Figure 1

Figure 1: Students perception of university

“University seemed daunting but PAL helped make the transition more normal and it felt like there was reassurance and assistance”

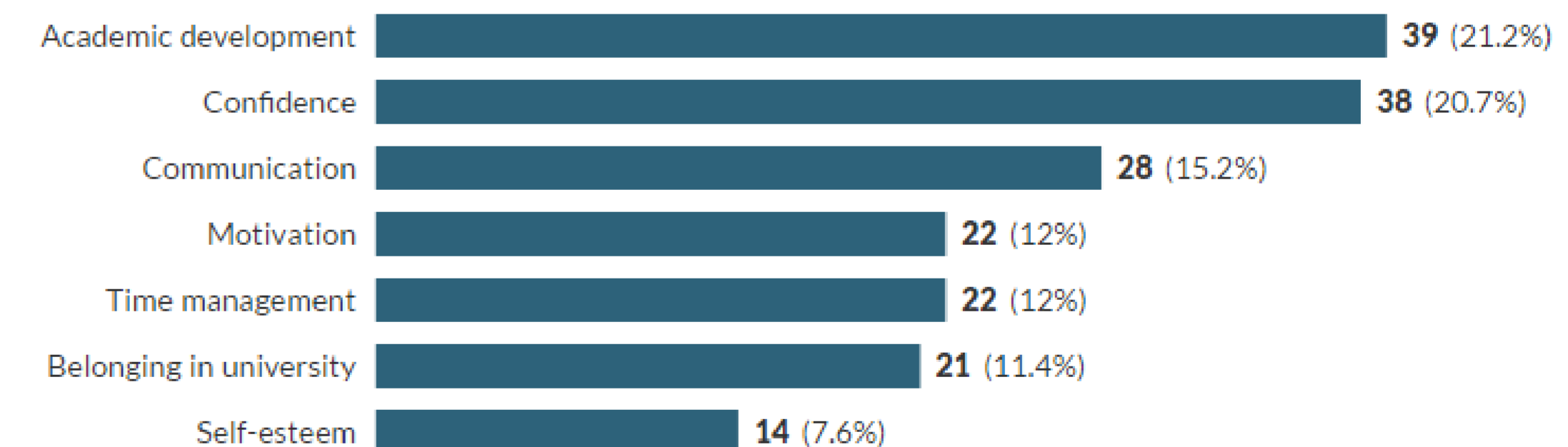


Figure 2

Figure 2: How students have developed most since arriving at university

- 95.1% agree PAL has been beneficial for point of contact for questions
- 93.4% agree PAL has been beneficial for achieving a clearer understanding of course expectations
- 83.7% agree PAL has been beneficial for meeting other students