**Academic Domain Case Study Template**

**Title**

**The title should not end with a full stop but may end with a question mark. Do not use italic text. If there is a subtitle, it should be preceded with a colon [:]. Use capitals only for the first word and for proper nouns.**

**Example:** Covid-19: mitigating impacts on the local economy

**Example:** Enhancing student experience by developing new virtual tools for peer support

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| Enhancing student engagement through peer assisted learning |

**AIm**

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| The aim of my peer assisted learning scheme was to:   * Add to the existing support strategy for students in practice based modules * Significantly increase module retention and attainment for modules for which I was module leader * To explore the possibility of applying and sharing the PALS scheme to other modules both within and without my faculty |

**Impact Summary**

**A summary account of the impact generated by the activity and how the impact was achieved. No complicated text formatting is possible. Word limit: 200**

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| The innovative peer assisted learning scheme (PALS) was commended for the impact that PALS has had on the learning of thousands of students in my UKPSF level 3 Senior Fellow application.  Improved student motivation to learn has transformed their lives especially those who struggle with communication and lack confidence in their own ability.  The success of the scheme has had a wider impact through its use in partner colleges and other faculties within the University and external institutions.  The scheme addressed the lack of 1 to 1 support for students in practice based modules with existing student staff ratios. It relies on the recruitment of students who have previously passed the module and is a sustainable low cost additional support strategy that students are keen to join.  I published a collection of relevant extracts from key texts that saved students purchasing multiple text books and support materials for peer leaders and students to use. |

**Authors/Creators**

List the key authors (contributors) to the case study. For each person, select the domain in which the case study is located (by checking the appropriate box or boxes); also, select the role that best describes each person's role in contributing to the case study. For each person, select the domain(s) in which the item is located (by checking the appropriate box(es); also, select the role as appropriate.

(T; Teaching, R: Research, B: Business & International, P: Professional Practice, L: Leadership & Management)

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|  |  |  | **Domain(s)** | | | | |
| **Name and email address** | **Email address** | **Role e.g. Author** | **T** | **R** | **B** | **P** | **L** |
| *Kate Davis* | [*Kate.davis@kingston.ac.uk*](mailto:Kate.davis@kingston.ac.uk) | *Author* | *X* |  |  |  |  |
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**Partners**

**Organizations that were involved in the development and/or achievements of the case study.**

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| 1. | Kingston University - Engineering School |
| 2. | Apsley Business School |
| 3. | Mumbai SVKM |

**Faculty, school or research**

**The Faculties, Schools or Research Centres with which this item should be associated**

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| *Kingston Business School, Department of Management, Project Management Research Group* |

**Dates**

**For Domain Case Studies, enter today’s date.**

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| 2nd December 2020 |

**Key Achievements**

**Single-sentence summaries of the benefits produced by the work that is described in the case study. Enter up to 6 key achievements.**

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| 1. | Significant retention and attainment figures |
| 2. | Creation of a peer leader role has developed a professional, academic relationship between the peer leaders and staff which increased their sense of belonging to our academic community |
| 3. | Student learning progressed more quickly through timely resolution of their problems due to increase teaching team numbers |
| 4. | Module focussed resources allowing purchase of a single text book |
| 5. | Peer leaders improve their chance of employment and reinforce their own learning |
| 6. | Proven success through use in multiple modules, partner colleges and external insititutions |

**Key Aims**

**Describe the purpose of the work and its intended significance. Word limit: 200**

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| The purpose of the PALS was to address the poor attendance of laboratory sessions and decrease the pressure on teaching staff in laboratory based teaching. This was the first time within the University that a peer based support strategy had been used although at the time it was beginning to be reported in the literature. My intention was to significantly improve the student learning experience in a cost effective way and give student peer leaders an opportunity to gain transferable  skills for employment. |

**Approach**

**Describe the methods or modes of working that you adopted in order to address the aims of the case study. Word limit: 200**

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| Initially I had to recruit a student team from the previous year cohort who had experienced a relatively negative practical experience. I produced an attractive job description and ensured that all students were aware of the opportunity and the benefits it might bring. I used communication via message boards as well as posters and personal publicising of the position to enhance awareness. Selection was by interview to ensure that applicants understood the commitment they would need to make.  The teaching team also had to be committed to the approach and understand how to make the increased resource benefit student learning. I achieved this through mentorship for the staff concerned.  Tailored resources for the module and session were essential; I produced a collated text book negating the need for purchase of multiple texts and could easily be updated by myself.  Student feedback was a key measure of success. |

**Key Outcomes**

**Describe the main outcomes that arose from the case study. Explain what has changed as a result of the work; Identify the benefits and the beneficiaries. Word limit: 300**

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| Without exception, PALS has improved retention and attainment in my courses. In the first year of PALS introduction in 2008 on BB1754, there was a 40% increase in attendance to lab sessions compared to previous years. A consistent and sustainable improvement in student achievement measured by grade attainment has been noted since the introduction of the scheme. Only 8% of students (on BB1754) attained an A grade in 2006 (60 student: 1 staff ratio). Using one PAL to support one lecturer, in 2009, 19% of students achieved an A grade, when two PALS to one lecturer were introduced in 2010, 70% achieved an A grade. This indicates an optimal ratio for learning.  The success of the scheme has made other lecturers keen to adopt it for their own modules. I have encouraged and helped them to become confident to use PALS especially when teaching large modules. I am recognised in the Business School as an authority on large module delivery and have given talks and presentations about this valuable approach in different departments and faculties as well as investing time to mentor colleagues. Examples are: BO5501, BH5004, BB4302, BB6112, BB6307, BB7515, BB7584, BH7630.  Peer leaders were recruited from a variety of degrees across the Business School in the first year of running in 2010/11 on BB1754, 75% of the recruited students were BAME and this trend continued with 2011/12 85% were BAME.  Student feedback indicates that they enjoyed this learning style, the use of a single textbook and easy access to advice. An example being where I was course director for BSc Business Information Technology from 2015-18 and the cohort had between 65% and 90% BAME students and in 2015/2016, 91.7% of the BAME students gained a good degree against an expectation of 75.5% (Value Added score of 1.24). |

**Key Outputs in repository**

**Please provide details of any other related records already available in the repository.**

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| **Full name of output held in repository (copied from repository page)** |
| Davis, K., Pinto, J., DiMaddaloni, F. (2021) Routledge Handbook of Planning and Management of Global Strategic Infrastructure Projects – Chapter 2: Significance: The need for better benefits realisation in megaprojects. Taylor and Francis. ISBN 9780367477486. https://www.routledge.com/Routledge-Handbook-of-Planning-and-Management-of-Global-Strategic-Infrastructure/Ochieng-Zuofa-Badi/p/book/9780367477486 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2014) [*Project management.*](http://eprints.kingston.ac.uk/id/eprint/33506/) 2nd ed. Harlow, U.K. : Pearson Education Limited. 631p. ISBN 9781783992843 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2011) [*Project management.*](http://eprints.kingston.ac.uk/id/eprint/33508/) Harlow, U.K. : Pearson Education Limited. ISBN 9781849599764 |
| [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) [Compiler] (2010) [*Business information systems.*](http://eprints.kingston.ac.uk/id/eprint/6513/) 3rd ed. Harlow : Pearson Education Limited. ISBN 9781849591461 |
| [Benson, Vladlena](https://eprints.kingston.ac.uk/view/creators/124.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2008) [*Business Information Management.*](http://eprints.kingston.ac.uk/id/eprint/4110/) Ventus Publishing ApS. 83p. ISBN 9788776814137 |
| [Benson, Vladlena](https://eprints.kingston.ac.uk/view/creators/124.html) and [Davis, Kate](https://eprints.kingston.ac.uk/view/creators/2782.html) (2008) [*Business Information Management: Exercise Book.*](http://eprints.kingston.ac.uk/id/eprint/4111/) Ventus Publishing ApS. 39p. ISBN 9788776814144 |

**Other Key Outputs**

**If there are outputs relevant to the case study that are not currently held on the repository, but which may be accessible elsewhere, then please add links to them here (e.g. a project website).**

**URL Types: Artist, author, collaborator, Conference, Demonstration, Exhibition, Funder, IP, Organisation (beneficiary), Organisation (impact enabler), Organisation (policy), Performance, Project site, Publisher, PubMed, Research Dataset, Venue.**

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| **URL** | **URL Type** |
| *URL* |  |
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**Key Data**

**List any metrics or quantifiable evidence that is associated with the case study, for example: percentage change in income; increase in audience size; number of journal articles arising from the project; increase in stakeholder satisfaction ratings;**

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| **No.** | **Key Data Title** | **Key Data Value** |
| **1** | Increase in module recruitment with PALS as teaching and delivery strategy | Increase in student recruitment numbers for modules using PALS.  Number of staff and peer leaders able to deliver modules. |
| **2** | Number of book publications arising from this project | Number of custom textbooks published and sold. |
| **3** | Increase in stakeholder satisfaction ratings | The impact is measured through improved module achievement (On BB1754 in 2009, 18.7% achieved an A grade, in 2010, 69.5% achieved an A grade) student MEQ results (e.g. 2019/2020 – BH5004 Consultancy in Practice - overall module score 4.59. The overall Faculty score is 4.02, Department is 4.03 and University is 3.98).  MEQ student feedback available. |
| **4** | High student achievement and retention | I have repeated the process with BB2116 Project management module and changed or achieved outstanding results data. On BB2116 in 2009 96% of students passed the module and contributed to student progression and retention. |
| **5** | Financial savings achieved | The use of student helpers meant that only one full time academic was needed per session as opposed to three. |
| **6** | Application to out of faculty modules | No of modules delivered in other faculties. Examples are: BO5501, BH5004, BB4302, BB6112, Engineering school |

**Funders**

**Identify any organization(s) that provided resources to support the activity described in the case study. Where available, include the funder's reference identifier for the project, and a link to the funder's website.**

**Funder Types: Cash, Data, Development, Equipment, Facilities, Staff**

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| **No.** | **Funder Name** | **Funder ID** | **Funder Type** |
| 1 |  | *Completed on entry to system* |  |
| 2 |  |  |  |

**Additional information**

**Any other information related to the case study which is not covered by the other fields. This information will appear on the public summary page for this item. Word limit: 200 words.**

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**Key words**

**Enter key words/short phrases that characterise key features of the case study. Use widely-recognised terms as far as possible. Separate the keywords by means of a semi-colon [;]. Example: Alcohol; Problem drinking; Drug abuse; Pavlovian conditioning; Cue exposure therapy;**

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| *Peer-assisted learning; pedagogy, collaboration; fostering learning* |

**Research Areas**

**Please select the appropriate option(s) from the "Domains Case Studies" list below**

**Domains Case Studies: Business, Career Development, Civic Engagement, Conference, Doctoral Training, Impact, Income Generation, International Development, International Partnerships, Knowledge Exchange, Knowledge Transfer, Mentoring, Pedagogy, Peer Review, Practice Research, Professional Practice, Research, Research Methods, Staff Development, Teaching & Learning, Training.**

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| *Mentoring; Pedagogy; Peer Review; Development; Teaching & Learning; Training* |

**Public Gallery**

**Images of project, films, sound files and interviews, data, graphs and tables. This may include links to media and press and social media where relevant (Some may be in ‘Other key outputs’ above, some here). Embed links in the document where this is possible and attach relevant appendices of succinct evidence not included elsewhere in the case.**

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| *Links:* |

**List of appendices (attachments):**