

What quantitative or qualitative data is available to advise the Policy?	Applications to the scheme are managed through a Peer Guide Dashboard. Numbers of students registering as peer guides and those supported through the scheme are logged. Peer Guide training is evaluated through a feedback survey. Quantitative and qualitative data on the experience of new students is captured through the annual Croeso survey.
What Groups have been consulted in drafting the Policy?	Feedback from students supported through the scheme and those volunteering as peer guides feeds in to changes to the policy as does that of Peer Guide Coordinators within schools. The Central Peer Guide Coordinator reports to the Student Welfare Group.
How has consultation taken place?	Yes. Meetings have been held with school coordinators. Feedback on training, and the Croeso survey has been analysed. The Central Peer Guide Coordinator has presented updates on the scheme to staff from central services at the Student Welfare Group.
How has consultation informed the development of the Policy?	A complete revision of Peer Guide training has been undertaken, with a greater

March 2020 Revision

How will the Policy be monitored to ensure that it is achieving its aims?	Reporting to the Student Welfare Group; submission of an annual report to the Director of Student Services.
Who will be responsible for monitoring the Policy?	The Director of Student Services and the Student Welfare Group.
How will the Policy be monitored to ensure that it does not disadvantage particular groups?	Any equality issues that arise will be explored and any reasonable adjustments shall be made.
When will the Policy be reviewed to see if it is achieving its aims and objectives?	Annually.

Training are there any training requirements associated with the development, implementation or monitoring of this Policy?	Training is compulsory for all new Peer Guides. Staff new to the role of Peer Guide Coordinator within academic schools are inducted into the role by the Central Peer Guide Coordinator.
What are the other resource implications of implementing the Policy (including time and workload)?	Acting as a Peer Guide Coordinator within academic schools is a fractional role. This will need to be taken into account when making adjustments to staff teaching/research/admin workload.

3 years	
Julian Brasington, Head of Skills Development	27 March 2020