

Code of Practice for the Peer Guide Scheme

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Date	Supersedes	Description of Change
1 September 2014.	This is a new document.	

Document Owner	Approved By	Date Approved	Review Frequency
Student Services.	Senate Regulations and Special Cases Committee.	20 May 2014.	Every three years.

Note: In exceptional circumstances, and subject to approval by the Chair of the Senate Regulations and Special Cases Committee, responsibilities assigned to Schools, Heads, of School, School Officers or School Committees in these Regulations may be assumed by the College, Head of College, College Officers or College Committees respectively, as appropriate.

Code of Practice for the Peer Guide Scheme



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This Code outlines the role of Peer Guide support.

Definitions

Peer Support Co-ordinator	Member of staff in Student Services responsible for co-ordinating the Peer Guide Scheme.
School Peer Guide Co-ordinator(s)	Member(s) of the school staff, responsible for co-ordinating the Peer Guide Scheme in a school.
Peer Guides*	Students who volunteer to participate in the Peer Guide Scheme.

* As described in this Code, schools may choose to differentiate between peer guides depending on their roles.

Basic Principles

1. This Code of Practice should be read with the guidelines for school Peer Guide Co-ordinators, Peer Guides and Potential Peer Guides that are available from the Peer Support Co-ordinator.
2. Peer Guides are student volunteers who help new undergraduate students settle into their life at Bangor. The work of Peer Guides is integral to the way in which Bangor welcomes its students; they aid both social and academic integration and are an important factor in the speed at which the majority of students settle well. As volunteers there is no payment for the standard duties undertaken but, in recognition of the opportunities it affords to develop employability skills, Peer Guides are awarded experience points towards the Bangor Employability Award (BEA).
3. The Peer Guide Scheme is institution wide. It is managed centrally by the Peer Support Co-ordinator who works closely with both academic and central staff as well as the Peer Guides themselves. Although there is a strong central emphasis on many aspects of the scheme, the Peer Guides carry out their duties within theirs. Each school has its own cohort of Peer Guides managed by a member of the school staff responsible for the practical running of the scheme in the school.
4. The Peer Guide cohort contains both new Peer Guides (First Time Peer Guides) and those returning to the scheme for a second or even third time (Senior Peer Guides). The term 'Senior' is used administratively to indicate Peer Guides who are already trained and for whom there is already a reference on file. They have the same standard duties that all Peer Guides undertake but, being more experienced, many schools ask for their input to the planning of welcome week.
5. While some schools prefer to keep their cohort of Peer Guides to the two levels described above, others like to add a third level. They are usually termed Lead Peer Guides and they work more closely with the staff and take on extra responsibility. They might be asked to return to Bangor a little earlier than other Peer Guides and typically undertake tasks such as: organisation of events; being a team leader and point of reference for other Peer Guides; allocation of freshers and duties to Peer Guides; collation and distribution of resources such as information packs, handbooks,

T shirts. The Lead Peer Guides are normally, although not exclusively, Senior Peer Guides.

6. Because the extra responsibilities assigned to Lead Peer Guides fall outside the main remit of the Peer Guide role, the terms on which they are offered are between the schools and the Peer Guides. However, in addition to the BEA points that all Peer Guides are awarded, those who take on the Lead Peer Guide role can be awarded extra points towards the BEA. Similarly, staff in the schools have the discretion to nominate for extra BEA points any Peer Guide who shows commitment over and above the expected role, whether that is taking on extra responsibilities to cover gaps in provision or helping with more challenging or prolonged situations. These 'over and above' points can be awarded in addition to the Lead Peer Guides points if appropriate.

Responsibilities of the University

7. The responsibilities of the University are:
 - To support the Peer Support Co-ordinator in maintaining, developing and extending the Peer Guide Scheme:
 - in line with the institution's Strategic Plan, in particular the Student Experience Strategy;
 - to aid the transition of undergraduate students to Bangor University.
 - To support the Peer Support Co-ordinator in raising awareness of the Peer Guide Scheme within the institution and raising its profile outside the institution.

Responsibilities of Central Services

8. The responsibilities of central services (i.e. sections of the University other than academic schools) are:
 - To support the Peer Support Co-ordinator in raising awareness of the Peer Guide Scheme and publicising it to relevant parties within the institution, and raising its profile outside the institution as appropriate.
 - To support the Peer Support Co-ordinator and school Peer Guide Co-ordinators in their roles.

Responsibilities of the Peer Support Co-ordinator

9. The responsibilities of the Peer Support Co-ordinator are:
 - To maintain, develop and extend the Peer Guide Scheme to aid the successful transition of undergraduate students to Bangor University.
 - To manage the centrally administered aspects of the Peer Guide Scheme:
 - to initiate and support recruitment across the institution;
 - to provide standardised training and supporting information;
 - to obtain references for new Peer Guides and to check their university disciplinary records;
 - to refuse applications from students deemed unsuitable;
 - to withdraw from the scheme any Peer Guide later deemed to be unsuitable;
 - to seek feedback and undertake evaluations of the scheme;
 - to organise the presentation of certificates to Peer Guides in recognition of their work for the institution.
 - To support school Peer Guide Co-ordinators in their role:
 - to liaise over the central processes;

- to provide advice and guidance;
- to disseminate good practice;
- to facilitate a Peer Guide Co-ordinator network to meet at least once each semester.
- To support Peer Guides in their role:
 - to provide training;
 - to provide necessary information and T shirts;
 - to provide advice and guidance at all stages of Peer Guiding.
- To liaise with central services, schools and colleges within the institution as relevant to their needs and the needs of the scheme.
- To raise awareness of the Peer Guide Scheme within the institution and raise its profile outside the institution.

Responsibilities of Schools and Colleges

10. The responsibilities of the schools and colleges are:

- To appoint staff to act as the school Peer Guide Co-ordinators.
- To support the Peer Support Co-ordinator in raising awareness of the Peer Guide Scheme within the institution and raising its profile outside the institution.
- To support the school Peer Guide Co-ordinators in developing and managing the Peer Guide Scheme to meet the needs of the school and its incoming undergraduate students.

Responsibilities of School Peer Guide Co-ordinators

11. The responsibilities of school Peer Guide Co-ordinators are:

- To inform the Peer Support Co-ordinator of changes of staff responsible for the Peer Guide Scheme within the school.
- To liaise with and support the Peer Support Co-ordinator's role as relevant to meet the demands of the Peer Guide Scheme and the school.
- To manage the practical implementation of the Peer Guide Scheme within the school:
 - to recruit a cohort of Peer Guides suitable for the needs of the school in terms of numbers and suitability of applicants;
 - to work with colleagues and Peer Guides to plan an inclusive welcome programme;
 - to allocate a small group of new students to each Peer Guide;
 - to facilitate pre-arrival contact between Peer Guides and incoming students;
 - to allocate specific duties to Peer Guides;
 - to support and advise Peer Guides in their role during and beyond the welcome period as needed;
 - to facilitate incoming students accessing the support available through the Peer Guide Scheme;
 - to intervene if, for whatever reason, a student has not met a Peer Guide and wishes to do so;
- To attend meetings with the Central Peer Support Co-ordinator and other school Peer Guide Co-ordinators in order to:
 - facilitate effective running of the Peer Guide Scheme;
 - share good practice;

- aid development of the Peer Guide Scheme.
- To support the Peer Support Co-ordinator in raising awareness of the Peer Guide Scheme within the institution and raising its profile outside the institution.

Responsibilities of all Peer Guides

12. The responsibilities of all Peer Guides are:

- To complete the application and training processes successfully.
- To act as a positive ambassador for Bangor University.
- To undertake Peer Guide activities in a responsible and inclusive manner.
- To refrain from any behaviour that undermines their position of trust.
- To support new undergraduate students in making a positive transition to Bangor University by:
 - welcoming them to the university;
 - helping them develop friendships at relevant social events;
 - giving tours of key locations;
 - helping with relevant induction sessions;
 - facilitating access to the university's support services if relevant.
- To seek support from relevant staff if issues beyond the Peer Guide role are raised.
- To inform the school Peer Guide Co-ordinator or the Peer Support Co-ordinator if they are unable to or do not wish to continue as a Peer Guide.

Responsibilities of Incoming Students

13. The responsibilities of incoming students are:

- To inform either the Peer Support Co-ordinator or their school Peer Guide Co-ordinator if:
 - they do not wish to be allocated a Peer Guide;
 - if they have not met a Peer Guide and would like to do so;
 - if they wish to be allocated a different Peer Guide.
- To avoid making unreasonable demands on their Peer Guide that are beyond the accepted role of a Peer Guide.