Guidance on Embedding Peer Support in the Continuous Monitoring Process

Background

The University's Peer Support programme promotes student engagement in co-curricular activity across the University. It includes the coordination of peer mentoring and Peer Assisted Study Schemes (PASS), the facilitation of student feedback and consultations, and the celebration of student activity. The University embeds the development and review of its Peer Support programme into its Continuous Monitoring process, the overall purpose of which is to ensure that the standard of programmes is maintained or enhanced and the student experience is improved as appropriate.

This guidance is designed to help the scheme coordination team (academic and administrative Staff Coordinators, student coordinators and allocated Graduate Intern) ensure that Peer Support activity is embedded appropriately at all stages and at all levels of the Continuous Monitoring cycle, thereby ensuring the right level of ownership, self-reflection and engagement at the right time.

Process

Scheme level

1. At the end of the academic year, and working in partnership with Teaching and Learning Support Office through the allocated lead Graduate Intern, each individual Peer Mentoring or PASS scheme (a) completes a benchmarking proforma (see Appendix 1) that lays out the criteria for the minimum standards expected of schemes, and (b) produces an annual report that summarises good practice, challenges, and areas for development. These documents are submitted to the programme team. This process enables evaluation and facilitates action planning and projecting future activity for the forthcoming year.

Programme level

2. The appropriate programme level forum/committee considers the completed benchmarking proforma and annual report. They are also considered as appropriate at Student/Staff Liaison Committees and/or other forums.

3. The output from all these discussions informs the drafting of the Peer Support section of the programme-level action plan that is then drafted and submitted to the School.

School level

4. School Teaching and Learning Quality Committees, or equivalents, consider Peer Support as part of their overall Continuous Monitoring discussions. Topics covered should include:
   - whether schemes meet minimum requirements, and if not why not;
   - how Peer Support supports/enhances the student experience;
   - how peer support can be developed further within the School.

5. Schools report to Faculties through their Student Experience Action Plan (SEAP)s, and these will include any appropriate feedback about Peer Support.

Faculty level

6. Faculty Teaching and Learning Committees consider Schools' SEAPS, and Faculty Associate Deans for Teaching and Learning report any institutional-level issues at the University's Annual Review of Teaching and Learning (ARTL). The issues raised here will cover Peer Support as and if appropriate.

University level

7. Institutional teaching and learning priorities for the forthcoming year are informed by the discussions at the ARTL.