

Best Practice in Peer-Led Transition: Optimising Programmes for New Student and Volunteer Belonging and Student Success

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Agenda

1. Introduction/context to the Guidelines
2. Icebreaker
3. Practical Exercise - Theory of Change
4. Practical Exercise – Change Mechanisms
5. Summary and resources



Introduction and Context



Key Objectives – Pilot across 3 HEIs



Strong evidence base (literature, practitioners, students)



Data system (recruitment, recognition, quality assurance)



Training resources



Session resources



Evaluation tools and measures



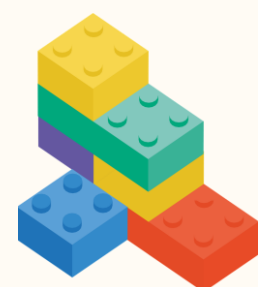
National framework and recommendations



Peer-Led Transition consortium



Key Objectives – Pilot across 3 HEIs

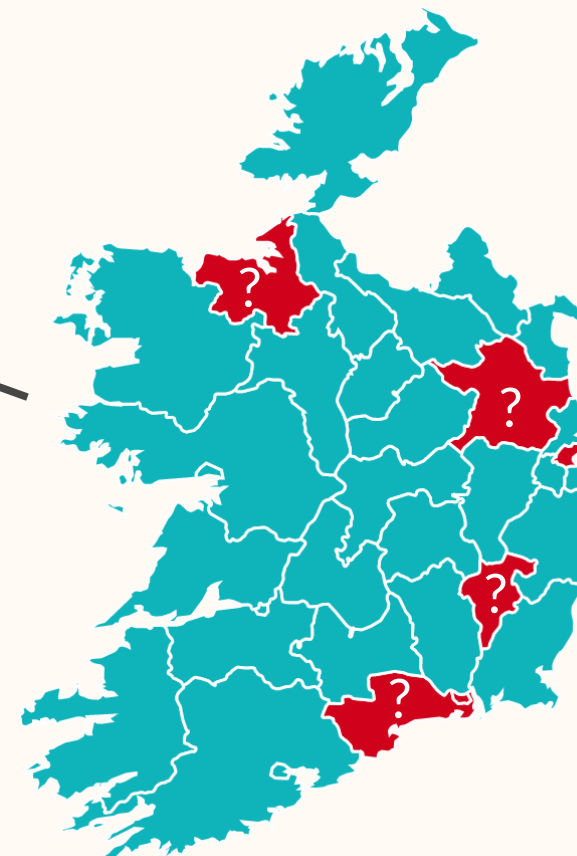


Took model developed to date

Focused on requirements for orientation in online context

Identified national partners and enabled operation in other HEIs

Built and consulted with student and staff subgroups throughout





Best Practice Guidelines for Peer-Led Transition

- Recruitment
- Training
- Volunteer Engagement& Support
- Mentee Engagement
- Volunteer Rewards
- Feedback & Evaluation
- Staff Engagement (e.g. institutional stakeholders)
- Risk Management
- Support for Peer-led Transition Staff
- Resources



Icebreaker

Theory of Change



Action

- Train volunteers



Action

- Set-up orientation sessions



Action

- Recruit volunteers



Outcome

- Volunteers gain employability skills



Outcome

- 150 new students welcomed



Outcome

- 20 volunteers recruited



Impact

- Increased student belonging



Action

- Embed 1st sessions in orientation



Action

- Timetable sessions



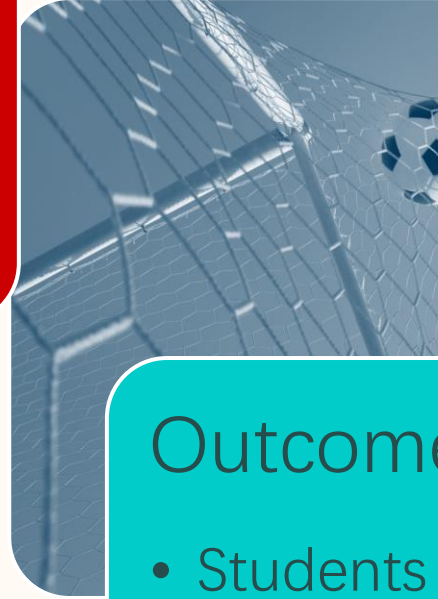
Action

- Make programme “opt-out”



Outcome

- Way more volunteers needed



Outcome

- Students don't have to find out about programme to participate



Impact

- More engagement from 1st years

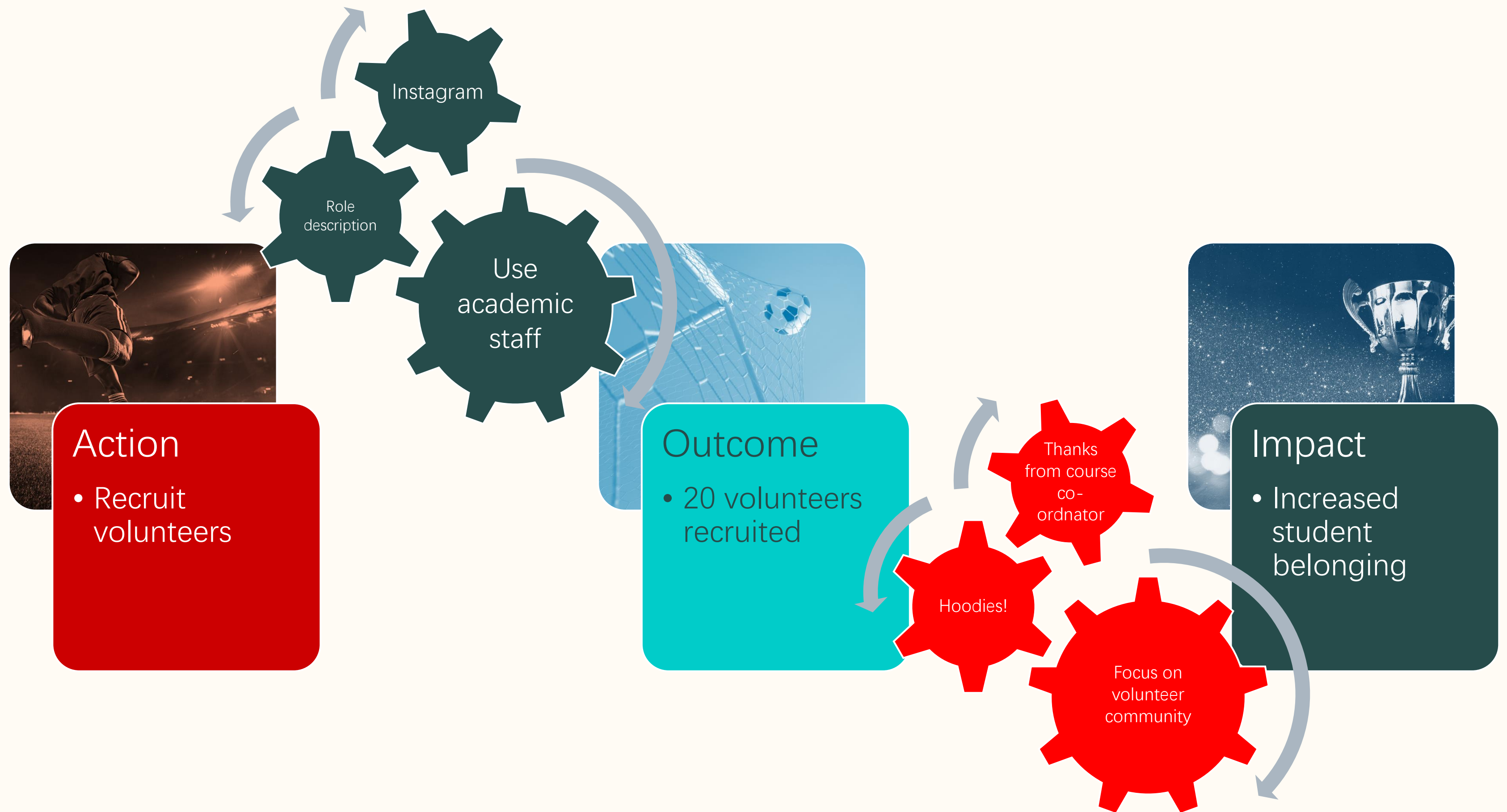


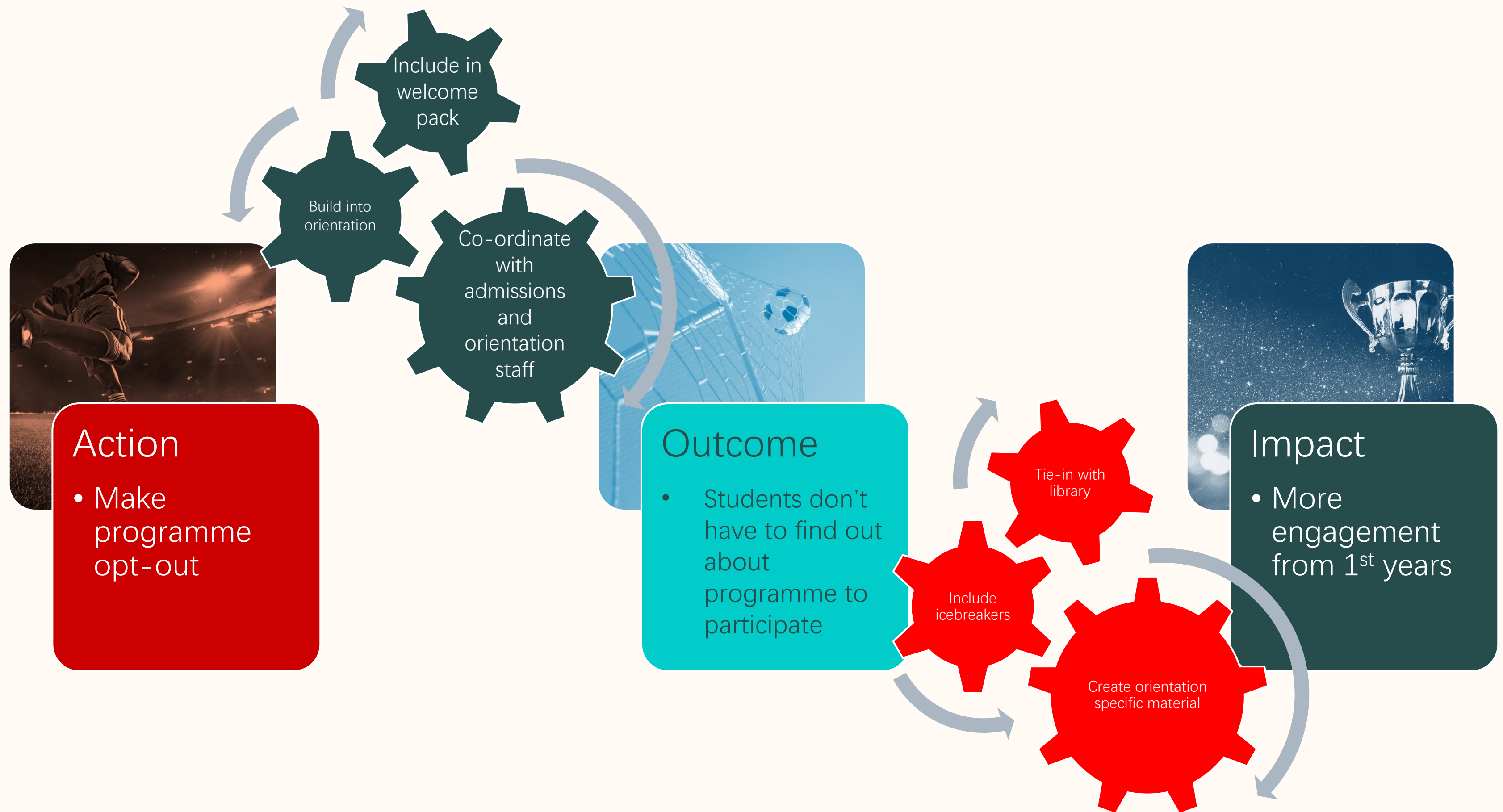
PICK AN
ACTION
And work
forward

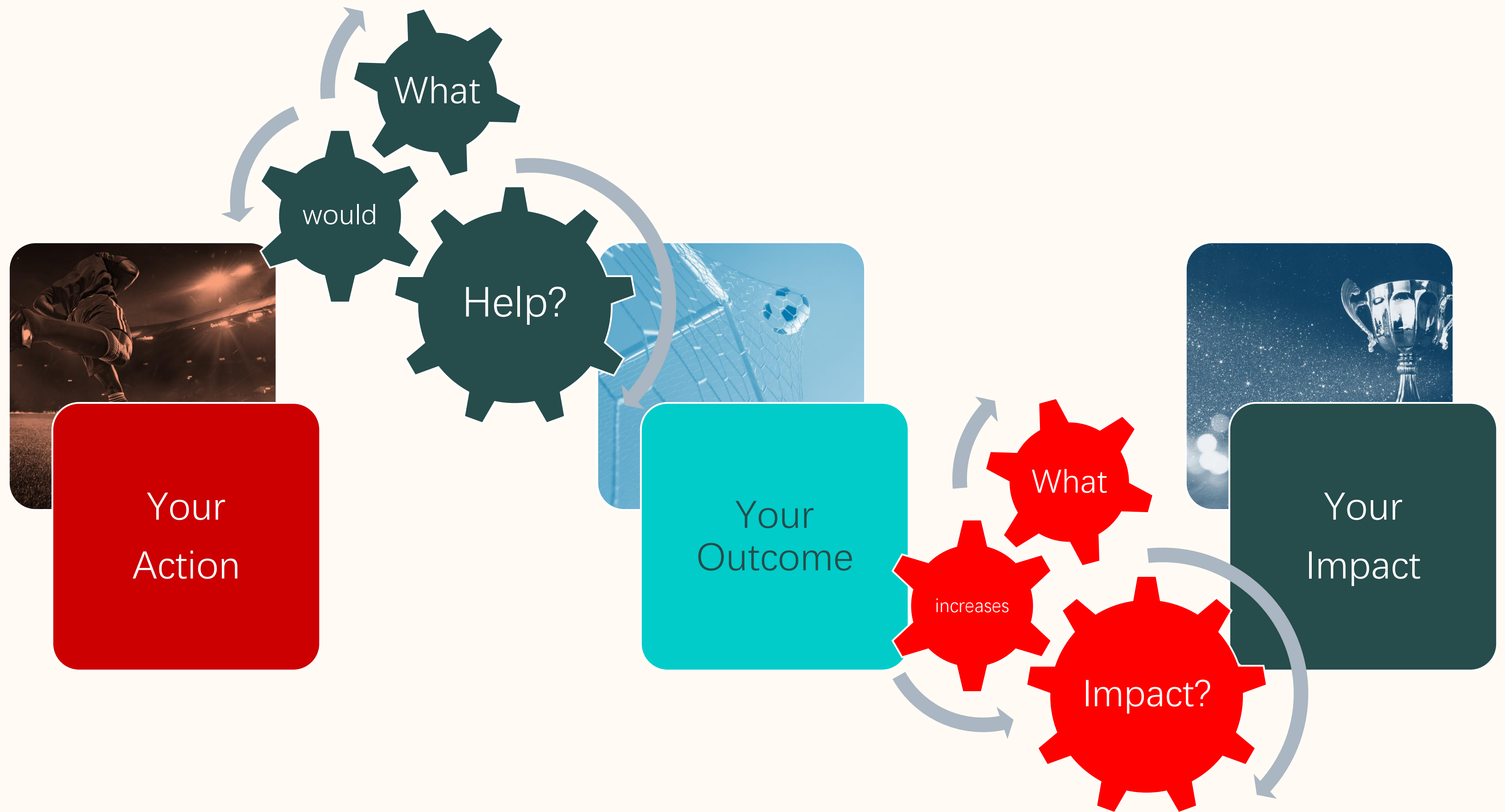
Discuss
Outcomes

PICK AN
IMPACT
And work
backwards

Change Mechanisms





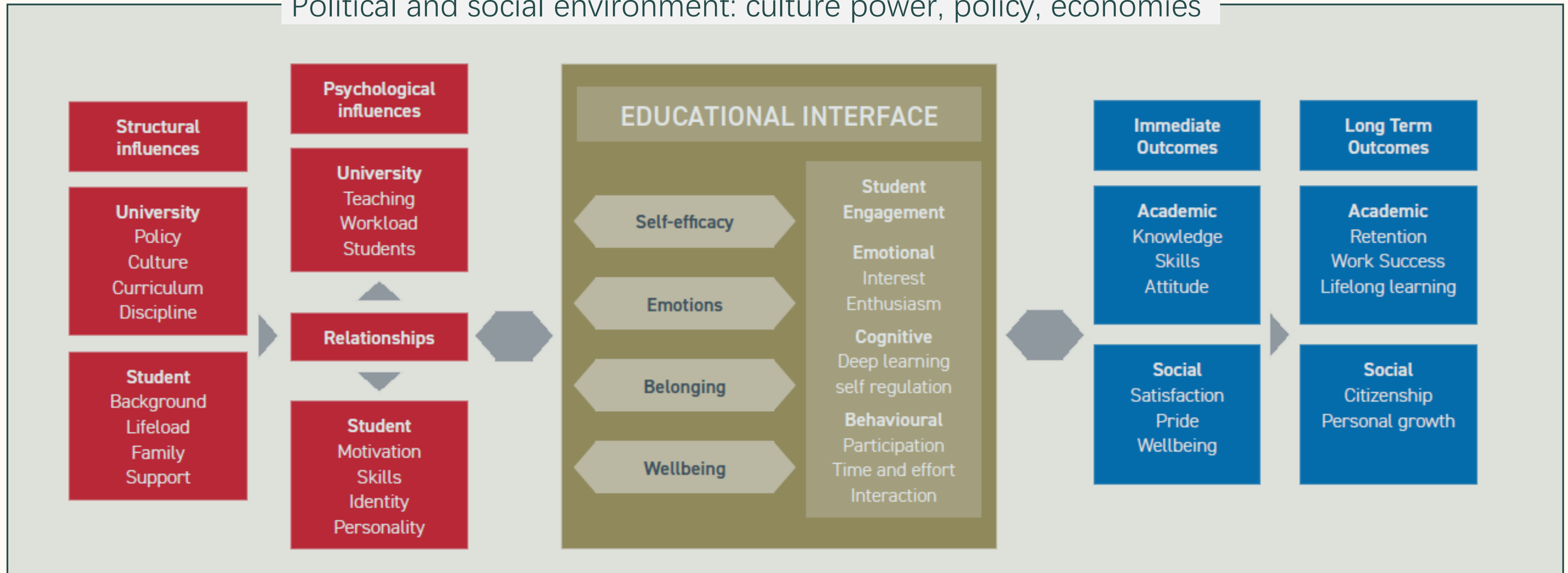


Summary

The Educational Interface

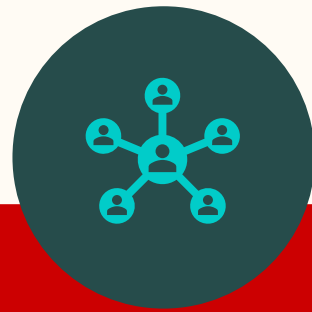
Sociocultural Context

Political and social environment: culture power, policy, economies



Refined conceptual framework of student engagement incorporating the educational interface. Adapted from Kahu & Nelson, 2016, p. 64

Belonging



A feeling that the student matters to other students and that there is a collective commitment to be together.



A sense of indispensability within the system.



A sense of identification/positioning in relation to a group/college community.



A belief that the student is accepted, valued, included, and encouraged by others.

“During like the mentoring experience it was kind of nice to see them like have questions of themselves, that was like, ‘I don’t know what I’m doing’, ‘I could be completely wrong’, and it’s like, oh okay, right, it’s not just my age, it’s just it’s everyone. It’s everyone transitioning here together”.

National Consortium for Peer-Led Transition



S2S Resources



S2S Mentor Training >
Find all our resources for S2S Mentor Training here



S2S Mentor Trainer Training >
Find all our resources for S2S Mentor Trainer training here



S2S Advanced Mentor Training >
Find all our resources for S2S Advanced Mentor Training here



S2S Head Mentor Training >
Find all our resources for Head Mentor Training here



S2S Peer Support Training >
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- ✓ Belonging and well-being
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Led by Elise Ahenkorah, an award-winning global inclusion strategist who has partnered with institutions like Cornell University, LSE, McGill, and the University of Toronto, this session brings fresh insight and real-world expertise to help your institution meet the moment.



For faculty, staff, students, student services, and academic leaders from local associations

Register here:





Any Questions?



Thank You!

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