

Redefining Success Metrics: Tracking Participant Progress in Peer-Led Academic Programmes

London Interdisciplinary School

Anna Matei - Ella Cockman

CONTEXT

"Peer-led learning creates greater confidence and independence in learning, deeper understanding, and improved grades" (Marshall, 2014). Peer-led learning is increasingly being recognised as a valuable approach in higher education, as it fosters student engagement and improved academic outcomes. This poster highlights the critical need to shift the assessment focus in peer-to-peer career coaching, prioritising participant outcomes.

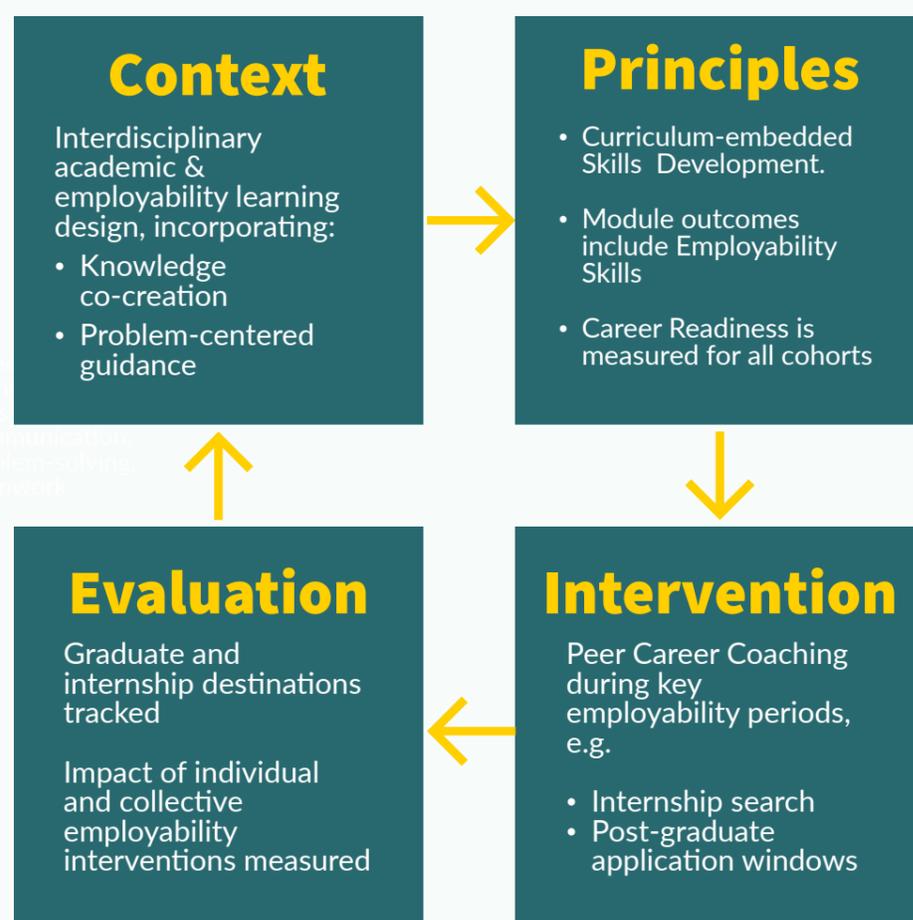
Peer-led academic programmes enhance student engagement, improve retention, strengthen institutional reputation, and foster partnerships between students, tutors, and the wider community. These programmes also represent a relatively low-cost investment in student success. To fully understand their impact, we must move beyond assessing only the benefits for peer leaders.

THE OUTCOMES GAP

While peer learning offers significant advantages, many programmes focus primarily on the benefits for peer leaders (skill development, employability), often overlooking the outcomes for student participants. This imbalance limits our understanding of programme effectiveness, our ability to optimise benefits for all stakeholders, and the overall success and sustainability of these initiatives. Without robust data on participant outcomes, making informed decisions about resource allocation, scaling successful interventions, and iterative, responsive programme design become challenging.

THE PACD MODEL

This diagram illustrates our Peer Assisted Career Development (PACD) model. It is a circular framework that integrates Career Readiness with peer coaching to improve graduate outcomes.



PACD MODEL EXPLAINED

The PACD (Peer Assisted Career Development) model illustrates our circular approach to improving graduate outcomes. The context of interdisciplinary learning informs the design principles: curriculum integration and a bespoke Career Readiness framework. This provides the scaffolding to deliver Peer Career Coaching and track its results. The outcomes and intervention assessments then feed into ongoing interdisciplinary learning design.

TRACKING & IMPACT

Understanding how participants benefit allows for continuous programme improvement and is crucial for a holistic evaluation. Visualised in our PACD model, we can identify areas that impact participants the most and maximise the effectiveness of peer-led career coaching. Demonstrating positive participant outcomes is essential for securing institutional support.

CHALLENGES

We face challenges in optimising timetabling and student engagement in our peer-led programmes. We invite suggestions and solutions from conference participants. Furthermore, securing faculty and academic staff buy-in could also enhance programme effectiveness. We welcome your insights on addressing these challenges.

REFERENCES

Keenan, C. (2014). Mapping peer-led academic learning UK. The Higher Education Academy.

Marshall, S. (2014). Foreword in Keenan, C. Mapping peer-led academic learning UK. The Higher Education Academy.