

# Mentoring

## Exploring the Impact of our Graduate Intern-led Mentoring Programme

2018/2019

External evaluation conducted  
by Cosmos Ltd.

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# Mentoring Impact Objectives & Methodology

## What was the primary aim of the research?

- Hello Future wanted to undertake an Impact Evaluation on its Mentoring Programme to effectively and robustly measure any sustained impact.
- The programme was measured against specifically tailored learner outcomes for Yr 10 and Yr 12 learners.
- For Yr 10s: communication and confidence, organisation, study and teamwork skills.
- Understanding participant experience for both groups.

## Who did we speak to?



63  
Year 10  
Learners



Mix of CCOP  
and non-  
CCOP  
Learners



In-depth  
Case studies  
with Year 12  
Learners

## Why this project is important . . .



- 'Bring to life' and embed the **learner voice**.
- Understand **what initiatives work** within the programme.
- Identify the **key impact areas** and how the programme has directly affected learners.
- Understand **how the programme is working** and **identify any improvements** in how the programme is administered.

## How did we capture feedback?

### Year 10 Learners

Quantitative pre & post  
surveys

Post-mentoring  
programme surveys



Overall, what are your thoughts about the mentoring programme?

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I enjoyed taking part in the mentoring sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions were well organised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions were well planned and things clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions were well structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sessions were well run.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, we satisfied with the mentoring programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What will you take away from the mentoring sessions to help you in the future, if anything?

How would you describe your overall experience of the mentoring programme?

How could the mentoring programme have been improved? Do you have any other feedback or suggestions?

Having attended the mentoring sessions, how much do you feel your academic skills have improved?

- I feel I've become an academic skills as I've been able to do all the things that I've been able to do.
- I have found it very useful to be able to do all the things that I've been able to do.
- I have found it very useful to be able to do all the things that I've been able to do.

Thank you for your feedback.

# Year 10 Sample Breakdown

Overall sample breakdown of all year 10 learners. Sample included learners who has answered the 'pre' survey only, the 'post' survey only and those who answered both the 'pre' and 'post' survey.'

- Total sample of 63.
- 100% of the sample is White/British
- Out of a possible 19 learners that completed the pre-surveys, just 11 individual learners went on to also complete the post stage (following pre), with a further 8 learners completing the pre-questionnaire, and not post.
- Pre and post findings will refer only to the 11 learners that completed both pre and post, with pre-findings used to illustrate existing areas for improvement.
- 29 learners completed the post-only questionnaire.
- 59% of the total sample were CCOP target learners. The majority of learners (86%) that completed both pre and post surveys are CCOP learners.

## Statistical Testing

We tested any differences between variables in the data for a significant difference, working to a 95% confidence interval. Due to the small sample sizes no difference identified was significant. However, the outcomes still provide a good indication of differences in behaviour between the groups.

	Total	Pre	Post (following Pre)	Post-only
Total Count	63	19	15	29
Female	37	9	8	20
Male	23	10	6	7
Other	1	0	1	0
Prefer not to say	2	0	0	2
Female	58.7%	47.4%	56.3%	69.0%
Male	36.5%	52.6%	40.0%	24.1%
Other	1.6%	0.0%	6.7%	0.0%
Prefer not to say	3.2%	0.0%	0.0%	6.9%

	Non-CCOP	CCOP
	25	38
	17	20
	6	17
	0	1
	2	0
	68.0%	52.6%
	24.0%	44.7%
	0.0%	2.6%
	8.0%	0.0

College/School breakdown	
Pre and post sample breakdown by college/school	
	Total
Total Count	63
Barrow/Furness (pre and post)	10
Beacon Hill	0
Solway (post-only)	13
St Josephs (pre and post)	17
William Howard (post-only)	16
Workington (pre and post)	7

# Key Insights | Year 10 Learner Case Studies



## Following the Year 10 mentoring sessions

Increased confidence and ability to deal with setbacks in life.

Learners feel more confident in achieving their predicted grades.

Learners feel better equipped to adapt to and adopt different learning styles.

Learners enjoyed taking part in the mentoring sessions and found the content useful.

Appears to be a rise in confidence for considering H.E. – although the reality of actually going to a H.E. provider is seen as a challenge.

The programme may need to increase its focus on managing stress levels for learners while studying.

### NERUPI Evaluation Themes

A	B	C	D	E
Develop learners' <b>knowledge and awareness</b> of the benefits of higher education and graduate employment	Develop learners' capacity to <b>navigate</b> higher education and graduate employment sectors and <b>make informed choices</b>	Develop learners' <b>confidence and resilience</b> to negotiate the challenge of university life and graduate progression	Develop learners' study skills and capacity for academic attainment and successful graduate progression	Develop learners' understanding by <b>contextualising subject knowledge</b>

N/A	●	●	●	N/A
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- Shift in learners feeling confident in considering H.E. – but still nervous about its realities.
- Overall, a feeling of being better equipped to deal with setbacks in life.
- Increased confidence in study skills – although CCOP learners slightly less so.

### Kishpatrick Event Evaluation Themes

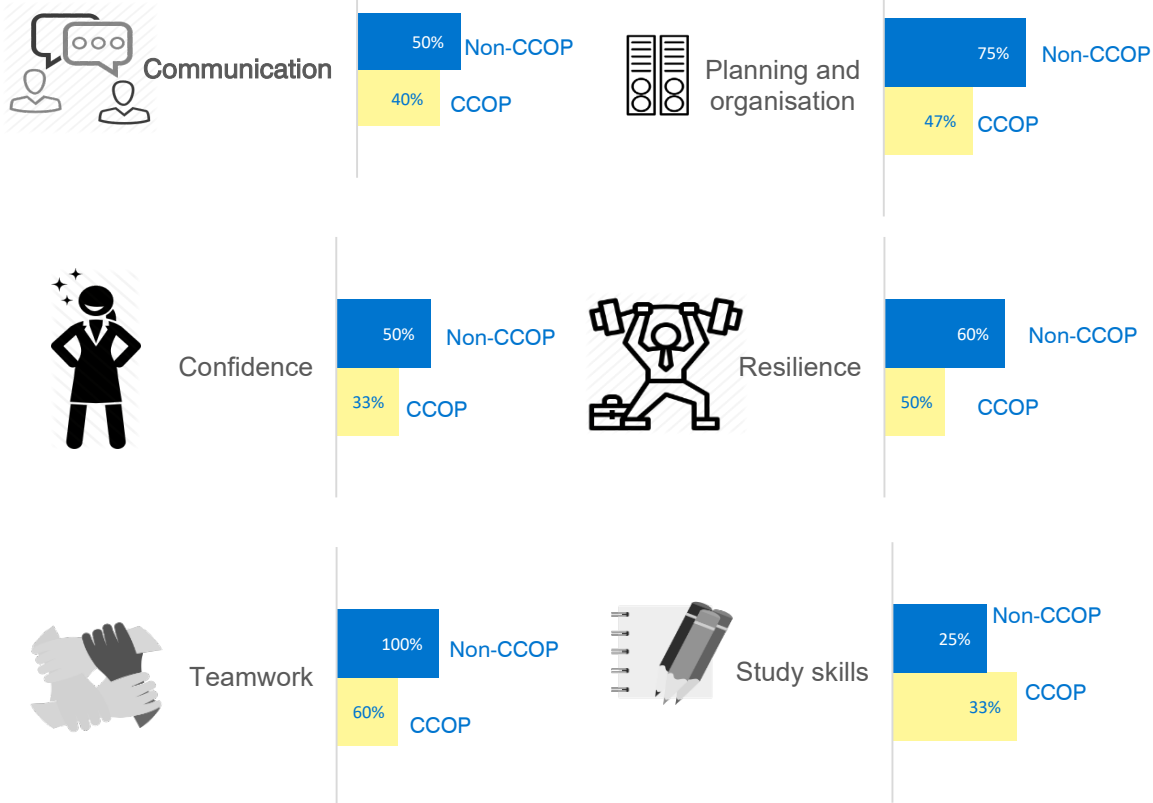
1	2	3	4
Reaction	Learning	Behaviour	Results
●	●	N/A	N/A
The degree to which participants find the training favorable, engaging and relevant to their jobs.	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training.	The degree to which participants apply what they learned during training when they are back on the job.	The degree to which targeted outcomes occur as a result of the training and the support and accountability package

# Key Insights | Year 10 Pre-Mentoring

Using the small sample size of individual learners who completed both 'pre' and 'post' surveys for the mentoring programme, we looked at pre-existing attitudes towards key learner outcomes before the mentoring programme. This will indicate any key differences between CCOP and non-CCOP learners that Hello Future could focus on and measure for future initiatives.

Clear differences between CCOP and non-CCOP learners' attitude towards and confidence in their own ability of key learner outcomes.

## Pre-mentoring programme findings for all year 10 learners Differences between target and non-target learners.



### Differences by CCOP status



Based on pre-mentoring programme findings we established that CCOP learners:

- Feel less capable of communicating ideas.
- Lower on confidence in their own abilities.
- Not as confident at working as part of a team
- Feel less able to plan and organise their studies and work.
- Just 1 in 2 felt able to deal with setbacks in life.
- CCOP learners did, however, feel slightly more confident in their study skills.

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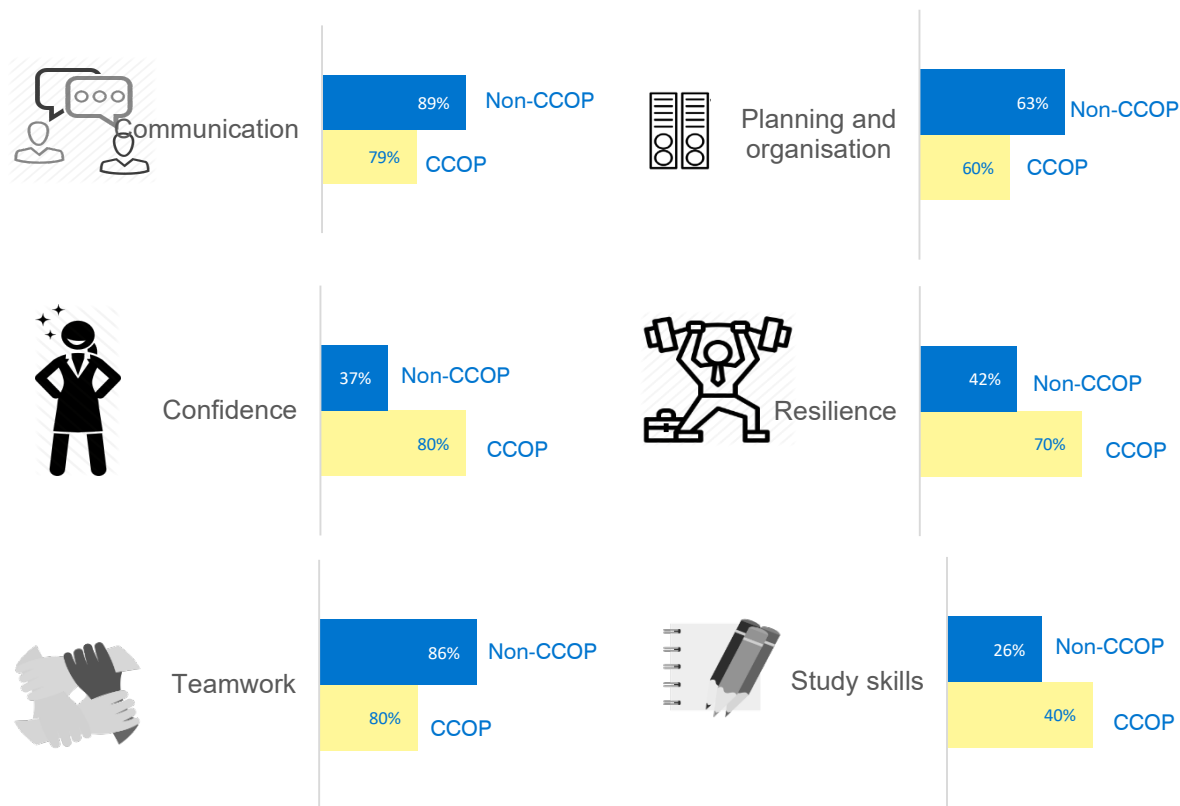
T-test performed – statistically significant difference. 95% confidence

# Key Insights | Year 10 Post-Mentoring

We have also analysed the differences between year 10 learners who have completed the mentoring programme and completed surveys after the scheme only.

Clear benefits for CCOP learners in comparison to non-CCOP learners following the mentoring programme

*Post-mentoring programme findings for all year 10 learners.  
Differences between target and non-target learners.*



## Differences by CCOP status

Based on post-mentoring programme findings we established that CCOP learners:

- CCOP learners felt more resilient and better equipped to deal with any setbacks in life compared to non-CCOP learners.
- CCOP learners didn't feel as confident at working as part of a team compared to non-CCOP learners.
- Just 6 in 10 for both CCOP and non-CCOP learners felt confident in planning and organising their own work following the programme.
- Although CCOP learners felt more confident than non-CCOP learners in their study skills following the mentoring programme, this was still relatively low for both groups.

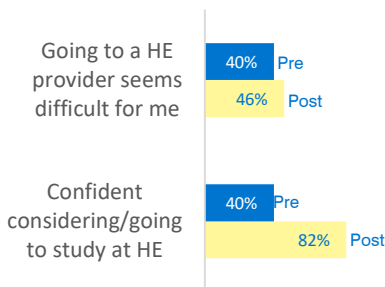
# Key Insights | Year 10 Pre and Post-Mentoring



## HE Pathways

B |

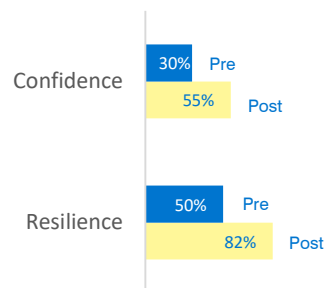
Develop learners' capacity to **navigate** higher education and graduate employment sectors and **make informed choices**



## Confidence and resilience

C |

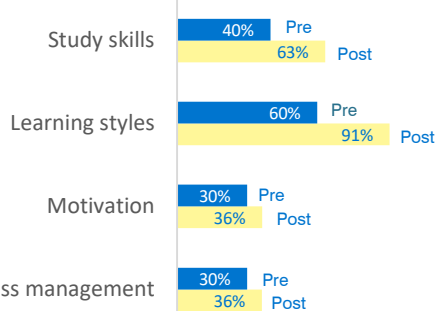
Develop learners' **confidence** and **resilience** to negotiate the challenge of university life and graduate progression



## Study skills

D |

Develop learners' **study skills** and capacity for academic attainment and successful graduate progression



Based on 11 year 10 learners that completed both pre and post surveys

Target Learner

Non-Target Learner

*Managing stress and self-motivation are key areas of improvement for CCOP learners*

Based on pre and post survey findings we discovered the following:

- Overall, motivation and feeling capable of managing stress levels while studying made a minimal impact in pre and post evaluation for Year 10 learners that took part in the mentoring programme.
- This finding was more extreme when it came to CCOP learners, with no shift between pre and post attitudes towards stress management for this group. Less than 1 in 2 (43%) agreed the programme helped them manage stress levels when studying.
- Although a small sample size, all pre and post non-CCOP learners believed they were able to manage their stress levels following the mentoring programme. This finding did not change even when expanding the sample to include all non-CCOP learners.
- CCOP learners admit to struggling with motivating themselves when studying with no positive shift in the number of learners confident in their own ability to do so in the future following the mentoring programme.

## Key Impact Evaluation: NERUPI

By using the NERUPI framework to initially evaluate themes, we can see that the Year 10 mentoring workshops have largely helped develop multiple key learner outcomes for the group overall.

### H.E. pathways

There appears to have been a rise in confidence in considering studying at H.E. as an option, but a conflicting increase in concern at actually going to a H.E. provider. It is possible the mentoring programme has made the possibility of H.E. seem more realistic, but the reality of doing so is seen as intimidating – this was only the case for CCOP learners. Non-CCOP learners' attitude towards H.E. was one of confidence.

### Communication and confidence

Almost 60% of Year 10 students cited a newly developed ability to communicate more freely in groups as a particular strength. This skill was developed by learners being given the opportunity to present and discuss ideas in front of groups. This attribute saw a 25% increase between pre and post-programme evaluations.

### Resilience

Resilience is also a characteristic the NERUPI framework aims to develop and evaluate, with more than 8 in 10 learners now feeling better equipped in dealing with setbacks in academic, personal and professional life.

### Study skills

Perhaps one of the biggest student takeaways from the programme is the belief they now have in their individual study skills. This includes independent research and organisational skills, as well as adapting to different ways of learning.

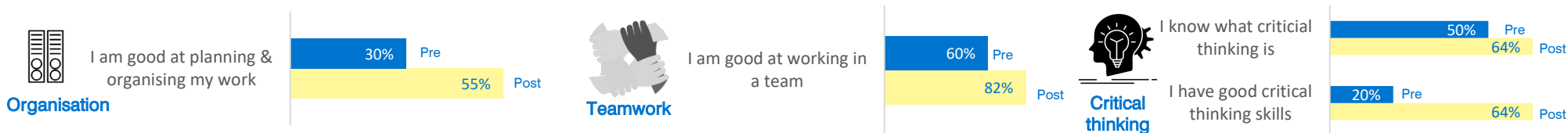
### Motivation and managing stress

Two initial areas to be aware of is this group's concern over self-motivation and managing stress levels, especially among CCOP learners.

# Key Insights | Pre and Post-Mentoring Impact

## Kirkpatrick, Level 1: Reaction

As well as using selected NERUPI evaluation themes, we identified further areas for impact evaluation. The mentoring programme aimed to improve additional key learner outcomes to the previously identified NERUPI themes. Hello Future wanted to improve Year 10 skills in planning and organising work, ability and confidence to work as part of a team, and develop an understanding of critical thinking as well as knowing how to apply this knowledge.



*NB: small sample size. Based on 11 year 10 learners that completed both pre and post surveys*

Differences by CCOP status

Target Learner

Non-Target Learner

### Increased confidence in knowing how to plan and organise work – but CCOP learners struggled to get to grips with applying critical thinking following the mentoring sessions

- Non-CCOP learners already appeared to be aware of and feel confident in applying critical thinking.
- While there was some existing awareness of the concept of critical thinking among CCOP learners, still less than half (44%) had a lack of understanding of how to develop this skill and apply it to studying, post-mentoring.
- Following the mentoring programme, less than 6 in 10 CCOP learners either had an understanding of critical thinking, or felt confident in their skills in this area, compared to all non-CCOP learners being comfortable with their critical thinking skills.
- Both groups already felt relatively confident in their ability to work as part of a team – again, all non-CCOP learners were comfortable with this skill, while CCOP learners saw a shift from 63% to almost 9 in 10 (86%) now feeling better equipped at working with, and as part of a bigger group.
- Learning how to plan and organise work saw the biggest shift from pre to post, with less than 4 in 10 (38%) CCOP learners feeling fully confident before the mentoring scheme. Following the programme, 64% felt they now had a better understanding of planning and organising work. All CCOP learners felt confident in this skill.



# Key Insights | Satisfaction and Improvements

## Kirkpatrick, Level 1: Reaction

Using Level 1 of the Kirkpatrick Model framework (Reaction), we were able to develop an understanding of the degree to which learners found the training favorable, engaging and relevant.

	Agree	Strongly agree
✓ I enjoyed taking part in the mentoring sessions	38%	63%
✓ The sessions were well organised	44%	56%
✓ The content of the sessions was useful	31%	69%
✓ Overall I'm satisfied with the mentoring programme	33%	67%

Learners were satisfied with the content of the programme – but want better organisation.

Overall, there was 100% satisfaction among Year 10 learners. Almost 7 in 10 strongly agreed that they enjoyed taking part in the sessions and found the content of the sessions useful – driving overall satisfaction.

Learners have consistently been less forthcoming in describing the mentoring sessions as well organised and expressed frustration that the sessions were not held on a more frequent basis and managed around timetables. In Phase 2 we will work more closely with schools to improve session organisation for mentees.

## 100% Satisfaction

### What Will You Take Away From The Mentoring Programme?

#### Presenting and independent research

“ Team work and help with talking in front of a group of people and finding information using different things. ”

#### Organisation and independent research

“ Research and organisational skills. ”

#### Communication and research

“ The ability to open up and also research successfully. ”

#### Study skills

“ I know how to do my own module in the future. ”

#### Communication and confidence

“ Communication skills and confidence in myself when speaking. ”

#### Confidence and teamwork

“ Working as a team – and confidence. ”

# Key Benefits & Recommendations

## Key Year 10 Benefits

Mentored learners feel more capable in dealing with setbacks in life, as well as feeling more confident in their own capabilities

The mentoring programme has contributed to a significant shift in confidence and social skills.

Learners feel more confident presenting to and discussing ideas in larger groups.

Learners feel they have improved their study skills and are comfortable in adopting different learning styles

## Key Recommendations For Phase 2

More focus on managing stress levels as well as developing self-motivation for Year 10 CCOP learners.

Student's biggest takeaway is how much more confident they felt after the programme – further focus on presenting (yr10s) and discuss ideas and worries to continue to develop this area.

Mentoring sessions could benefit from more consistency in personnel, regular timings and carefully managed around existing student timetables.

Increased focus on planning and organisation for CCOP learners who could fall behind non-CCOP learners in this area.

