

Peer Mentoring Programme Evaluation

JULY 2020 REPORT



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Key Insights

- **Overall student confidence increased across all skills statements** between pre and post surveys, significantly so for five out of ten statements, with the most positive change being seen on students' ability to 'manage stress levels while studying'
- There was only one statement that showed a net negative impact; 'determination to do well on exams', where more students showed a negative movement than positive, perhaps due to increased awareness of options and reduced exam pressure



- **Mentoring appears to have had a slightly positive impact on student's likelihood to do an apprenticeship but a slightly negative impact on their likelihood to go to university**
- These two measures appear to be negatively correlated; students gaining awareness of apprenticeships and increasing likelihood to follow this route instead of going to university



- **Year 12 students showed the most positive impacts, with Year 10s showing the least impact**
- Year 11s showed the lowest baseline levels of confidence in their own skills in the pre survey, perhaps affected by the exam pressure felt during this year, while Year 12s are the most confident
- **Group mentoring appeared to do better than One-to-One** (albeit with a small sample of the latter)



- **Target students showed less positive impact than Non-Target students on most of the statements**
- Similarly, students from IMD Quintiles 2-5 showed more positive impacts than those from IMD 1
- However, Target students showed greater levels of confidence in their skills in the pre survey, allowing less room for improvement



- **Differences by gender vary across the skills measured**, with girls showing greater improvement on half of the statements and boys showing greater improvement on the other half
- Both girls and boys appear less likely to go to university after completing the mentoring and more likely to do an apprenticeship. Girls are generally more likely than boys to go to university and boys and more likely to do an apprenticeship



- **Students from Carlisle & Eden showed far more positive impacts than those from West Cumbria***
- Interestingly, Carlisle & Eden showed an increased likelihood to go to university and a decreased likelihood to do an apprenticeship, opposite to the general trend seen elsewhere



- Comments revealed relatively few suggestions for improvement, with the majority of students pleased with the experience overall. **The most common themes for improvement were to make the programme longer, to allow more time to work on the project and to have longer sessions**
- There is some evidence that **students who experienced more sessions experienced more positive impact**. However, there was also some evidence of negative impact of greater total contact hours; suggesting a balance needs to be achieved between regular contact without overloading students



Methodology

The Hello Future Graduate-Intern Led Peer Mentoring Programme aimed to develop students' confidence, study skills and improve their chances of future progression to HE.

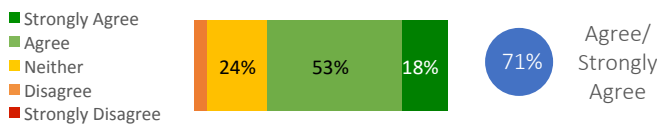
The Mentoring Programme was evaluated through the analysis of responses to paper surveys completed by students before and after their involvement in the activity ('Pre' and 'Post' surveys).

The surveys consisted of a number of 'skills statements' as well as two 'likelihood' questions around their likelihood to go to university or to do an apprenticeship, all answered on a five point scale, as well as two open-ended questions for more detailed comments (p24-25).

Note that some students may have missed some questions, resulting in different sample sizes across questions.

Analysis approach

In order to provide a succinct overview of responses, we have typically grouped the top two scale responses into a single figure across metrics.

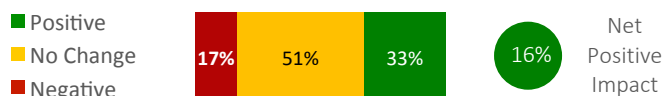


As well as comparing the overall proportion of responses between pre and post surveys, we have also provided a measure of 'Individual Change' i.e. the proportion of students who showed positive/negative or no change on each metric, e.g. a shift from 'agree' to 'strongly agree' reported as a positive change, or vice versa.

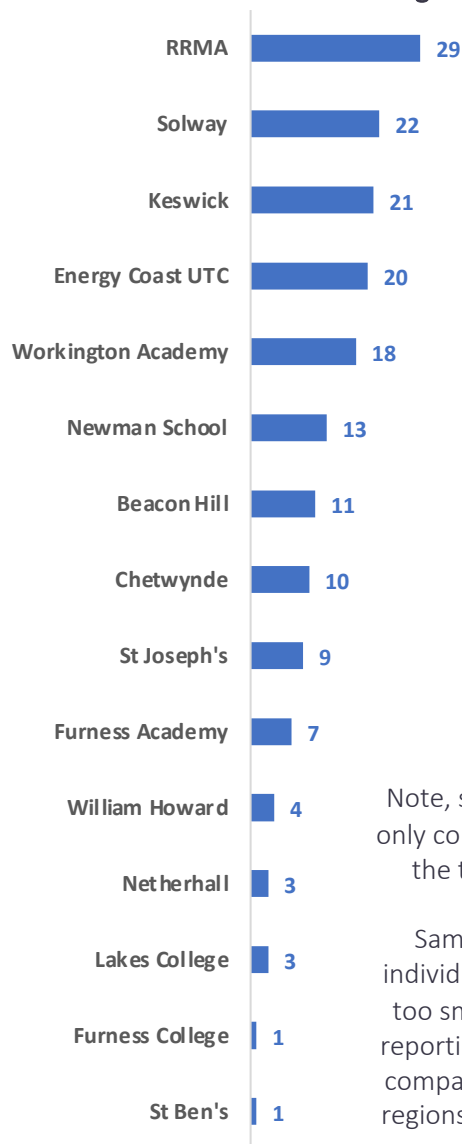
	Pre Survey	Post Survey	Individual Change
Student A	Disagree	Agree	Positive
Student B	Agree	Disagree	Negative
Student C	Agree	Agree	No Change
Student D	Strongly Agree	Agree	Negative
Student E	Neither agree nor disagree	Agree	Positive



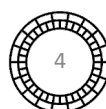
We also provide a measure of 'Net Positive Impact' on p7 & p26 which is equal to the proportion of students showing positive change *minus* the proportion showing negative change.



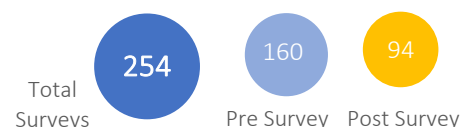
Surveys were collected from 172 students across 15 schools across the Cumbria region:



All statistically significant differences between pre- and post-activity surveys and/or relevant comparison groups are highlighted throughout the report, using a 95% confidence interval



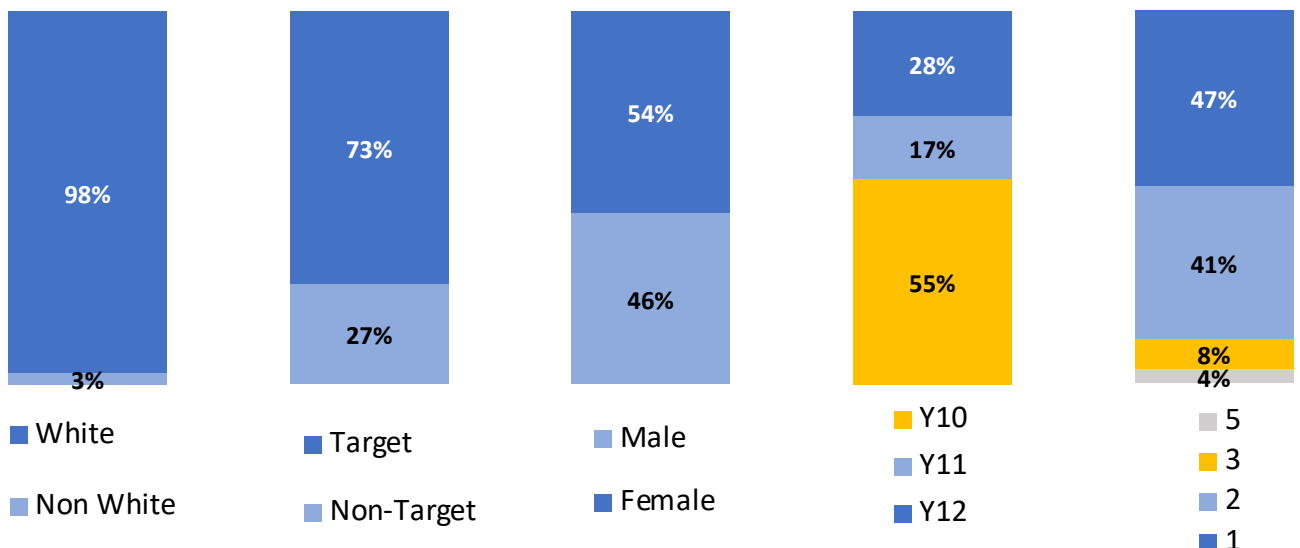
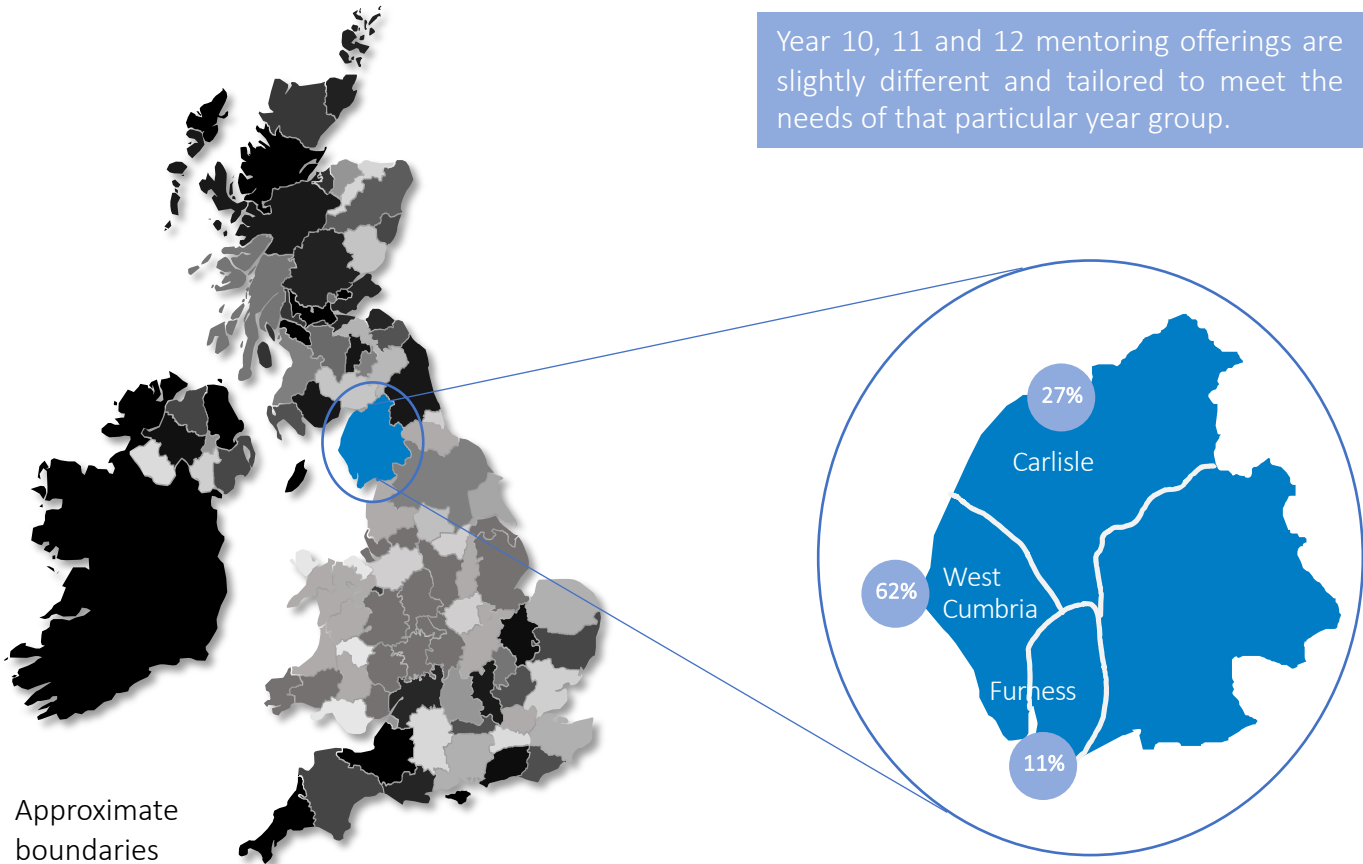
Total Sample:



Sample & Demographics

- This analysis is based on a total of 254 surveys (160 pre- and 94 post-activity surveys)
- Year 10s made up over half of the sample, with the rest from Year 11 and Year 12
- The majority of the sample came from schools in the West Cumbria area*
- Around three quarters of the students were identified as Target, with nearly half in IMD Quintile 1
- There were only slightly more girls than boys included
- Students were almost entirely White

Year 10, 11 and 12 mentoring offerings are slightly different and tailored to meet the needs of that particular year group.



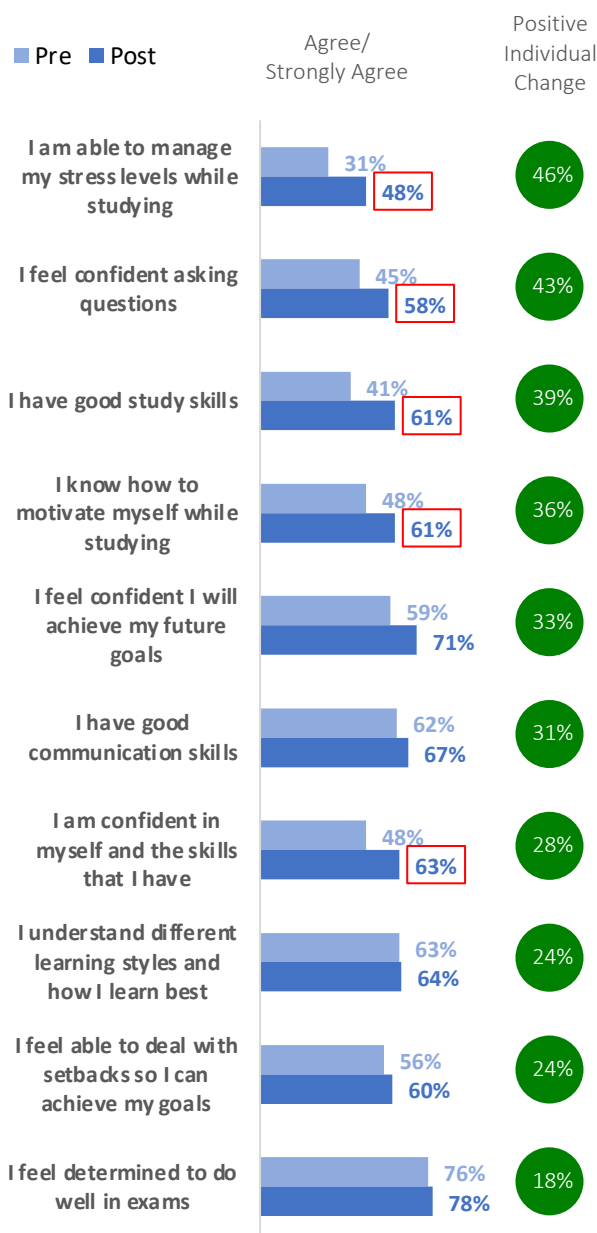
*Furness omitted from regional comparison due to insufficient sample size.

Overall Impacts

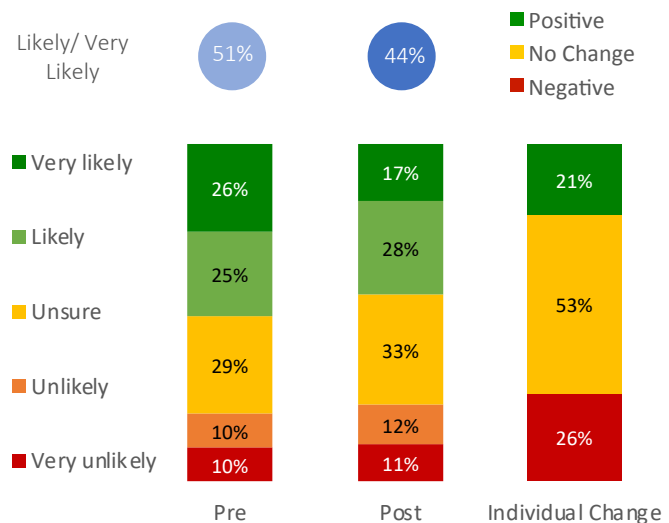
Overall, the level of agreement increased across all skills statements between pre and post surveys, significantly so for five out of ten statements. The most positive change being seen is on students' ability to 'manage stress levels while studying,'

Mentoring appears to have had a slightly positive impact on student's likelihood to do an apprenticeship but a slightly negative impact on their likelihood to go to university.

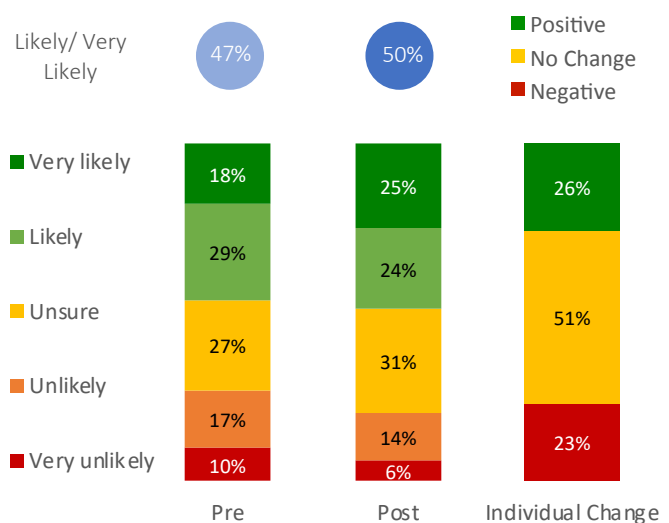
Skills Statements



Likelihood to go to University



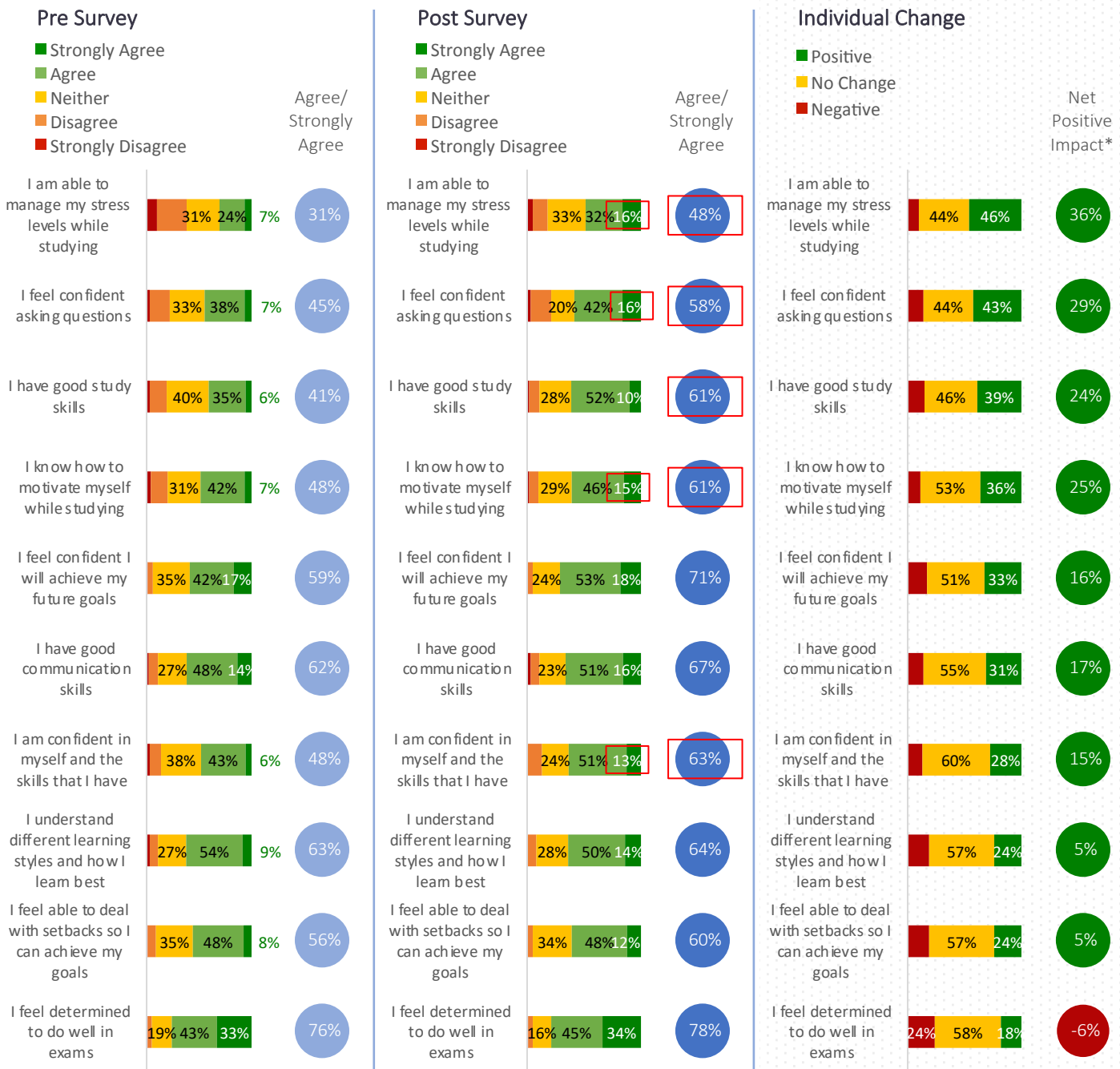
Likelihood to do an Apprenticeship



Overall Impacts – Skills Statements

Looking at overall skills statements in more detail we can see significant increases in 'strongly agree' ratings on four out of ten statements and significant improvement in total agreement on five out of ten.

Nine out of ten skills statements show a net positive impact of mentoring; with the only exception being 'determination to do well in exams', where more students showed a negative impact than positive – perhaps due to an increased awareness of future options, including options if higher exam grades are not achieved, meaning students feel less pressure to succeed.



Statistically significant difference

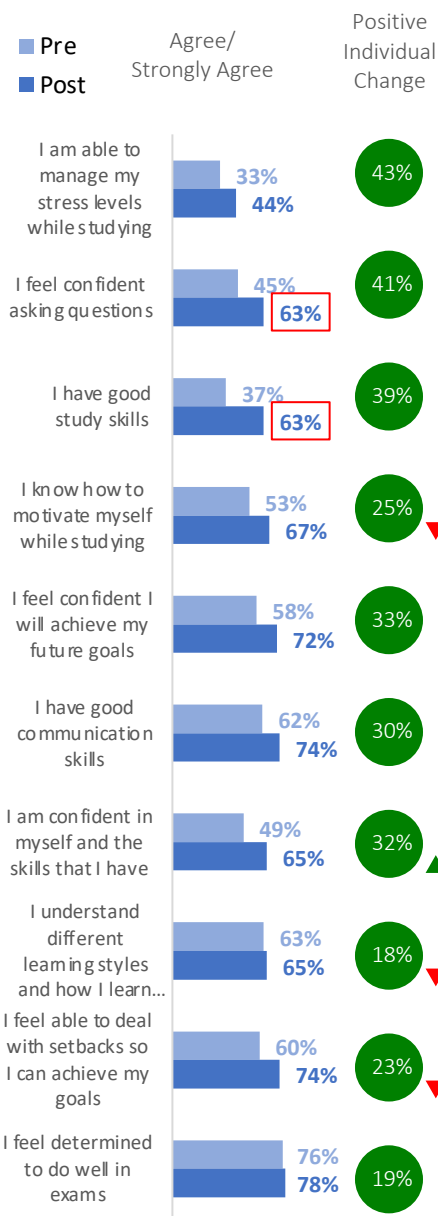
*Net Positive Impact = Positive – Negative
Sample sizes vary by question: Pre: 160; Post: 94

Year Group (1/2 Skills Statements)

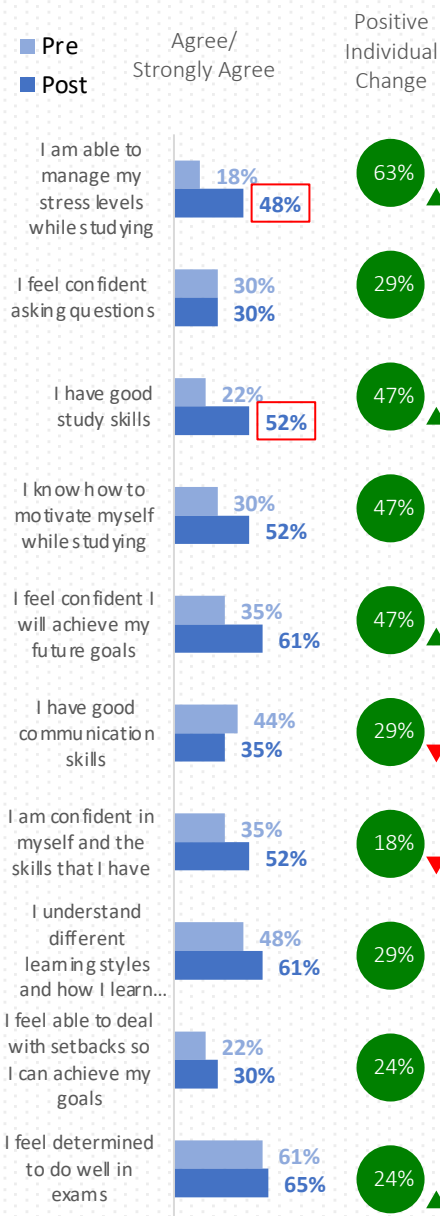
Year 12 students showed the most positive impact of any age group across five of the skills statements but also showed the least positive impact on four more. Year 11s showed the most positive impact on four statements with Year 10s showing the most positive impact on just one statement.

Year 11 students show the lowest baseline levels of confidence in their own skills in the pre survey, perhaps affected by the exam pressure felt during this year, while Year 12s are generally the most confident.

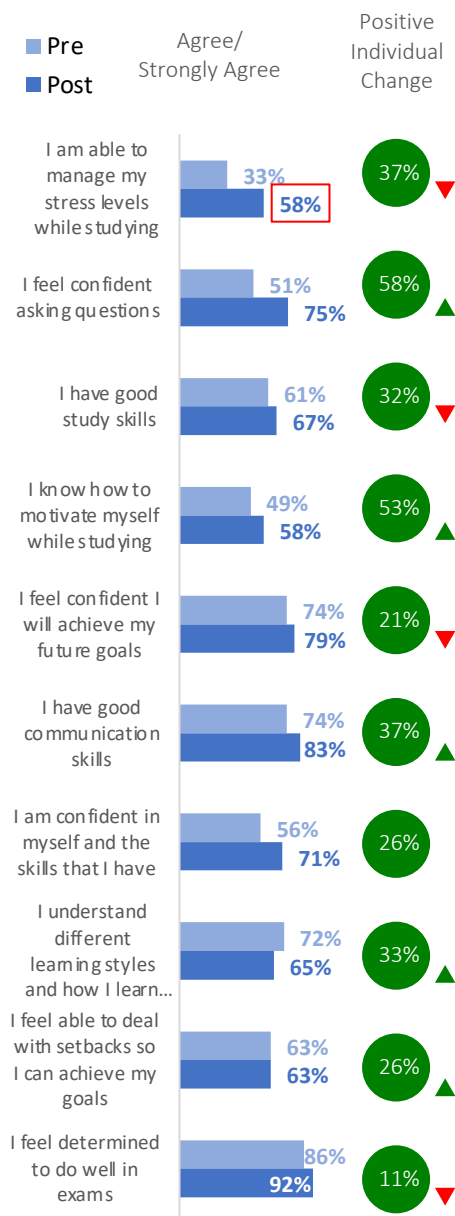
Y10



Y11 (caution, small sample)



Y12



▲ Group with most positive impact

▼ Group with most negative impact

Statistically significant difference

Year Group (2/2 Future Intentions)

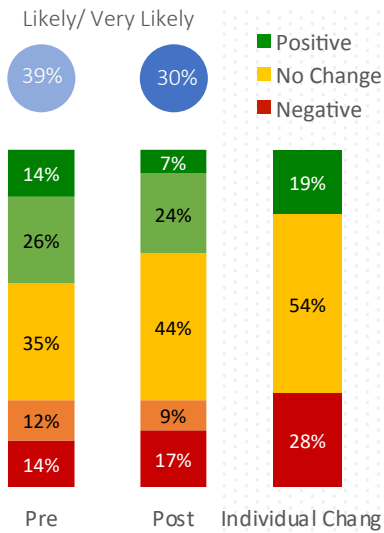
Overall likelihood to go to university decreased across all year groups between pre and post surveys, with only Year 12s seeing a net positive impact in terms of individual change.

Both Year 10s and Year 12s showed an increased overall likelihood to do an apprenticeship, with Year 12s showing the most positive impact.

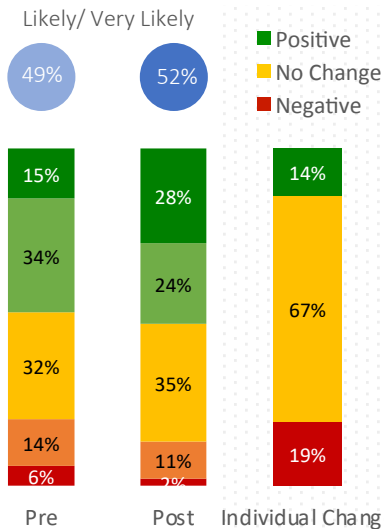
Year 12s show the greatest likelihood to go university or an apprenticeship across pre and post surveys.

Y10

Likelihood to go to University

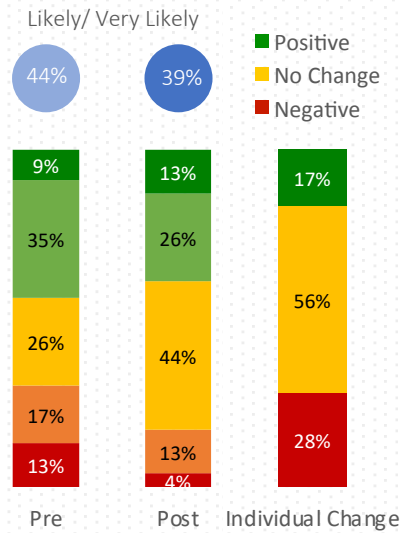


Likelihood to do an Apprenticeship

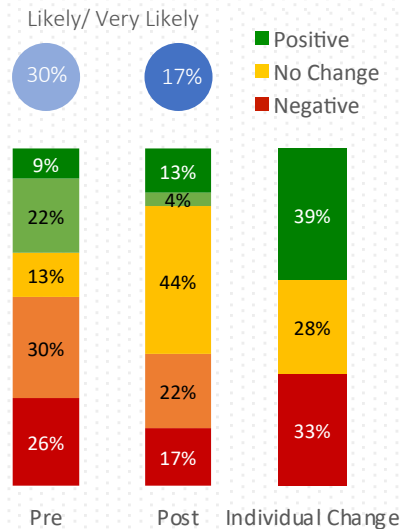


Y11 (caution, small sample)

Likelihood to go to University

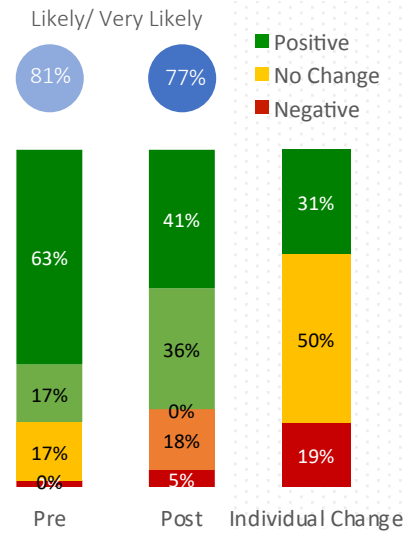


Likelihood to do an Apprenticeship

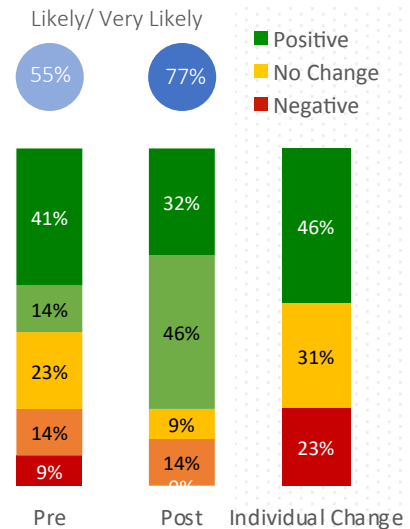


Y12

Likelihood to go to University



Likelihood to do an Apprenticeship



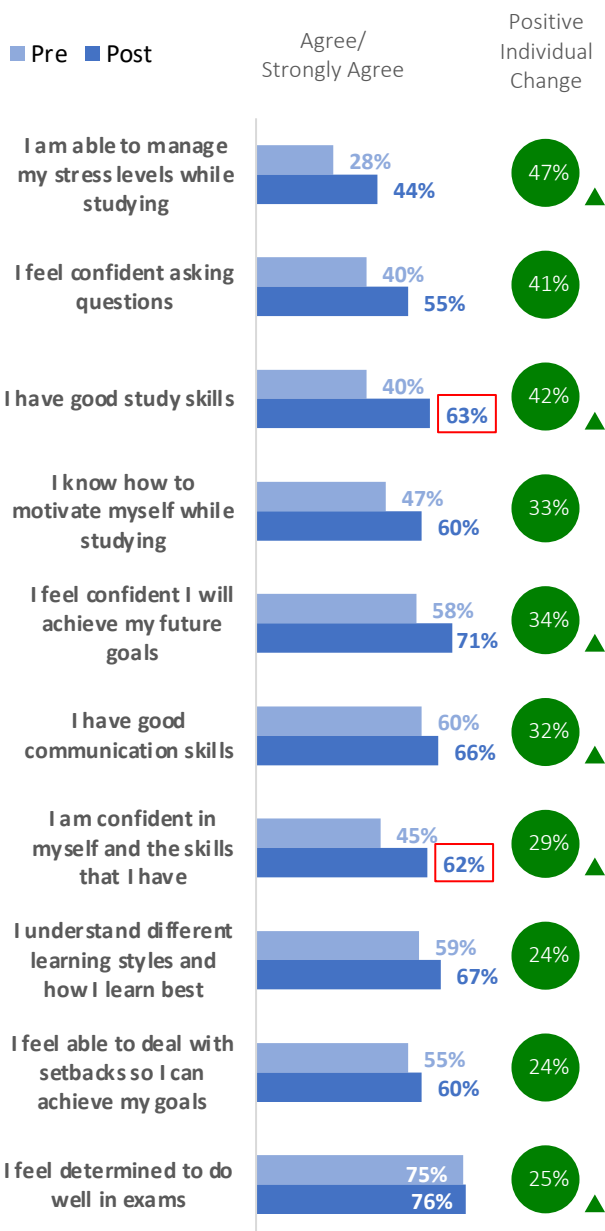
Group v One-to-One (1/2 – Skills Statements)

The majority of students (>80%) experienced mentoring in a group format; however a small proportion experienced mentoring in a one-to-one format.

Those who experienced mentoring as part of a group appear to have gained more than those who did so one-to-one, albeit with a small sample size of the latter group.

Students who experienced group mentoring show significant increases in agreement with two skills statements.

Skills Statements - Group



Skills Statements – One-to-One (caution, small sample)

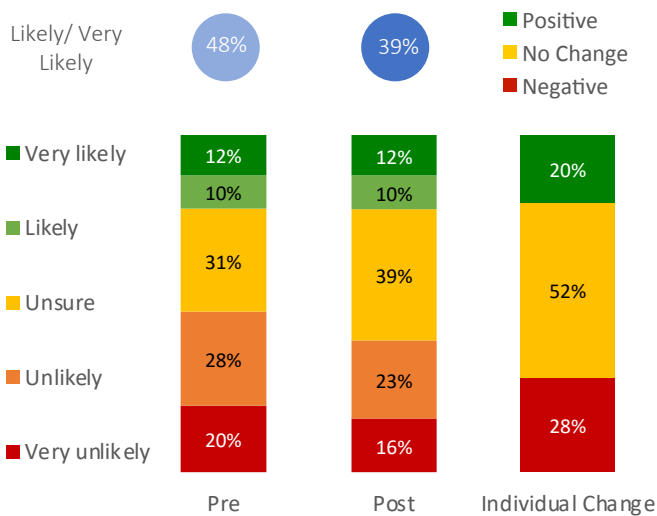


Group v One-to-One (2/2 – Future Intentions)

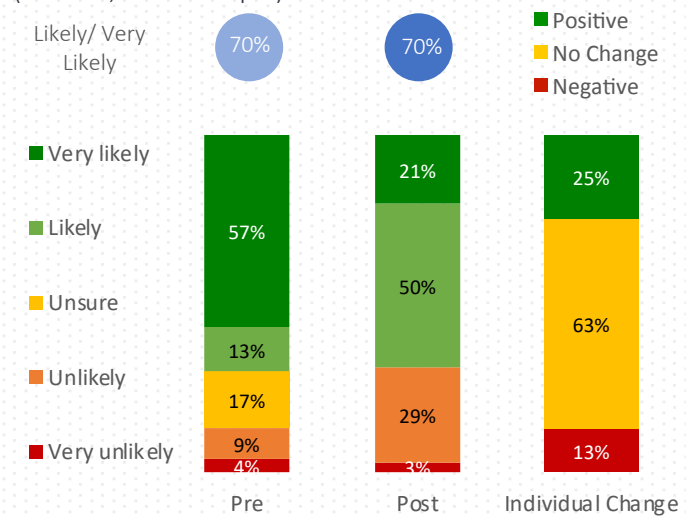
Students who experienced one-to-one mentoring showed an increased likelihood to do an apprenticeship, with overall likelihood to go to university remaining stable (although 'very likely' declines).

Students who experienced group mentoring reflect the overall trend of an increased likelihood to do an apprenticeship and decreased likelihood to go to university.

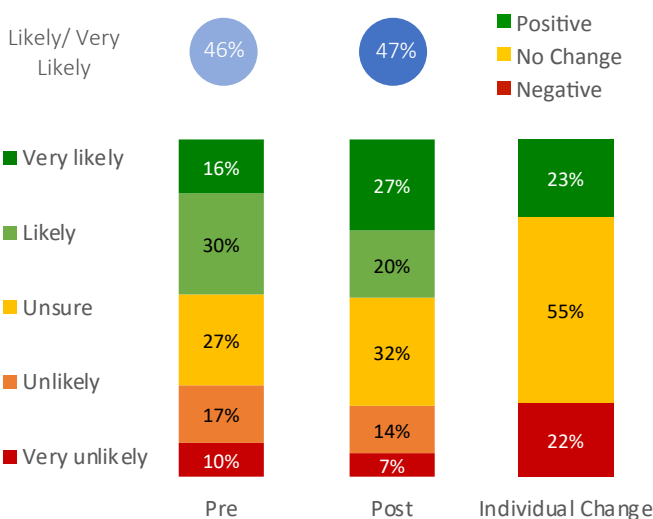
Likelihood to go to University – Group



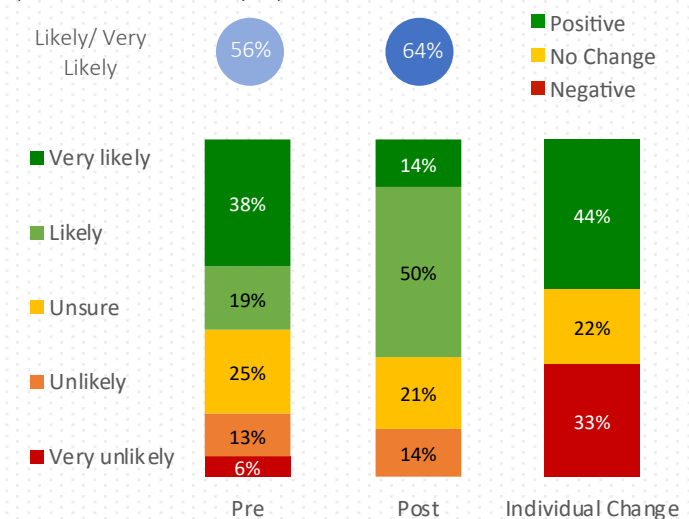
Likelihood to go to University – One-to-One (caution, small sample)



Likelihood to do an Apprenticeship – Group



Likelihood to do an Apprenticeship – One-to-One (caution, small sample)

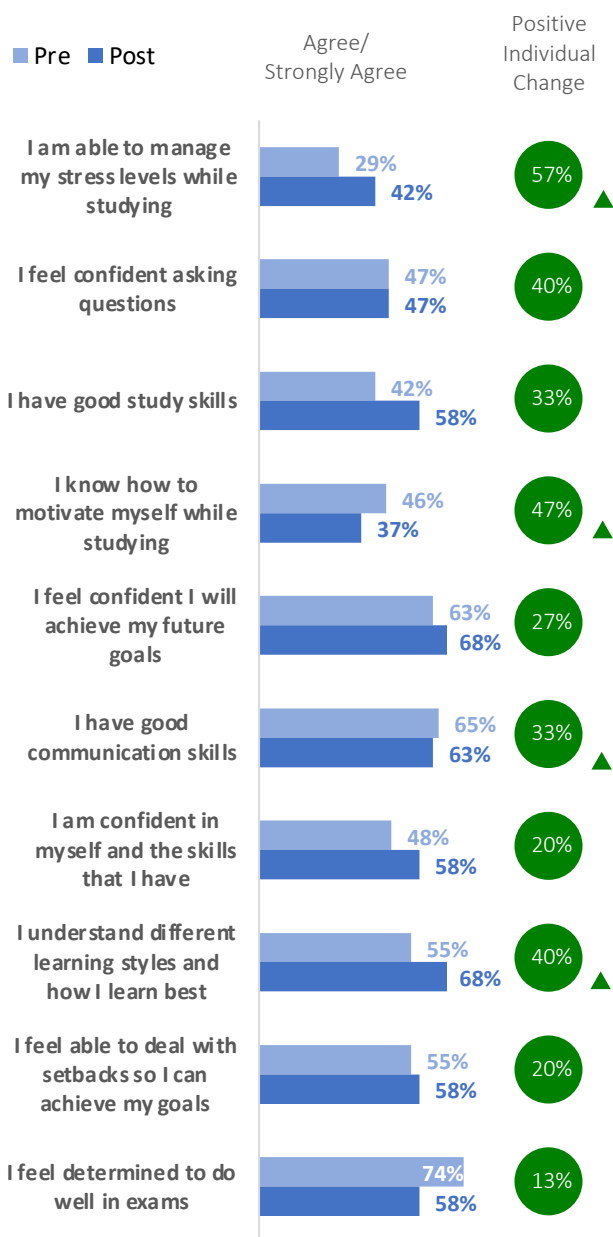


No. of Sessions (1/2 Skills Statements)

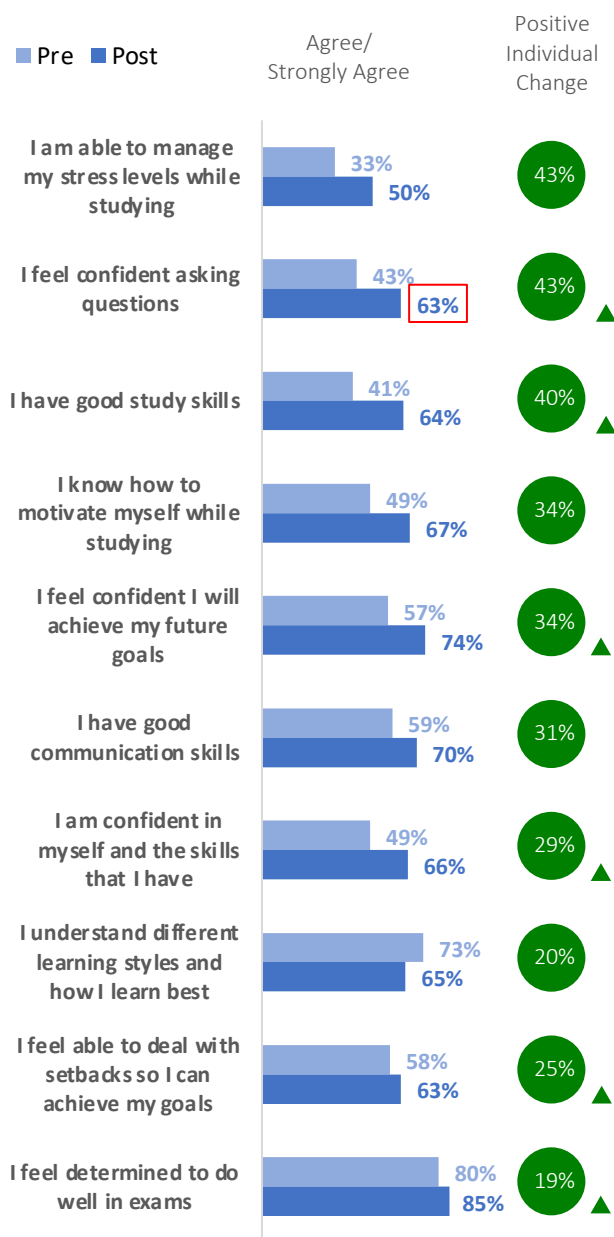
Students surveyed took part in between 1 and 7 mentoring sessions, with an average of 4 sessions.

Students who took part in 5 or more sessions show greater improvement than those who took part in 4 or less on six out of ten skills statements, including a significant increase in ‘I feel confident asking questions’.

4 or Fewer



5 or More

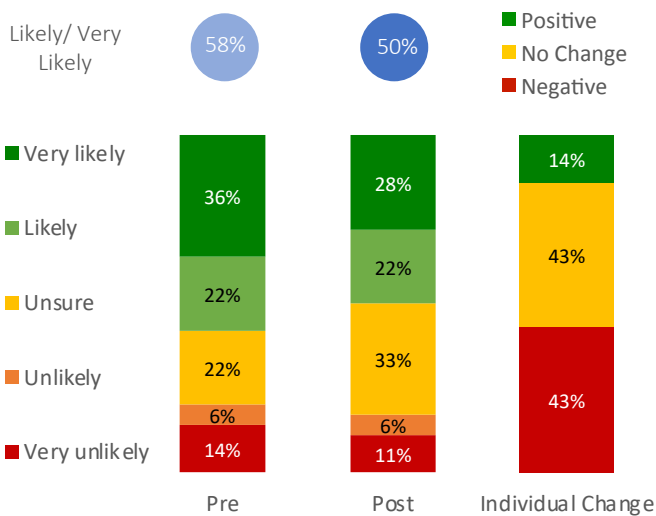


No. of Sessions (2/2 Future Intentions)

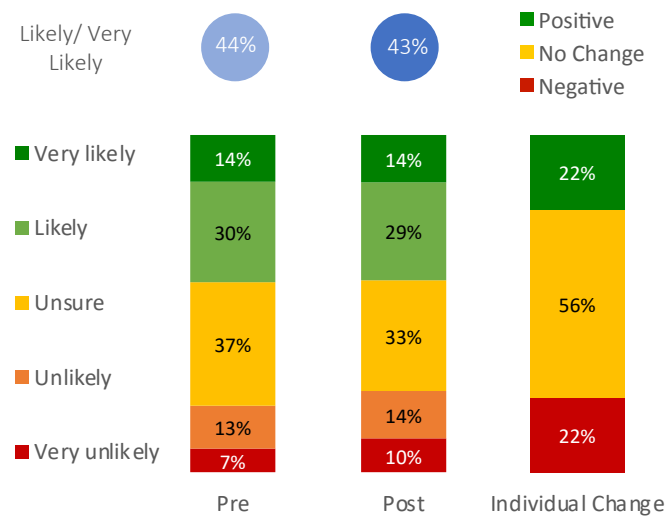
There is little difference in the trends toward apprenticeship between students experiencing more or less than 4 sessions.

However, the negative impact on likelihood to go to university is decreased among students who experience more sessions, with those taking part in 4 or fewer sessions seeing a much more negative impact.

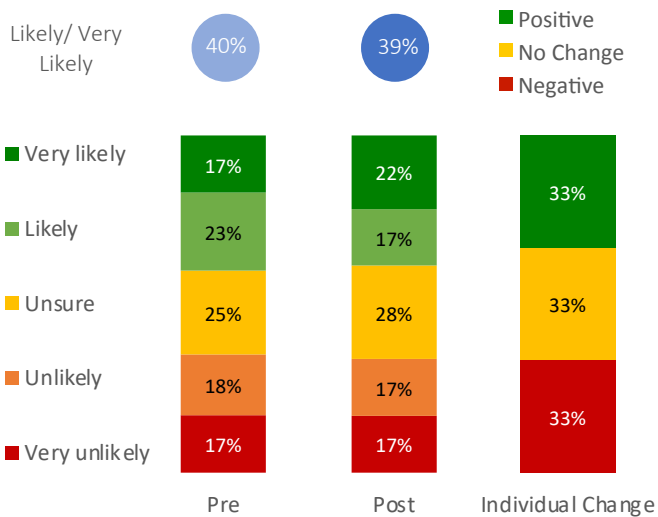
Likelihood to go to University – 4 or Fewer



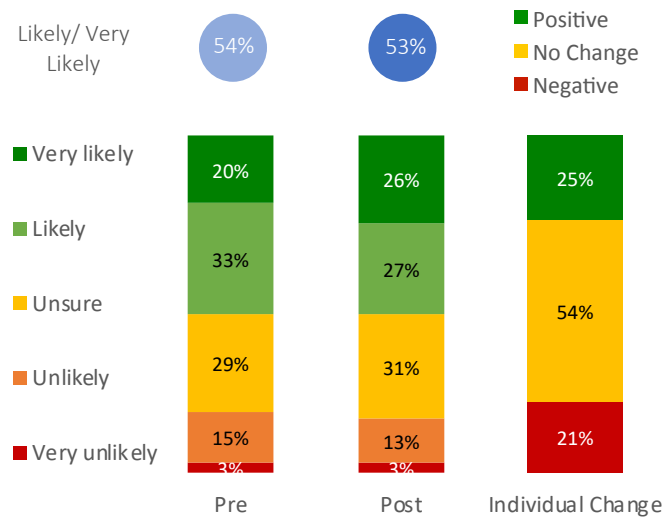
Likelihood to go to University – 5 or More



Likelihood to do an Apprenticeship – 4 or Fewer



Likelihood to do an Apprenticeship – 5 or More

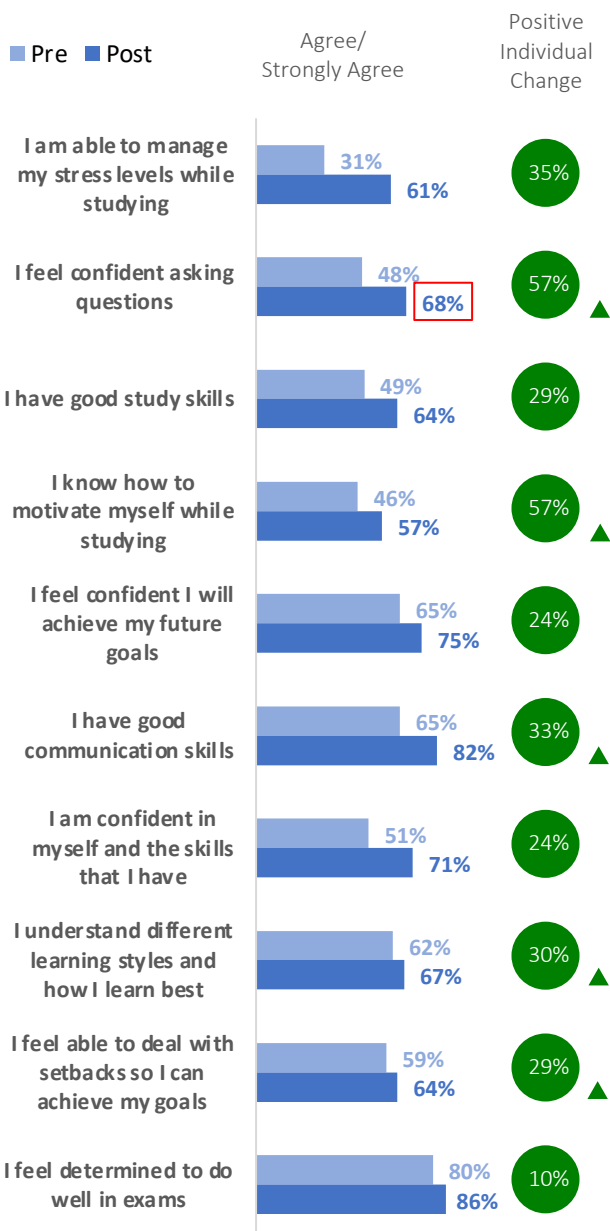


Contact Hours (1/2 Skills Statements)

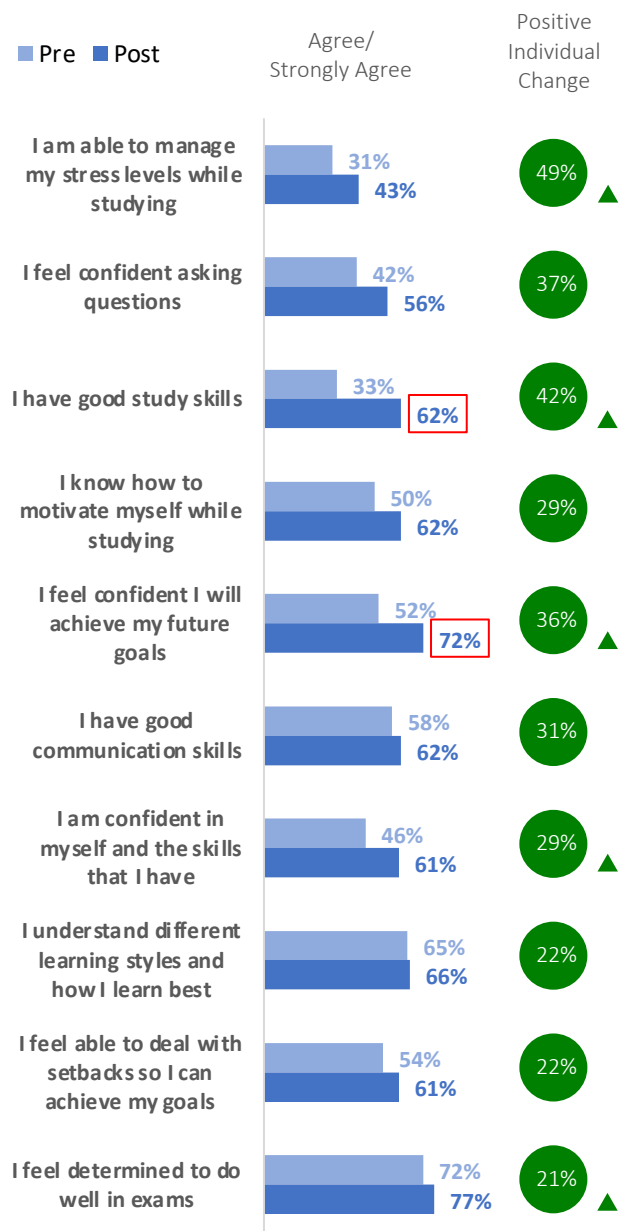
Students surveyed experienced up to ten hours of contact time with the mentoring programme, with the lowest being 15 minutes, and an average of 3.3 hours across all students.

The benefits of increased contact hours are inconsistent, with students who experienced 3 or more hours showing more positive impact on half of the skills statements and those who experienced less contact showing more positive impact on the remaining half.

Less than 3 Hours



3 Hours or More

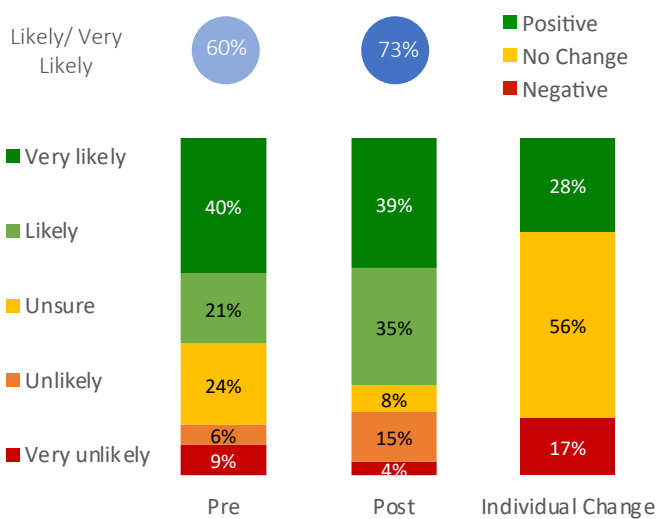


Contact Hours (2/2 Future Intentions)

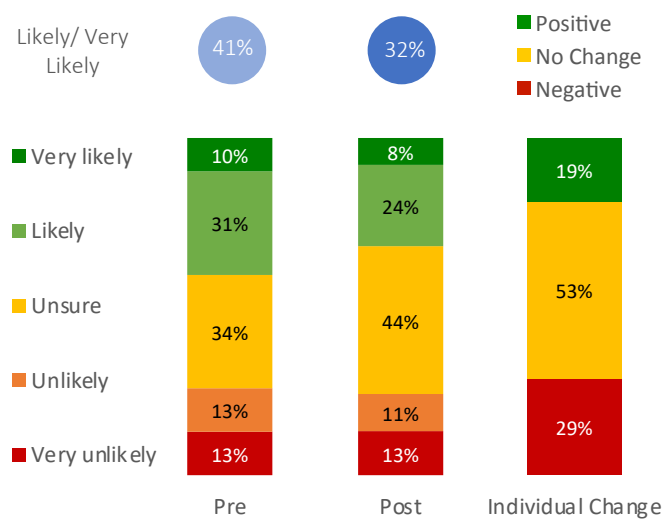
Surprisingly, students who experienced less contact time showed a positive impact on likelihood to go to university as well as likelihood to do an apprenticeship, while those who experienced more contact time showed negative impacts on both measures.

This appears in contrast to the more negative impact seen among those experiencing fewer sessions (P13). This may indicate that more shorter sessions would be better than fewer longer ones. More total contact hours may be excessive in some cases and might actually serve to put students off HE.

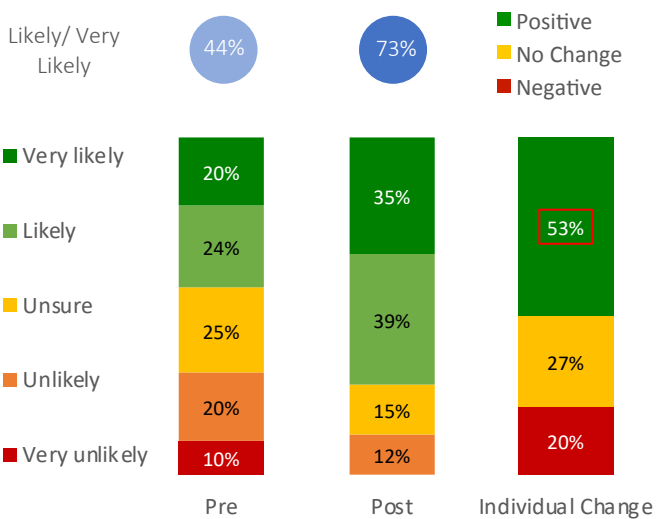
Likelihood to go to University – Less than 3 Hours



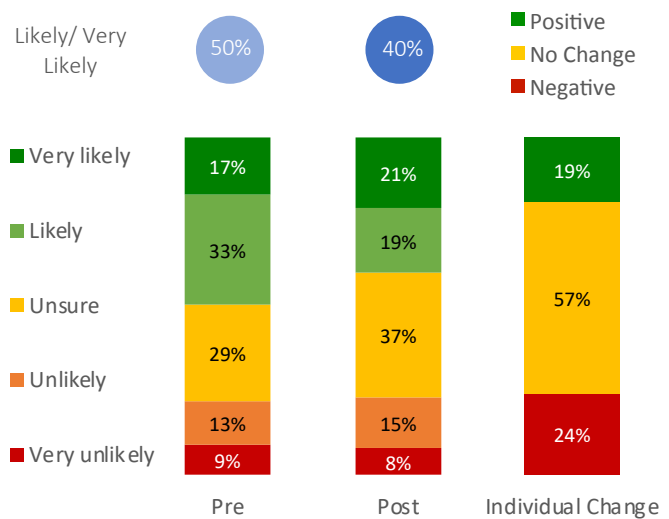
Likelihood to go to University – 3 Hours or More



Likelihood to do an Apprenticeship – Less than 3 Hours



Likelihood to do an Apprenticeship – 3 Hours or More



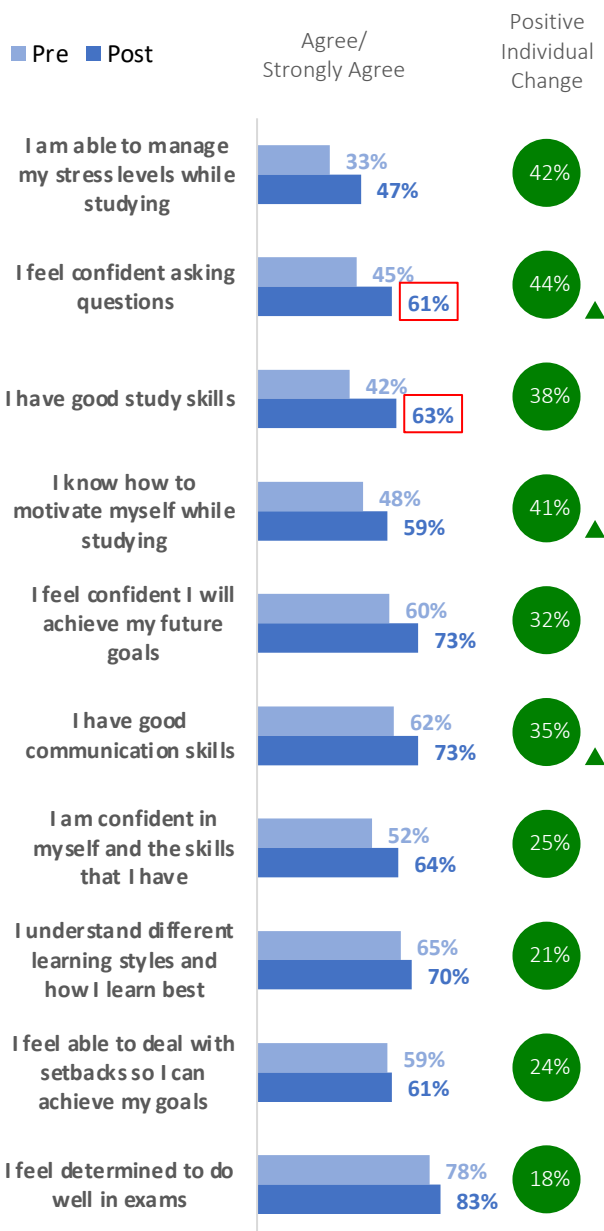
Target v Non-Target (1/2 – Skills Statements)

Non-Target students showed more positive impact than Target students on six out of ten skills statements, including a significant improvement in ability to 'manage stress levels while studying'.

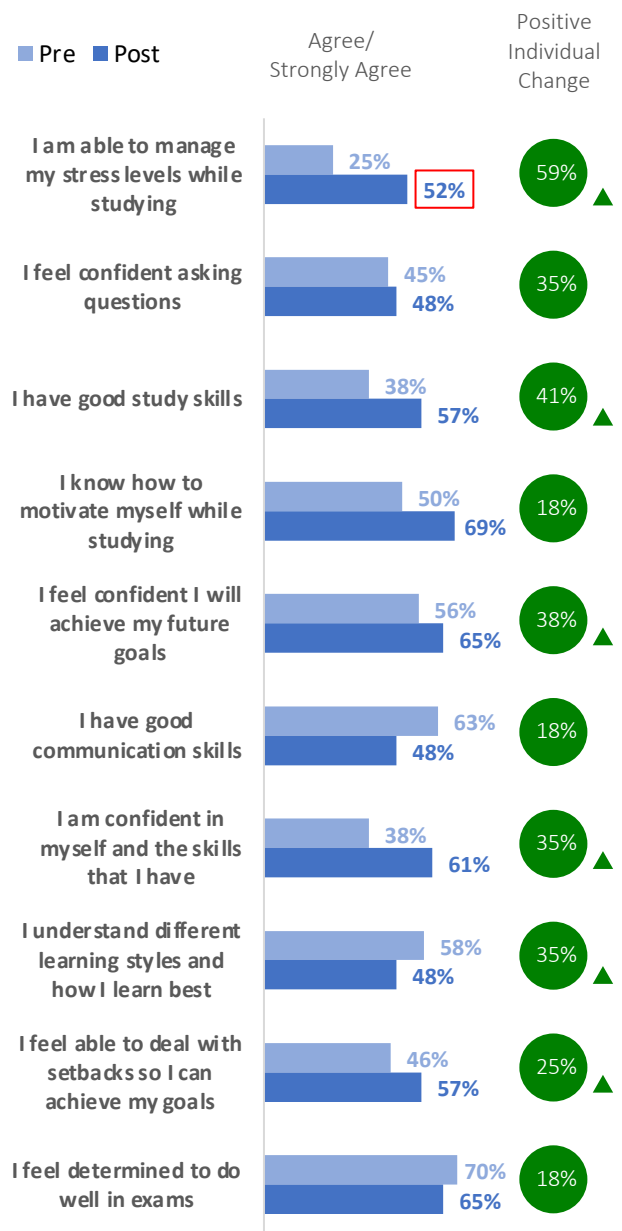
Target students showed significant increases in overall agreement with 'I feel confident asking questions', where they showed more positive impact than Non-Target, as well as 'study skills'.

Target students also express greater baseline levels of confidence than Non-Target students in the pre survey.

Skills Statements - Target



Skills Statements – Non-Target



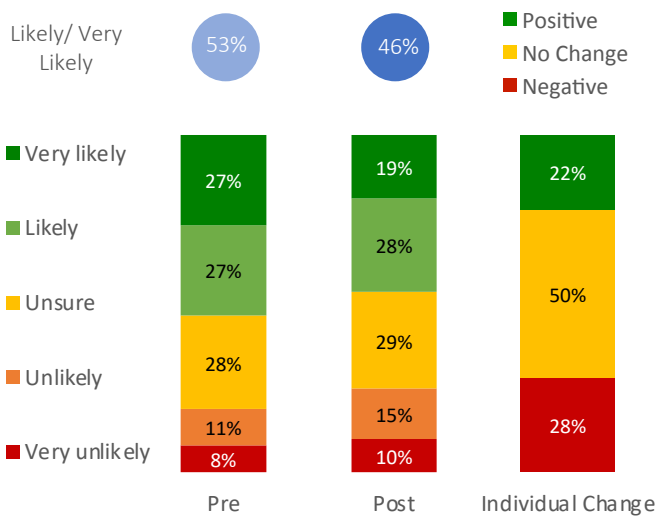
Target v Non-Target (2/2 Future Intentions)

Both Target and Non-Target students appear less likely to go to university after completing the mentoring.

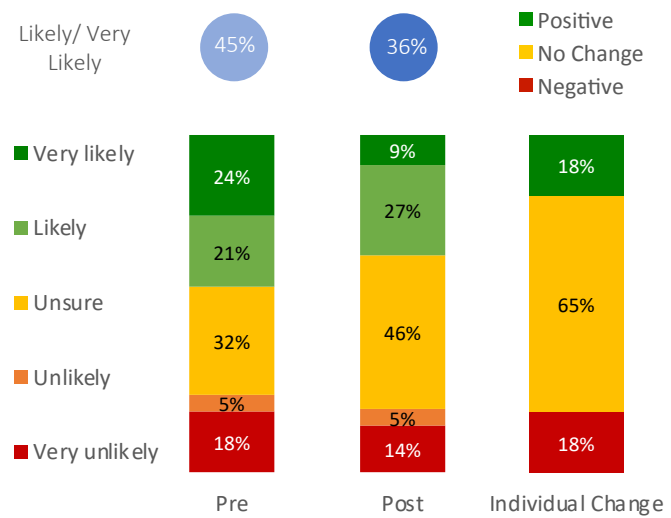
Non-Target students show an increased overall likelihood (likely / very likely) to do an apprenticeship, while Target students show an increase in students who are 'very likely' to do an apprenticeship.

Target students express greater likelihood to go to university or do an apprenticeship than Non-Target students across both pre and post surveys.

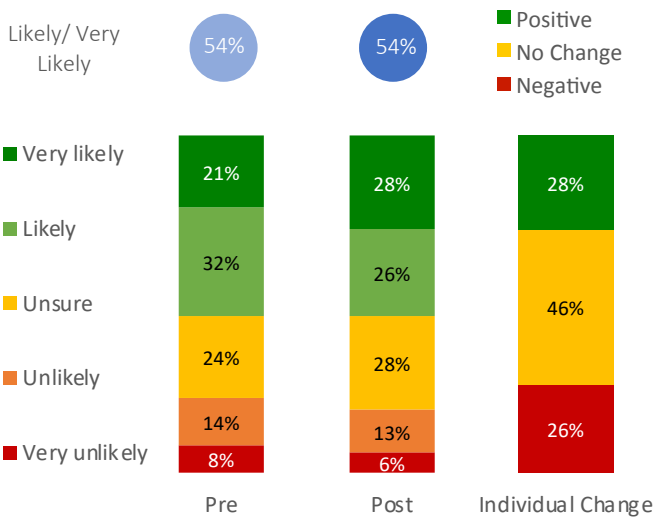
Likelihood to go to University – Target



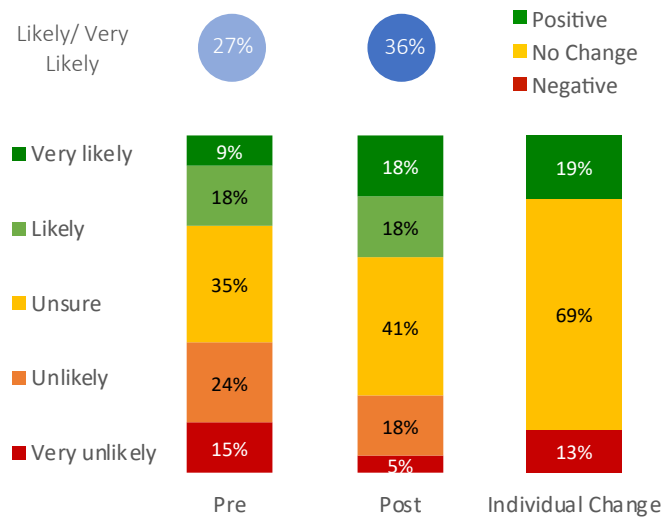
Likelihood to go to University – Non-Target



Likelihood to do an Apprenticeship – Target



Likelihood to do an Apprenticeship – Non-Target



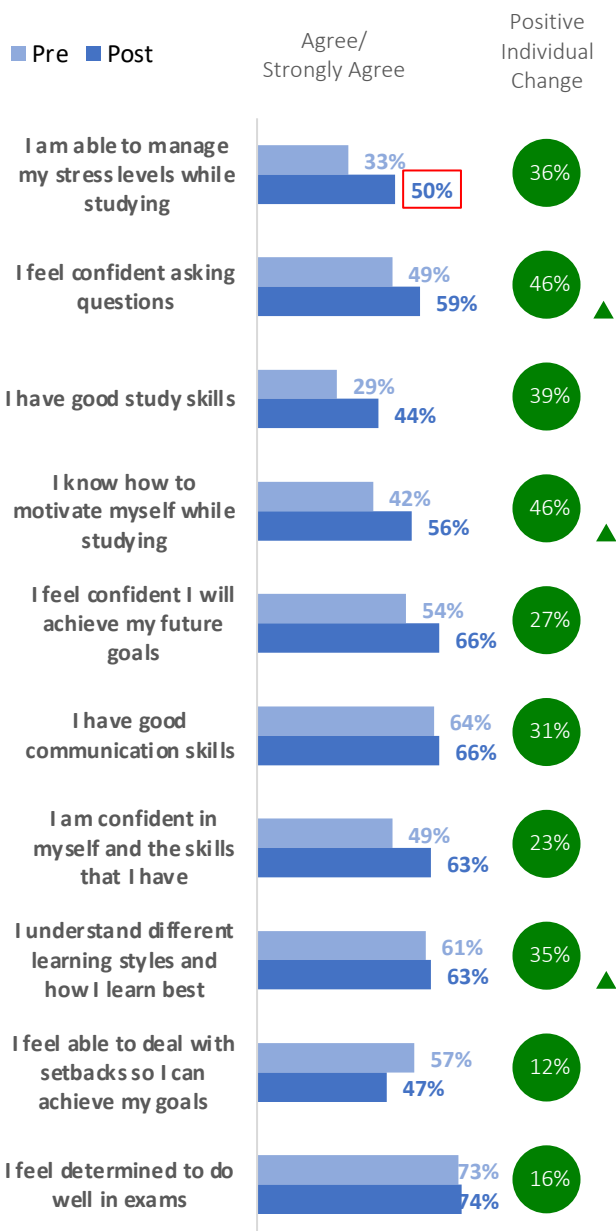
IMD Quintiles (1/2 – Skills Statements)

Nearly half of all students surveyed were identified as IMD Quintile 1 (most deprived areas).

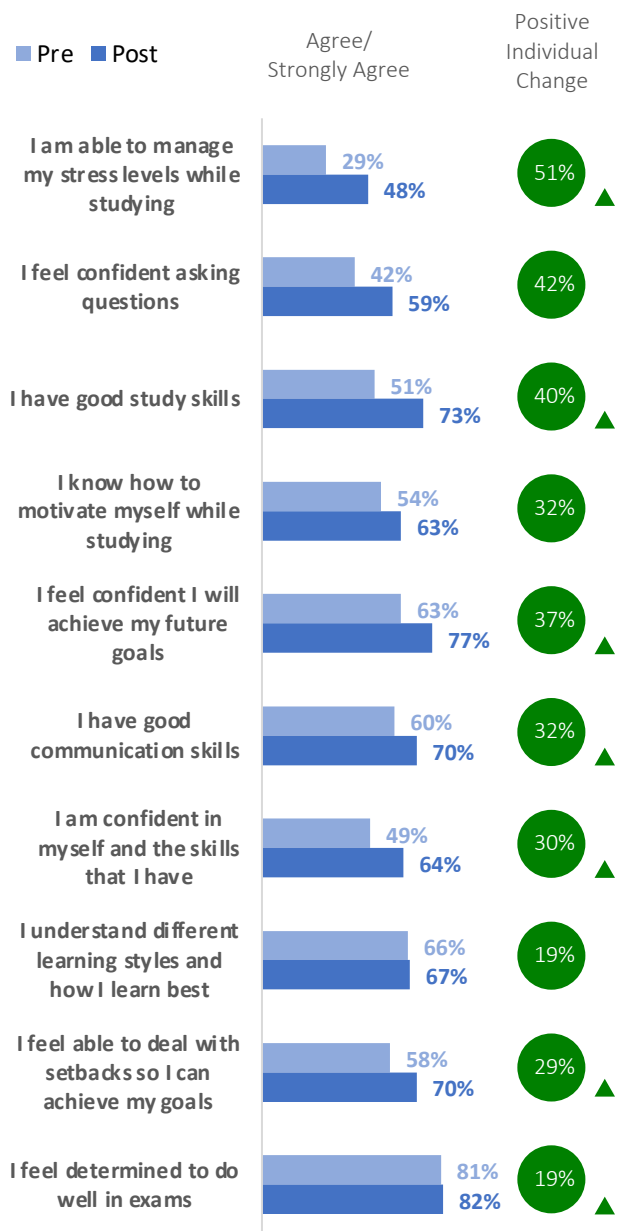
Students from IMD Quintiles 2-5 (less deprived areas) showed more positive impact on seven out of ten skills statements.

Students in IMD 1 showed a significant increase in 'ability to manage stress'.

Skills Statements – IMD 1 (Most Deprived)



Skills Statements – IMD 2-5 (Less Deprived)

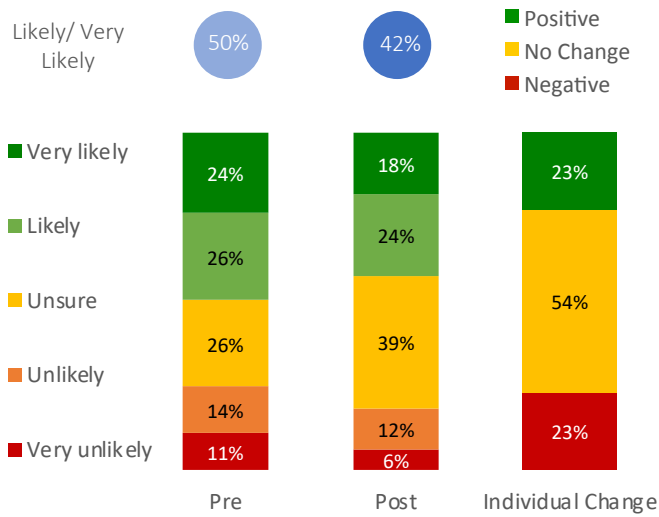


IMD Quintiles (2/2 Future Intentions)

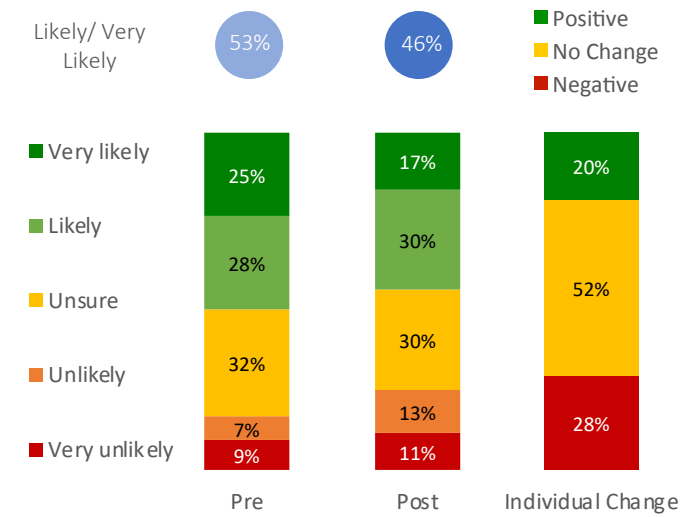
Both IMD 1 and IMD 2-5 students reflect the overall trend of increased likelihood to do an apprenticeship and decreased likelihood to go to university.

Students from IMD 1 are generally more likely to do an apprenticeship, while students from IMD 2-5 are generally more likely to go to university.

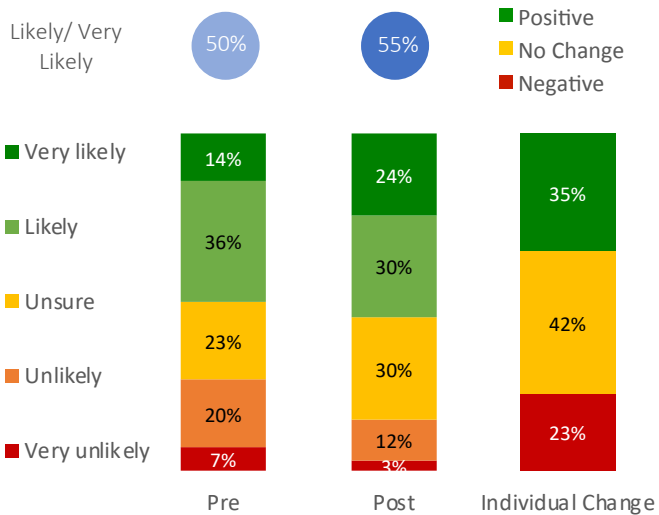
Likelihood to go to University – IMD 1 (Most Deprived)



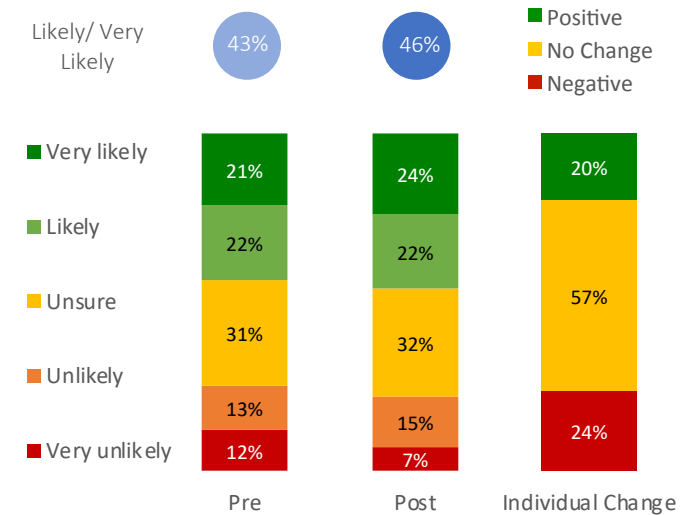
Likelihood to go to University – IMD 2-5 (Less Deprived)



Likelihood to do an Apprenticeship – IMD 1 (Most Deprived)



Likelihood to do an Apprenticeship – IMD 2-5 (Less Deprived)



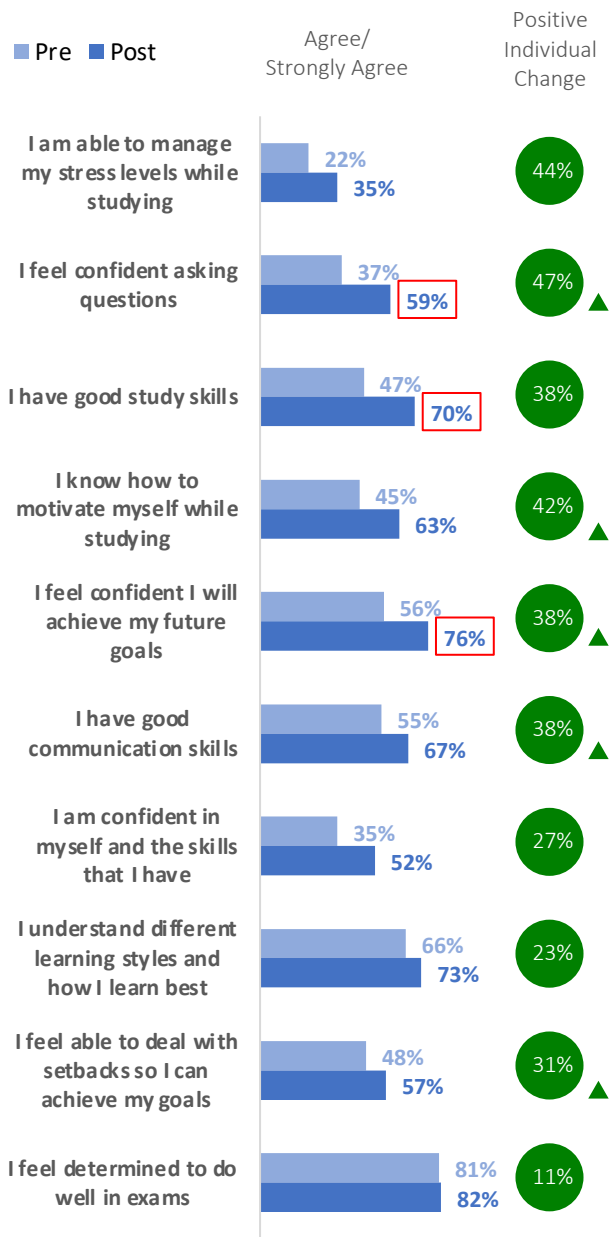
Gender (1/2 Skills Statements)

Differences by gender vary across the skills statements, with girls and boys each showing more positive impact than the other on five out of ten statements.

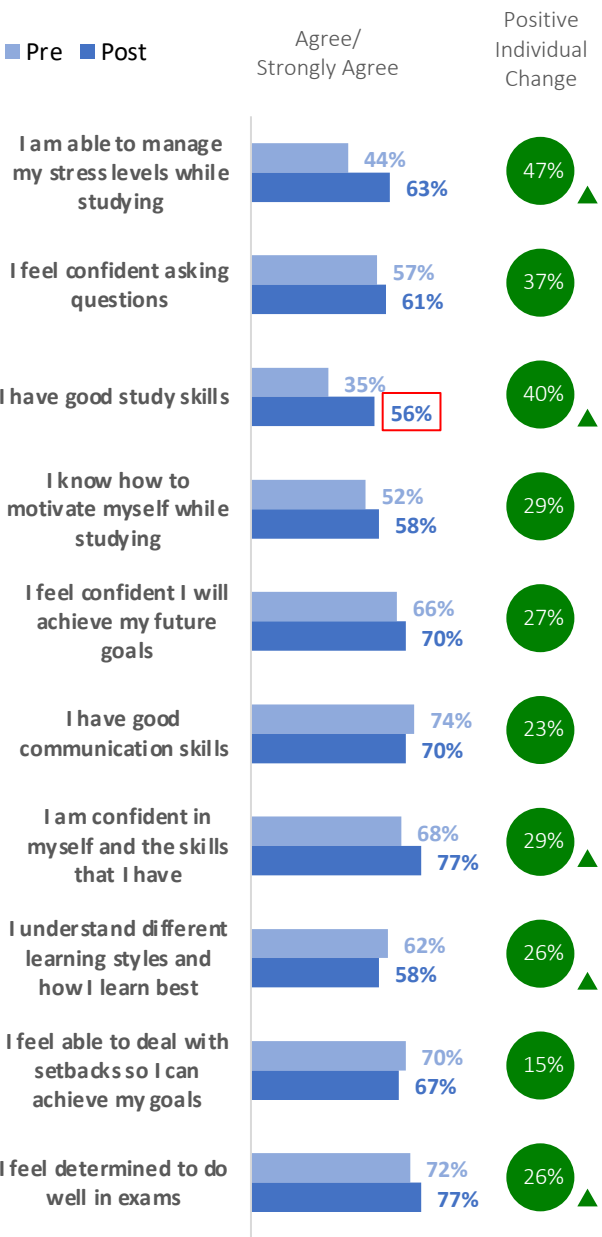
Girls showed significant increases in overall agreement with three of the ten skills statements.

Boys express greater baseline levels of confidence than girls in the pre survey across all statements except for ‘study skills’. Boys show a significant increase in overall agreement with this statement.

Skills Statements – Female



Skills Statements – Male



▲ Group with most positive impact

Statistically significant difference

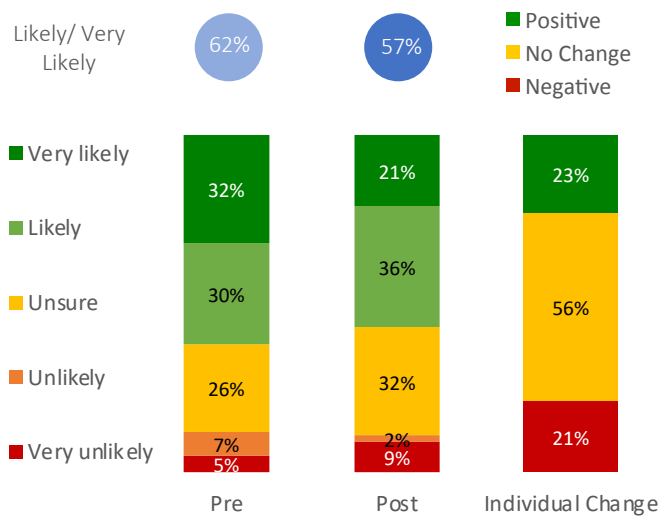
Gender (2/2 Future Intentions)

Both girls and boys appear less likely to go to university after completing the mentoring.

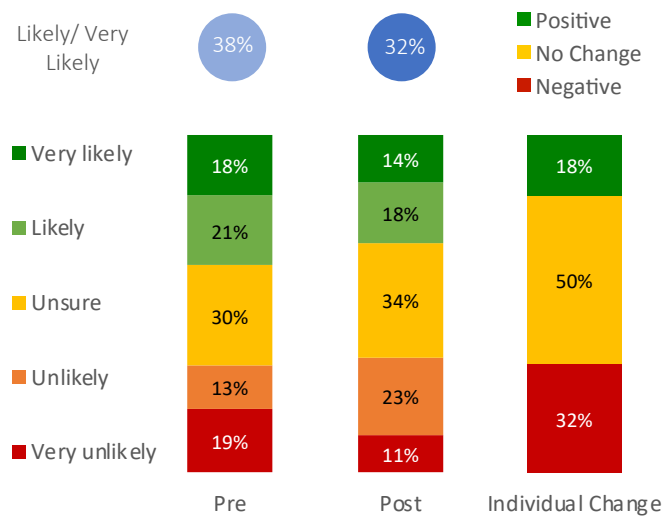
Girls show an increased overall likelihood (likely / very likely) to do an apprenticeship, while boys show an increase in students who are 'very likely' to do an apprenticeship.

Girls are generally more likely than boys to go to university and boys are more likely to do an apprenticeship.

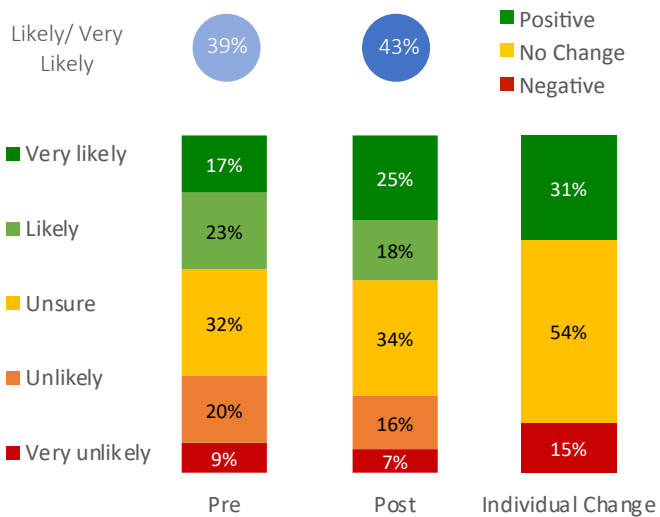
Likelihood to go to University – Female



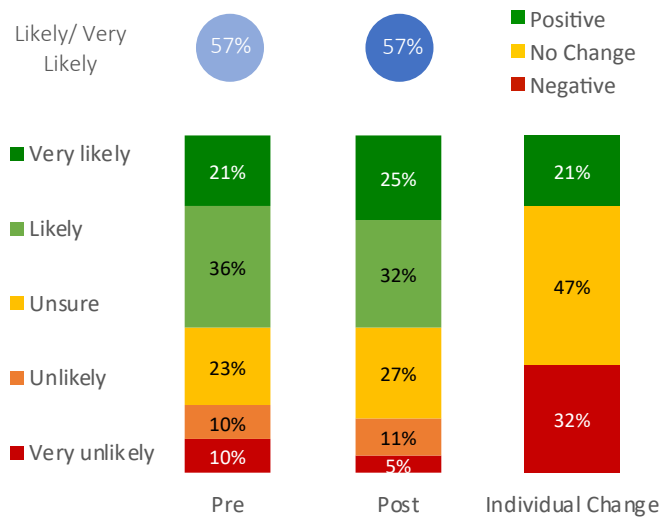
Likelihood to go to University – Male



Likelihood to do an Apprenticeship – Female



Likelihood to do an Apprenticeship – Male

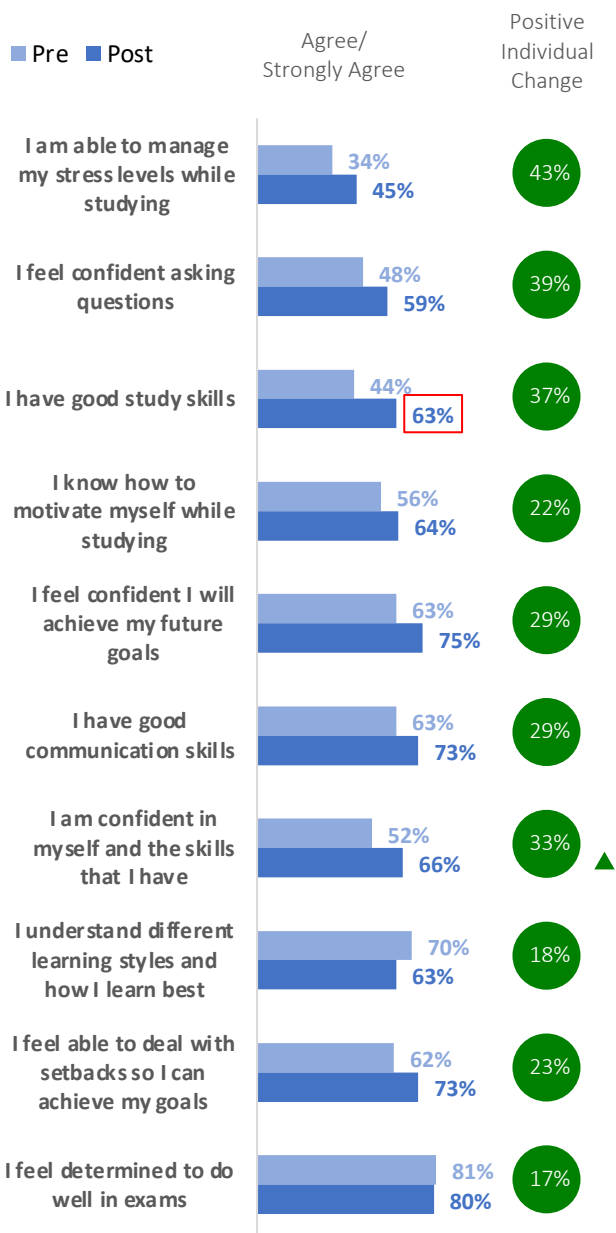


Regions (1/2 Skills Statements)

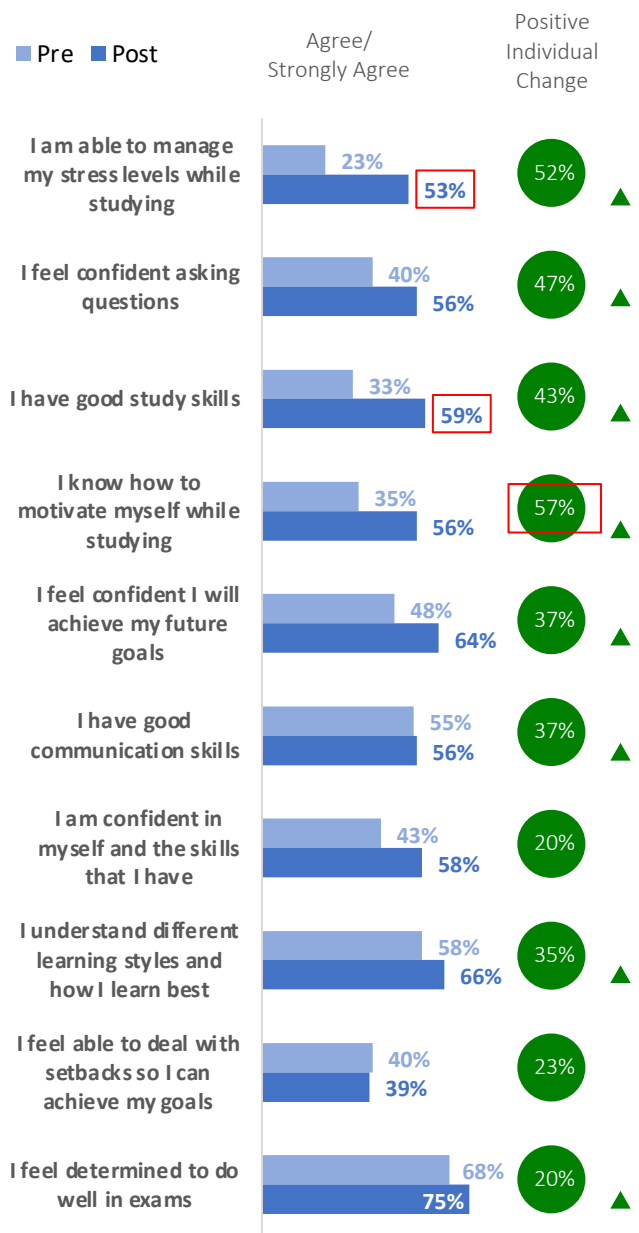
Students from Carlisle & Eden showed far more positive impact than those from West Cumbria, significantly so for 'I know how to motivate myself while studying'. Students from Carlisle & Eden generally show lower pre-activity scores than those from West Cumbria, but showed much greater improvements. Carlisle & Eden also show a significant increase in overall agreement on two statements.

One statement on which West Cumbria students showed greater improvement is 'confidence in myself and my skills'. West Cumbria also saw a significant increase in overall agreement with 'study skills'.

Skills Statements – West Cumbria



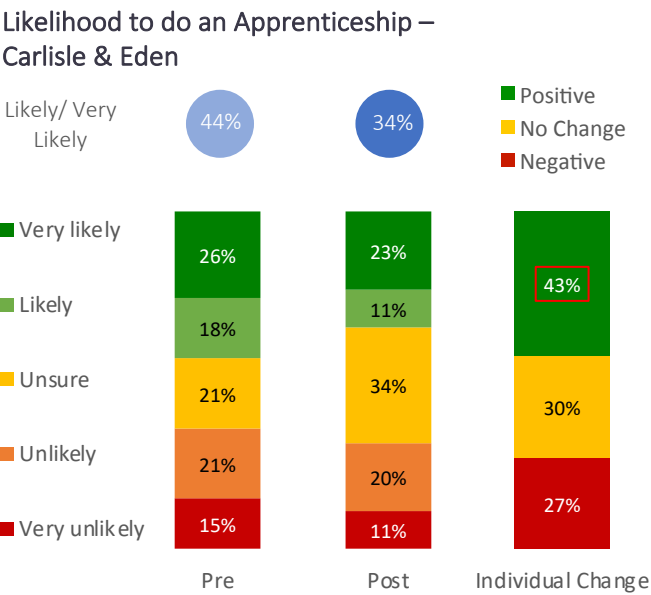
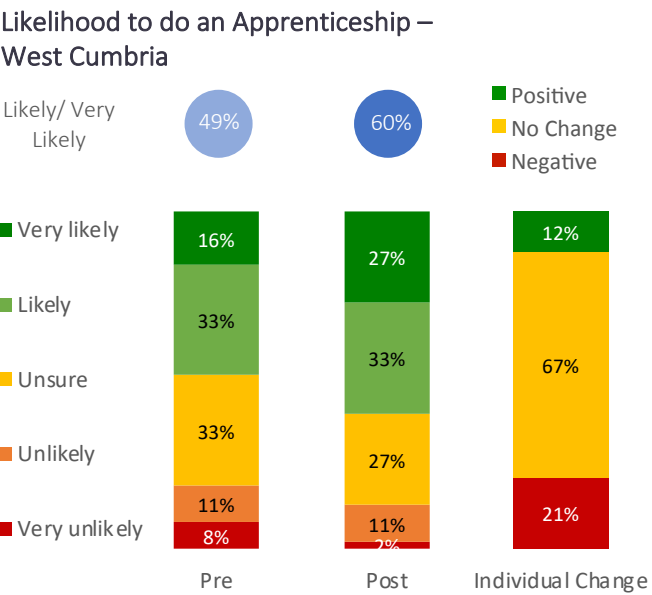
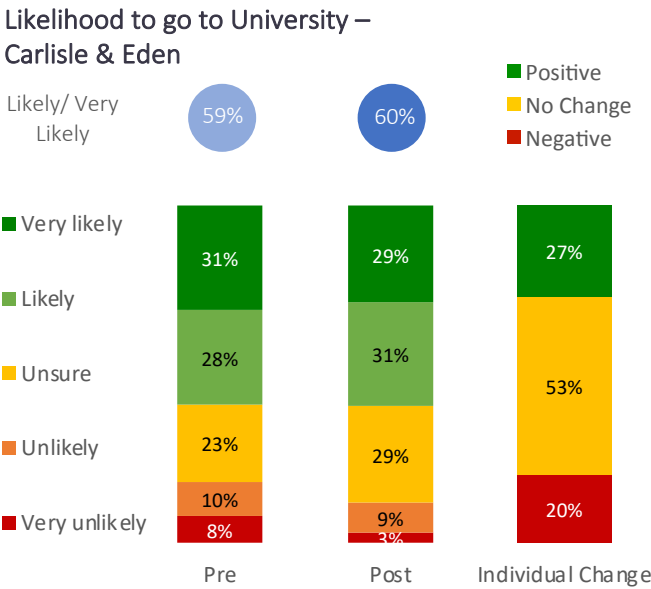
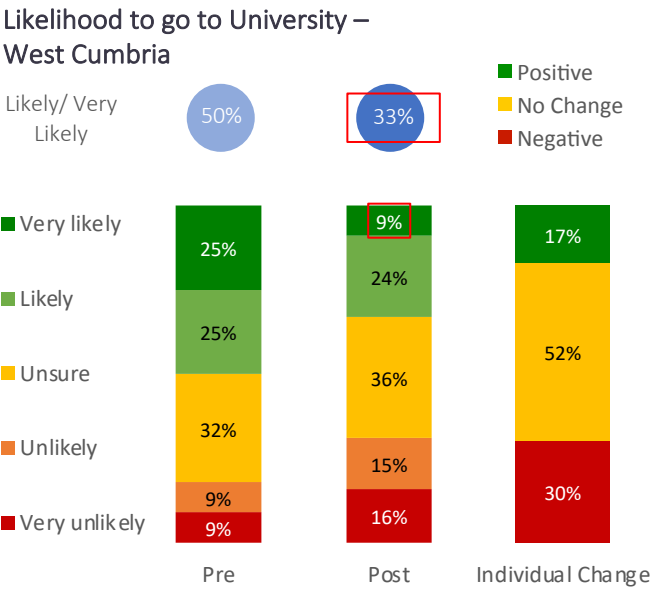
Skills Statements – Carlisle & Eden



Regions (2/2 Future Intentions)

Carlisle & Eden are the only segment of students who show an increased likelihood to go to university, but also show a decreased likelihood to do an apprenticeship.

West Cumbria students show a significant decrease in likelihood to go to university, but show an increased likelihood to do an apprenticeship. Despite this, Carlisle & Eden show significantly more positive individual change than West Cumbria.



Student Comments (Pre Survey)

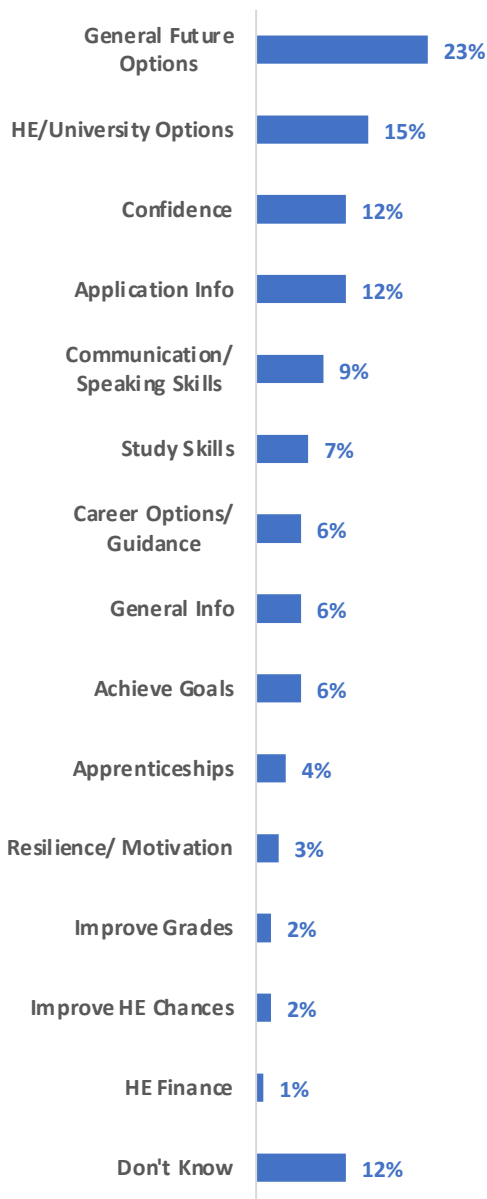
What do you hope to get out of mentoring?

Around one in five students stated their hope to learn more about 'general future options', with higher education or university options mentioned by 15% of students. 'Confidence' and 'communication/speaking' were the key skills students most frequently mentioned as hoping to gain.

Around one in ten students said they 'don't know' what to expect going into the programme.

Key Themes

% of comments



To be a confident speaker. Allowing me to get a higher GCSE, and improve my chances of higher education and a good job.

I wish to become more informed of what apprenticeships will offer me in terms of opportunities in the wider workplace.

To build up my confidence, so I am able to speak more to people I don't know or am not comfortable speaking freely to.

I hope to get more confidence towards the future challenges, better understanding of options after school.

To understand about degree, apprenticeships and how they work. Applying for apprenticeships and university.

Better my understanding what ways to approach higher education and career paths e.g. how to apply.

I hope to gain confidence and to study different learning styles to see what I prefer best.

To have confidence in myself, and to know how to work well in a group to get a good outcome.

More understanding of how to apply for higher education and advice on where to go next.

What university or degree apprenticeships would best suit me and how to apply.

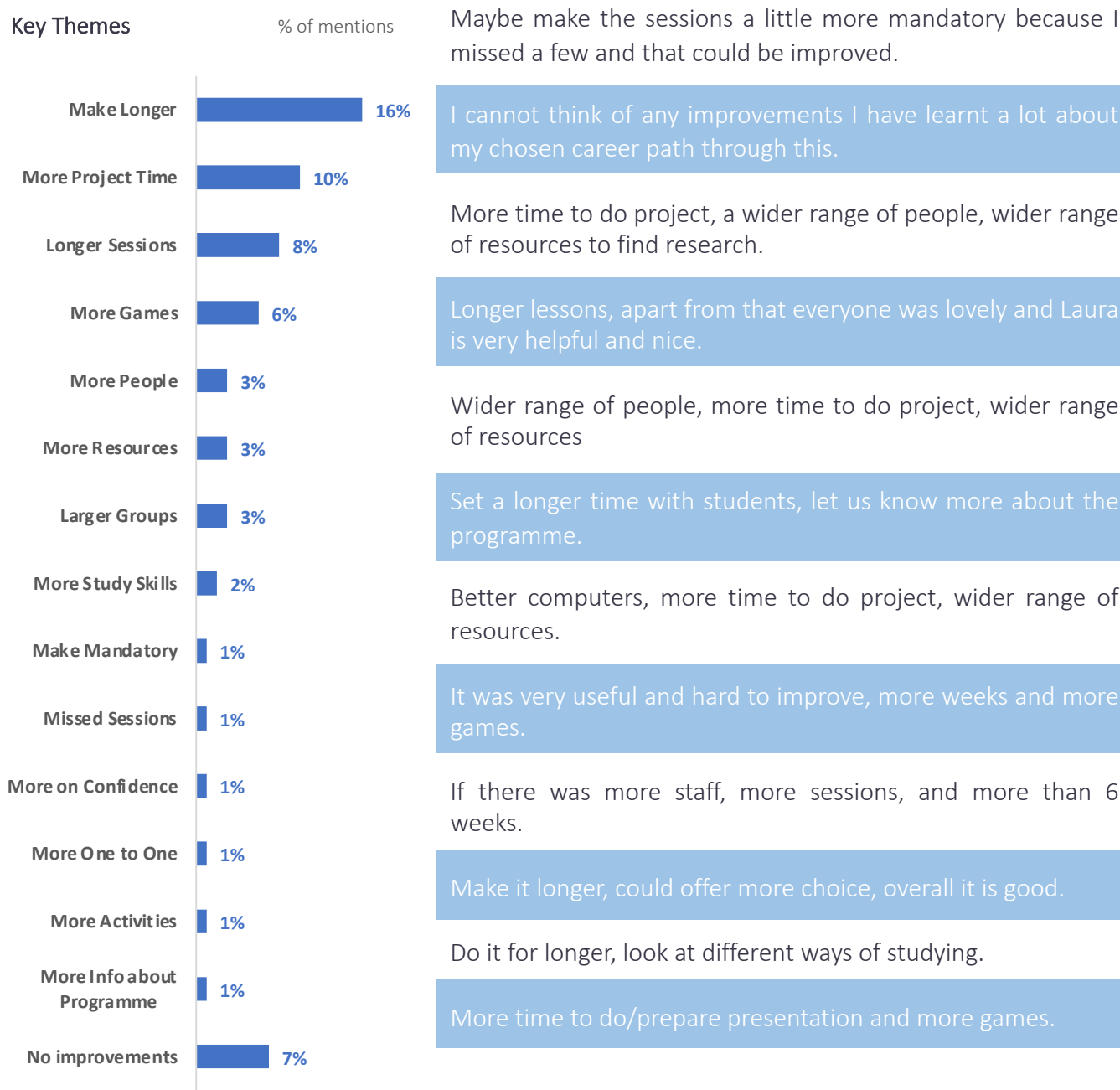
insight into opportunities available to me to help going down my career path.

Student Comments (Post Survey)

How could our mentoring be improved?

There were relatively limited suggestions for improvement mentioned by students, with 7% stating ‘no improvements’ and the majority of students apparently pleased with the experience overall.

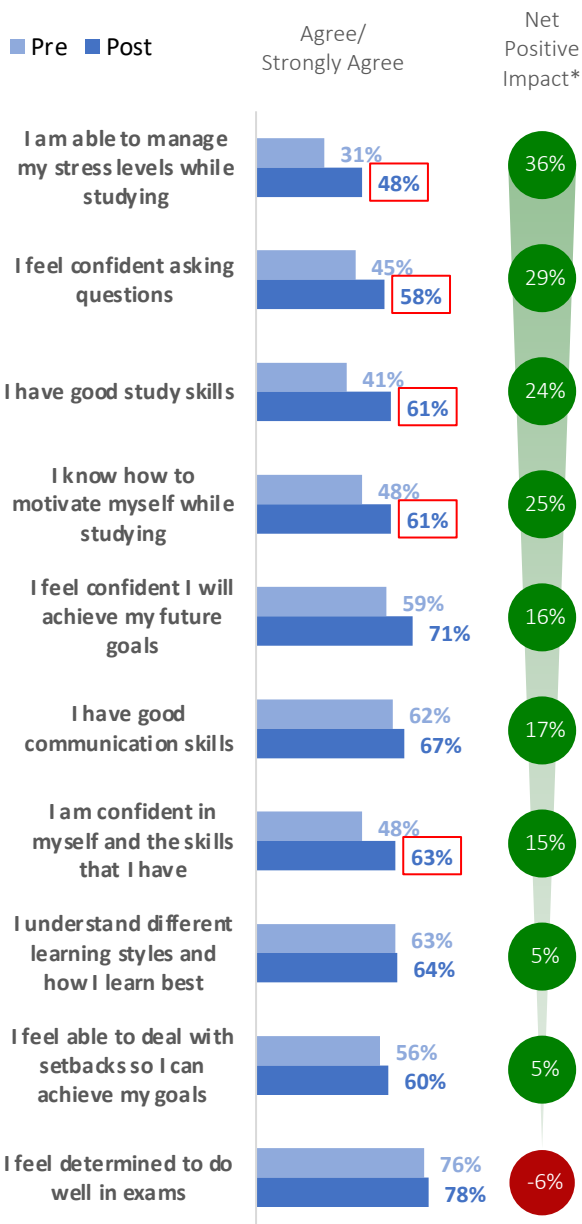
The most common themes for improvement were to make the programme longer, to allow more time to work on the project and to have longer sessions.



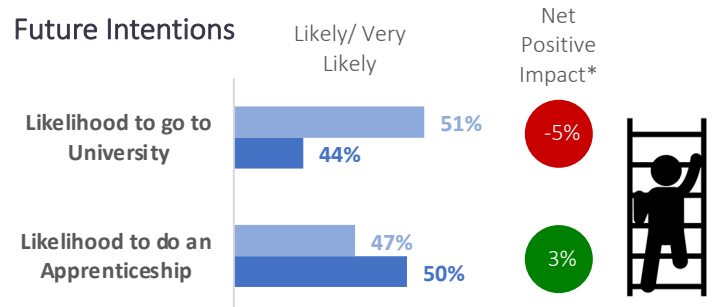
Peer Mentoring – Evaluation Summary

- Overall student confidence increased across all skills statements between pre and post surveys, significantly so for five out of ten statements, with the most positive change being seen on students' ability to 'manage stress levels while studying'
- There was only one statement that showed a net negative impact; 'determination to do well on exams', where more students showed a negative movement than positive, perhaps due to increased awareness of options and reduced exam pressure
- Mentoring appears to have had a slightly positive impact on student's likelihood to do an apprenticeship but a slightly negative impact on their likelihood to go to university

Skills Statements



Future Intentions



Year 12 students showed the most positive impacts, with Year 10s showing the least impact.

Target students showed less positive impact than Non-Target students on most of the statements.

Differences by gender vary across the skills measured.

Students from Carlisle & Eden showed far more positive impacts than those from West Cumbria**.

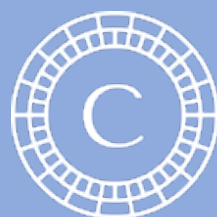
Key Themes for Improvement (Student Comments)

Make it longer

More time to do project

Longer lessons

There is some evidence that students who experienced more sessions experienced more positive impact. However, there was also some evidence of negative impact of greater total contact hours; suggesting a balance needs to be achieved between regular contact without overloading.



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