Evaluation and Assessment of Student Mentors

Evaluation is an important part of any project to ensure quality outcomes are achieved.

Part of the evaluation process will be to review the performance and effectiveness of the students employed on the project.

This will involve collecting feedback from the ‘end user’ (the school or college in most cases), the experiences of the student ambassador, the experience of the project delivery team and the impact and benefits for the University of Worcester and the wider regional context.

The evaluation will take the form of observing the student ambassador during training, and onsite in the placement. It is recommended that the student ambassadors keep a Learning Journal to capture and reflect upon their experiences. This will enable self-evaluation for the ambassador and provide a key ‘open’ document for wider evaluation. Evaluation can also occur during a group evaluation and review; one to one meetings, and feedback from the setting.

It can take the form of;

* observation during training and on site
* group evaluation and review
* one to one evaluation
* scrutiny of the learning journal
* feedback from the setting

The feedback form accompanying this guidance can be used by the student mentors to help give a structured response from your students. The use of the form will also assist in the collection and analysis of the feedback.

 A suggested focus for evaluation during the training:

Is the ambassador engaged and serious?

Do they demonstrate confidence and a willingness to participate?

Do they engage in a thoughtful and intelligent way?

Are they making a good contribution to the team (if appropriate)?

A suggested focus for evaluation during the project:

Awareness of protocols (Health and Safety, Safeguarding, Equal Opportunities) Attendance at all required sessions

Completion of the Learning Journal

Being encouraging and positive

Good and developing communication skills

Good Role Model

Good Mentoring Skills: building rapport, listening, questioning.

Able to build good professional relationships

Student Self Evaluation

During the project, outreach ambassadors should keep a reflective learning journal. This can start during the training period. The journal can contain thoughts about particular learning contexts and experiences.

A student may write on particular aspects of their learning: significant experiences, critical incidents intellectual and emotional responses to the material they are working with, or other topics related to their learning experience. The focus of such a journal, for students, is knowledge of oneself as a learner.

Ambassadors who decide to use a journal to record their reflections on their work will find it a valuable way to develop their skills as mentors. It is particularly useful to write up a session. For example, if working with a group you could reflect on the following:

* What worked well in the session?
* What was the overall atmosphere?
* How did you spend most of your time?
* Was your plan for the session effective?
* Who talked more—you or the students?
* Based on your evaluation what plans do you have for future sessions?

A useful structure to enable reflection is the D – I – E – P approach.

* **D**escribe what happened.
* **I**nterpret the events - explain the meaning the events.
* **E**valuate what was observed - the positives and negatives.
* **P**lan how this information will be useful to you - what change does it lead to?