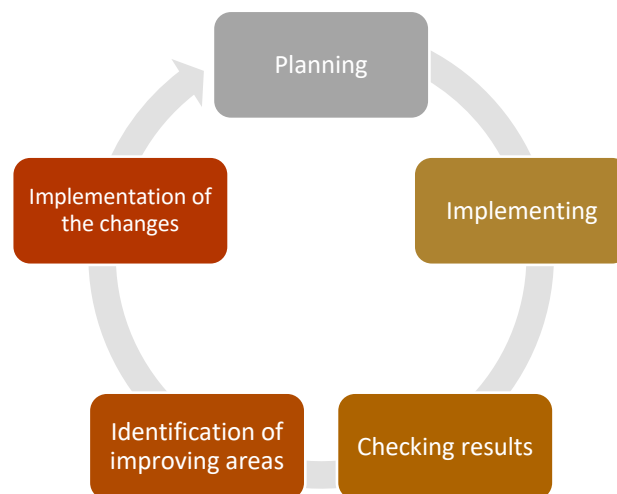


Being a Tutor or Mentor of a WBL student

How to carry out a self-reflective continuous improvement approach?

Being a tutor or mentor of a student undertaking a WBL placement is a very important task that has a direct impact on the student and their learning and professional development. Tutors and mentors are invited to participate in self-reflective sessions that can help them to continuously improve their tutoring/mentoring skills, which they can put into practice when supporting future students. The continuous improvement approach should follow the continuous feedback quality assurance cycle shown in the diagram below as model.



This approach is not a one-time action. The self-reflective continuous improvement approach should be continuously implemented in an iterative manner, for example, at the end of each placement. Thus, mentors/tutors can review their work, identify areas for improvement, and become more effective supervisors in the future.

Tutors and mentors should use the table attached and reflect on how the student has carried out their placement, the challenges that arose during the placement, and the role that the tutor/mentor played in addressing and resolving them. The final point to consider is how the tutoring/mentoring could be improved in the future.

We suggest that tutors/mentors focus on:

- Students' performance
- Students' preparation for future job opportunities
- Stakeholders' satisfaction

Tutors/mentors can supplement the table with additional questions that are relevant to their institution/company or to their practice as a mentor/tutor. It is crucial that when answering these questions, tutors/mentors provide as accurate and impartial account of their experiences as possible. Such reflection and analysis requires significant self-awareness, and is not an easy task. However, it represents an important step towards every tutor/mentor's professional development, resulting in an improvement of the support provided to students throughout and beyond their WBL placements.

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SELF-REFLECTIVE EXERCISE FOR TUTORS AND MENTORS

Programme name	
Student's name	
Date of exercise	

Looking at the work done:

Has the student completed his/her placement? When? Was that the foreseen date of completion?	
Has the student achieved all the objectives planned at the beginning of the placement? Explain one by one how much the objectives have been achieved from your view	
Do you feel your help has been important for the student's achievements?	
How could you have help him/her more/better?	
Do you feel the student is now better equipped for the search of a job? Why?	
What has not worked well in your supervision of this student?	
Have you liaised with the other mentor/tutor for this student? How much? Why? Could you have done it better?	
Do you feel the university and the company are satisfied with the work done by the student? Why?	

Looking to the future:

What would you like to do different in the next placement that you supervise in order to make it better?	
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