

Through YPI you can work with like-minded partners to support delivery and development of the YPI programme. YPI provides a framework to share expertise with young people in support of developing key employability skills, whilst acting as a professional development opportunity for employees. This document outlines considerations and procedures which will support delivery of mentoring via online platforms as well as in person visits.

Employee engagement and mentoring through YPI

There is a great degree of flexibility when it comes to mentoring and YPI. This could be a discrete opportunity with a small number of finalist groups before a school Final Showcase, or a more involved mentoring programme throughout the YPI process. The format of mentoring sessions should be discussed and agreed in advance ensuring it aligns with mutual objectives of the school and mentoring partner. Page two of this document shares top tips for teachers and considerations for mentors in planning your engagement.

Getting the most from the mentoring experience – what does this look like?

Example 1: Mentoring finalist teams

Mentoring of the YPI finalist teams can support students to refine their presentations with feedback and suggested improvements following their class/semi-finals.

Depending on the size of the school, this would typically mean there are 6-8 teams who would be supported in this way. We would suggest that each group would have the opportunity to engage in at least two 25-minute sessions. This will enable the mentor(s) to provide suggestions and feedback within the first session, with the opportunity to follow up on the team's progress.

Consideration should be given to the YPI programme delivery timeline during early planning, such as the length of time between the class/semi-finals and the YPI Showcase, ensuring there is time for the mentoring sessions to be delivered. This must provide the capacity and support for students to make developments, improvements and amends as a result of the mentoring sessions. We suggest that a minimum of 2-3 weeks would be required for this.

Example 2: Mentoring throughout the YPI process

Mentors can be involved throughout the YPI process at agreed intervals e.g. fortnightly or monthly, engaging across the full year group. This is likely best suited to in person contact, where mentors can visit students in class and carousel round student teams, giving students an equitable level of support. This type of mentoring can be successful virtually with a small year group.

This would typically mean engaging with groups of students for one or two school periods at a time, at agreed intervals.

Consideration should be given to the YPI programme delivery timeline during early planning. This requires discussion and alignment of the school's YPI timetable and timeline with the availability of mentors, and clear communication of dates and arrangements.

Top tips for teachers

- Ensure you have briefed your mentors in advance and shared the [YPI Mentor Guidance and Prompts](#)
- Share with the mentor(s) the learning intentions and success criteria for the stage of the programme the students are at; these can be found in the Teacher Delivery Guide
- It is crucial that the student teams are well prepared for the mentoring sessions, to ensure they can get the most from the experience. Share [this document](#) with them to help them understand what to expect.
- In advance of the session, allow time for students to prepare questions for their mentor and explore where they think their work could be strengthened – whether that is the business case, creativity, or clarity on charity engagement. Have them review the [judging criteria](#) as a team in advance.
- Consider what platform is best to support the mentoring process if virtual? (Microsoft Teams, Google Meet etc.) Ensure that clear arrangements are in place for in person engagement.
- Ensure sessions are planned in partnership and start in a timely manner to support students and mentors to get maximum value from the experience. The teacher is responsible for beginning the mentoring session at the agreed time.
- If a session needs to be changed or cancelled, communicate regarding this with your mentoring partner at the earliest possible opportunity.
- We recommend you ask your mentor and young people for feedback when the mentoring has taken place to continue to develop and strengthen mentoring within your school.

Considerations for mentors

Each mentor will receive a briefing on the YPI process, presentation expectations and judging criteria prior to their engagement, and should prepare by reading the [YPI Mentor Guidance and Prompts document](#) and completing the associated recommended reading.

Mentors may wish to consider the following points during their session with students dependent on when the session falls in the process;

- How well do students meet the [judging criteria](#)?
- Is the social issue that the young people are advocating on behalf of clearly articulated and the local context explained?
- How well have the students engaged with the charity, and is this clear in their presentation?
- Is there a strong business case? Is it clear what the money would be spent on and the local impact?
- Is their presentation impactful, does it capture your attention? – considering use of technology, visual aids, passion, and storytelling.
- Are there creative elements to their presentation? Are these effective? Are these the students' own work or are they relying on pre-existing charity materials?
- Are you left with a clear understanding of the work of the charity and the positive impact on people?
- What have the students taken from the experience and are they articulating that in their presentation?
- When you have completed mentoring, please provide feedback to the teacher on the mentoring process.

It is worth considering that students may be a little nervous or reticent when first engaging with a mentor, so

use of the question prompts in the guidance and prompts document may help the conversation to flow.

Consider sharing your personal experience of giving presentations including your reflections on what has worked well and what could have been improved.

Logistics and safeguarding for schools and mentors

In developing guidance around a mentoring offer for schools and young people, it is vital to ensure that safeguarding risks are considered and mitigated in line with your own organisational and school procedures.

Here we share the measures in place for mentoring sessions organised by The Wood Foundation for your

- Arrangements around logistics, timing and content should be discussed collaboratively and well in advance.
- A teacher or school staff member should be present during each mentoring session and it is important to discuss in advance school and organisational processes around safeguarding and interacting with young people to ensure clarity of expectations.
- It is the school's responsibility to ensure appropriate parental consent where needed.
- The school should set up the online or in person meeting, clearly communicate regarding logistics and arrangements, and share any relevant joining links with the key contact at the mentoring organisation. This will ensure that the chosen online platform is approved at a school and local authority level (e.g. Microsoft Teams / Google Meet / Skype / Webex / VScene).
- During online mentoring, only mentors and the teacher will have 'host' rights during the session, meaning that no-one else will have access to participant lists or admin rights. School staff are responsible for monitoring questions and comments submitted by students via the 'chat' facility, if this is turned on, and managing student behaviour. The school is responsible for limiting any private chat functions or file transfer capacity so that all communications can be monitored.
- Use of video in a virtual call by the mentor within the session is at the mentor's discretion but is advised to support engagement. Individual schools will have guidance on students' use of video in calls, which may mean they cannot enable their video. Whether student videos are turned on or off is at school discretion.
- Ideally there will be the capacity for students to share their screens so that they can show the mentor their presentation/progress. It is the responsibility of the school to monitor this process.
- Online sessions will not be recorded.
- Mentors may wish to share their email address with the students to allow them to contact you directly between sessions, but this is optional and must be discussed with school staff prior.

reference, which can underpin mentoring engagements to protect both young people and mentors and maximise the experience for all.