

The Diana Award Mentoring Programme Concept Test

Kelsey Beninger, Henry Allingham, Beth Mason,
William Douch

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- Youth Futures Foundation is an independent, not-for-profit organisation established with a £90m endowment from the Reclaim Fund to improve employment outcomes for young people from marginalised backgrounds. Our aim is to narrow employment gaps by identifying what works and why, investing in evidence generation and innovation, and igniting a movement for change.
- The Diana Award was established in 1999 by the British Government who wanted continue Princess Diana's legacy by establishing a formal way to recognise young people who were going above and beyond the expected in their local communities. In 2006 they became an independent charity. Five years later they launched their well-known Anti-Bullying Programme and later, in 2012, their now longstanding Mentoring Programme.
- Youth Futures Foundation provided a development grant to fund the development and delivery of the Diana Award's Mentoring Programme of support to 15–18-year- at-risk of leaving school not in education, training or employment in Birmingham and Leeds. The programme aimed to raise work aspirations in young people across a 12-month intervention.
- IFF Research is an independent research and evaluation agency commissioned by the Youth Futures Foundation to deliver a concept test evaluation of the Diana Award's Mentoring Programme.
- Youth Futures contact details for more info about the report:
 - Jane Colechin, Head of Evidence & Evaluation
 - Youth Futures Foundation Ltd, Tintagel House, 92 Albert Embankment, London, SE1 7TY
 - jane.colechin@youthfuturesfoundation.org

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Executive Summary

The Project

The Diana Award (TDA) were awarded funding by the Youth Futures Foundation (YFF) to deliver the TDA Mentoring Programme. The programme is an employability and mentoring programme aimed to help young people to improve their employment prospects by providing a range of activities relating to career skills, career insight and work experience, social action and physical and mental wellbeing. It is delivered through a 12-week core programme and a nine-month Future Focussed programme. The Future Focussed programme aimed to deliver prolonged, structured and focussed support to individuals alongside some activities continued from the core programme. The programme targets young people aged 15-18 attending schools in Leeds and Birmingham who are at-risk of leaving education not in education, employment or training (NEET), and are therefore considered 'pre-NEET'.

IFF Research was commissioned to deliver an evaluation on behalf of YFF to understand the theory behind the programme model, explore which elements of delivery work most effectively, determine the programme-readiness for further impact evaluation, and provide recommendations for programme refinements. Based on the findings from the evaluation, YFF decided that the TDA Mentoring Programme was not yet ready to proceed to the next phase of investment and evaluation.

Findings

RESEARCH QUESTIONS	FINDINGS
How is the programme being delivered and how is it operating?	The TDA Mentoring Programme design and delivery was challenged by contextual and programme factors, including the COVID-19 pandemic, school strikes, TDA staff turnover, and delivering the programme in schools during exam years which limited school and young people participation because school staff did not want young people to miss class or exam preparation. The programme was significantly redesigned in Summer 2022 and Autumn 2022, with further refinements to programme activities made to adapt to the needs of individual schools and young people. Ultimately, the 12-week core programme was delivered to fewer eligible young people than intended and the nine-month Future Focussed programme was cancelled after the one participating school withdrew participation. ¹

¹While the delivery target was 240, in agreement with YFF during the evaluation plan process, a target of 160 was set that was more in line with YFF's target group of disadvantaged young people and within YFF's age range of interest. The goal for evaluating young people on the FF element was set at 40.

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RESEARCH QUESTIONS	FINDINGS
What short-term young people outcomes are identified as being achieved by the delivery model?	Due to this operating context, the programme was not delivered to the scale or scope it intended ¹ , and short-term outcomes for young people were therefore not evidenced. The available qualitative evidence provides indicative evidence for the outcomes of developing confidence, communication skills, and increasing awareness and passion around social responsibility.
What are the medium-term young people outcomes of the delivery model?	Had the programme been delivered as intended, medium-term outcomes would have presented three-months following the end of the full 12-month programme, which would have been beyond the scope of this concept test evaluation. Had the programme progressed to an impact evaluation these outcomes would have been assessed, it was therefore important to explore these during the concept test evaluation. Due to the operating context, the programme was not delivered to the scale or scope it intended ¹ , and therefore early indication of medium-term outcomes for young people was not measured.
What are the practice-based lessons from this support model to support young people at-risk of becoming NEET?	<p>The programme faced challenges with engaging young people in a long-running and intensive programme during an exam year. Engagement with schools and young people was limited by sessions scheduled during classes and mock exams and because the programme was delivered across school years and through the Summer holidays. These issues were mainly related to the nine month Future Focussed follow on, rather than the initial 12-week core programme. As such, TDA should consider the minimum activity dosage required to achieve intended outcomes, and alternative options for delivering that within the context of these young people's lives. For example, focus delivery to years 10 and 12, or in community settings so that sessions do not conflict with school commitments.</p> <p>The programme faced delivery challenges related to TDA staff turnover, schools, and employers, leading to established relationships being lost. This suggests TDA staff need to focus on continuity planning for programme delivery, and communicate programme plans to schools and employers earlier and more often to maintain their engagement. Engagement with schools was most effective when communication was personal or face-to-face. Sessions focussed on planning a social action project to tackle issues within the community and activities to develop public speaking skills were well received, providing young people with</p>

RESEARCH QUESTIONS	FINDINGS
	<p>valuable skills and understanding. The social action project was a programme element that most appealed to schools and young people. Projects were researched and planned by young people, but none were delivered because they required teacher time which they did not have. Given the value of the projects to programme recruitment, TDA may look to reconsider how this element of the programme is delivered. For example, can TDA staff support social action project delivery to take the burden off teachers, or working with schools earlier to ensure teacher time is ringfenced for this programme element?</p> <p>Sessions focussed on providing insight into work through mentor talks and work placements were largely unsuccessful. The industry spotlight session, delivered through mentor talks, was less engaging, and the insight into work placement could not practically be delivered on either the 12-week core programme or Future Focussed. These elements of the programme should be redesigned, to be more engaging and practical.</p> <p>Mentor engagement in face-to-face delivery would be better supported with earlier communication of the session date and location, and TDA may consider offering travel reimbursement to support mentor engagement.</p>
<p>What refinements to the model or data collection needed for a future impact evaluation of this support?</p>	<p>The TDA programme had to adapt to contextual and programme factors, and to school and young people needs. This limited programme fidelity presents challenges for future impact evaluation because the programme needs to be delivered with high fidelity to all young people to be able to measure outcomes and attribute these to the programme.</p> <p>If the programme intends to continue with the target young people, the programme would benefit from refining and operationalising the eligibility criteria for young people participation. Specifically, to consider school staff feedback that the programme may be better suited for young people who are 'in the middle', as in not those who are achieving high standards or who are most in need of support. A greater understanding of what was considered at-risk of being NEET, and how many young people fall into this category is needed because this may affect the capacity of future evaluations to answer research questions. Addressing these</p>

RESEARCH QUESTIONS	FINDINGS
	<p>fundamental programme design issues is crucial to any future evaluation. These would need to be finalised before an evaluation could be designed to assess the process and / or impact of the programme.</p>
<p>What lessons about whether and how an impact evaluation could be undertaken are learned?</p>	<p>Considerations of what is needed to make the programme amenable to impact evaluation include defining and operationalising the eligibility criteria, clarifying the scope and scale of the programme and clarifying the routes to outcomes.</p> <p>Ensuring sufficient responses are achieved to the young people and mentors' surveys is crucial to demonstrate impact of the programme in the future. For programme outcomes where the primary indicator of change is based on survey data, a statistically significant difference between pre- and post-programme is required to demonstrate that the outcome has been achieved.</p> <p>Attaining a higher survey response rate may be supported by identifying a TDA staff member to monitor the administration of profile forms and surveys. This individual would be responsible for reviewing the returned data to ensure the profile of students meets eligibility requirements and recommending adjustments to schools where necessary. They would also lead on survey administration to young people and mentors during the first and last sessions of the core and Future Focussed programme to ensure that they were prioritised and completed in the session.</p> <p>An impact evaluation requires more consistency in the profile of participants and what their involvement in the programme entails to measure outcomes, or very large numbers of participants so that different profiles and journeys could be compared against each other. Consistency in the profile of participants is crucial for a future impact evaluation to identify a comparison group for outcome measurement.</p>

Introduction

Background

The Diana Award (TDA) were awarded a grant from Youth Futures Foundation (YFF) under the Development Grants Funding Stream to deliver a new employability and mentoring programme, the TDA Mentoring Programme. In agreement with YFF, the evaluation aimed to engage a target of 160 young people (out of delivery target of 240) in line with YFF's target group of disadvantaged young people and within YFF's age range of interest. The programme aimed to engage young people aged 15-18 at-risk of not gaining employment when leaving education. To engage young people, TDA partnered with schools in Leeds and Birmingham.

Programme

The TDA Mentoring Programme aimed to improve employment prospects for young people by providing a range of activities relating to career skills, career insight and work experience, social action and physical and mental wellbeing. Activities were to be delivered over a 12-week 'core' programme, and young people could continue onto a further nine-months programme called Future Focussed. Based on the findings from the evaluation, YFF decided that the TDA Mentoring Programme was not appropriate for the next phase of investment and evaluation.

Aims and research questions

The aims of the evaluation were to:

1. Understand the programme theory of the 'Mentoring programme' support model and provide an outline of the underlying mechanisms of change.
2. Support TDA to understand their Theory of Change and how to evidence the pathways to outcomes, and outcomes, in consistent data.
3. Support TDA to know which elements of delivery work most effectively and to refine practises to support achievement of education, employment, and training (EET) outcomes within a 12-month period.
4. Provide recommendations for programme refinements and whether an impact evaluation could be undertaken, and if so, how?

The research questions were:

1. How is the programme being delivered and how is it operating?
2. What short-term young people outcomes are identified as being achieved by the delivery model?
3. What are the medium-term young people outcomes of the delivery model?
4. What are the practice-based lessons from this support model to support young people at-risk of becoming NEET?

5. What refinements to the model or data collection needed for a future impact evaluation of this support?
6. What lessons about whether and how an impact evaluation could be undertaken are learned?

Overview of evaluation approach

The evaluation involved two stages: the mobilisation stage and the data collection and analysis stage.

The mobilisation stage happened between July and November 2021. The goal of this stage was to understand the overall purpose of the programme and how its success could be measured. The mobilisation phase included stakeholder interviews, the development of the Theory of Change (ToC), Evaluation Framework, and scoping report.

The data collection and analysis stage occurred between January 2022 and April 2023. The purpose of this stage was to gather the data that would be used to evaluate the success of the programme. Data collection was split across three time points: January-April 2022; June-August 2022; and August 2022-January 2023. The approach included qualitative interviews with young people, TDA staff, teachers and mentors, observation of programme sessions and analysis of young people and mentor surveys and programme information.

Table 1. Project timeline

	2021			2022									2023		
	July	...	Nov	Jan	...	April	...	Aug	Sept	Oct	Nov	Dec	Jan	...	April
Programme model changes															
Programme document review															
Primary research (scoping)															
Theory of change and process map development															
Scoping report															
Primary research (mainstage)															
Secondary analysis of MI															

Theory of change development

IFF Research, in collaboration with YFF and TDA, developed an initial Theory of Change for the TDA Mentoring Programme during the mobilisation stage between July and November 2021. It was developed across two workshops with YFF and TDA and informed by mobilisation stage activities. The initial programme Theory of Change drew on the separate TDA Theory of Change (see Appendix H: Original TDA Theory of Change) which was based on their experiences of delivering similar programmes to young people aged 11-13.

Data Collection

The evaluation involved a combination of primary research and secondary data analysis and was conducted between January 2022 and April 2023.

Surveys of young people and mentors

Surveys of young people and mentors were used to measure the individual-level impact of the programme of those taking part. The surveys were to be administered by TDA programme staff to all young people and mentors who registered for the programme at the start ('pre-survey') and end of the 12-week core programme or the end of the nine-month Future Focussed ('post-survey'). Surveys were delivered online during the Covid-19 pandemic, but paper surveys were delivered during the first and last sessions from Autumn

2021. Paper baseline surveys were provided to mentors during Mentor Training. Post-programme surveys were not delivered to mentors.

The analysis of the young people and mentor surveys for the Autumn 2022 cohort was undertaken to provide evidence for this report. However, limited responses from in-scope audiences were received, due to the issues with TDA's data collection and delivery of the programme to out of scope young people. Due to this, the data could not reliably be used to contribute to the evaluation and draw conclusions from.

IFF Research received survey data from 199 young people (TDA also reported 199 young people started the programme), with a total of 254 pre- and post-surveys. Surveys were administered by schools as part of the evaluation commitment to TDA regardless of the eligibility of the school or young people. This was due to a lack of understanding of the eligibility criteria by schools and TDA, or unclear communication from TDA about the evaluation requirements.

Of the data provided, 92 young people were excluded; the school they attended was not in-scope because it was delivering to Year 9's or dropped out of the programme. Data from a further 75 young people were excluded because they did not meet the age eligibility criteria. Thirty-two young people remained in the sample of survey data to be analysed. Of these 32 young people, thirty completed the pre-survey (split evenly between Leeds and Birmingham with 15 completes each) and six completed the post-survey (All six were from Leeds and had completed a pre-survey).

Twenty-two mentors completed surveys. Three surveys were excluded from analysis because these mentors did not take part the Autumn 2022 cohort (see Table 2). Responses from 19 mentors were included in the analysis. Of these 19 mentors, there was a total of 12 completes of the pre-survey (Nine from Leeds and three from Birmingham) and eight completes of the post-survey (Seven from Leeds and one from Birmingham). One mentor completed both a pre- and post-survey.

That the data sources outlined above are dominated by responses from Leeds provides a limitation on the effectiveness of the data to provide insights about the programme as a whole. However, this consideration is overruled by the overall limitation that small amount of data received prevents the delivery of reliable insights. Table 2 summarises the number of young people and mentors recruited to the programme, and the number of completed surveys for in-scope participants at the start and end of the 12-week core programme in the 2022 Autumn 12-week core programme. No in-scope surveys for the Future Focussed programme were completed due to delivery of this section of the programme to out of scope young people.

Table 2. Number of completed pre and post-survey

	Young People		Mentors	
	Birmingham	Leeds	Birmingham	Leeds
Number of participants at start of programme	35	97	7	27
Number of pre-survey completes	15	15	3	9
Number of post-survey completes	0	6	1	7
Number of FF survey completes	0	0	0	0

Performance and management information

The programme collected profile information of mentors and young people at the programme start and monitored mentor and young people attendance.

Performance and management information (MI) was used to describe the scope and reach of the programme and to measure the profile of individuals that engaged with the programme. There were student profile forms for 93 students shared with IFF Research for analysis, of which 14 were excluded because they did not relate to the Autumn 2022 cohort and 44 were excluded because the school or student was not in scope. This was due to a lack of clarity at TDA on the age category for the programme (see the Summary of variation to intended model sub section for more detail on this issue). Profile data for 35 young people remained in the sample for analysis. Of these 35 young people, 32 were from Leeds and three were from Birmingham.

Overall attendance data was shared by TDA which showed the number of young people and mentors who attended each session at each school and how many sessions were delivered.. Additional attendance data was provided by TDA for four schools in Leeds which presented the attendance per student per session for each school enabling the start and completed figures to be assessed.

Qualitative interviews with individuals involved in delivering the programme

The qualitative interviews with individuals involved in delivering the programme included discussions with TDA staff, mentors, and teachers. Interviews explored how these

individuals felt about the programme, how it was being delivered and the engagement of the young people involved. Interviews lasted up to 60 minutes.

The number of qualitative interviews completed fell short of the intended targets because fewer individuals took part in the programme than expected, and not all of those that took part agreed to take part in a discussion. School leads interviews were particularly challenging to secure, as such data drawn from this sample represents the views of a small section of this audience.

Table 3: Number of qualitative interviews with individuals involved in delivering the programme completed

ROLE	TARGET	AVAILABLE SAMPLE	ACHIEVED
School leads	10-17	3	3
Mentors	9-11	8	7
TDA staff	9-11	10	10
Total	29-39	21	20

Observations

An IFF Research researcher attended four programme sessions in-person to observe how sessions were delivered and young people engagement.

Qualitative interviews with young people

Young people were invited to share their experiences of the programme through qualitative discussions. Twenty-three discussions were conducted in-person with young people across four groups, one at each programme session. Discussions took place in small groups immediately after session observations, lasting up to 30 minutes. The young people were offered a £15 Amazon gift voucher as an incentive to take part.

Ethics and data protection

TDA and IFF Research developed a Data Protection Impact Assessment (DPIA) and a Data Sharing Agreement.

- The Data Protection Impact Assessment showed movement of data between the parties involved in the evaluation: IFF Research, YFF and the delivery partner, TDA.

- The Data Sharing Agreement set out how personal data of programme participants would be shared with IFF Research to analyse the profile of participants benefiting from the programme, their expectations of it, the 'dosage' of support (i.e., what support they received/sessions attended), and their experience on the programme, and invited programme participants to take part in the research.

Participants were shown a privacy notice which set out how their data would be used. This was hosted on both the TDA and IFF Research's websites.

At all stages participants had the opportunity to opt out of the evaluation entirely in which case their data was removed from all evaluation analysis.

All researchers had at least basic DBS clearance. The evaluation team applied the principles of the Government Social Research unit (GSR), the Social Research Association's Ethical Guidelines, and the UK Evaluation Society and the National Children's Bureau guidelines.

Programme model

The TDA Mentoring Programme is an in-person employability and mentoring programme. It aims to help young people to improve their employment prospects by providing a range of activities relating to career skills, career insight and work experience, social action and physical and mental wellbeing. The programme targets schools in Leeds and Birmingham to recruit young people aged 15-18 who are at-risk of leaving education with entering further education, employment, or training. The programme is delivered by TDA.

Proposed programme theory

The delivery model combines two programme components: the core programme and the Future Focussed programme. The initial Theory of Change captured our understanding of the TDA Mentoring delivery model at the start of the evaluation, including our assumptions of how the programme would operate and how young people and mentors will experience it. It illustrates the mechanisms for change and how programme activities are translated into impacts. The Theory of Change is discussed below, followed by a visual illustration in Figure 1.

Operating context

Young people who grow up without a positive role model in their lives are less likely to gain employment when leaving education². Previously, the twelve-week Mentoring Programme was delivered to young people aged 11-18 in Birmingham, Leeds, and London. The programme was delivered to young people aged 11-15 in London during the academic year 2020-2021 due to Covid-relief funding. The Diana Award also delivered a one-to-one mentoring programme for young people aged 13-15 in Jersey.

In TDA's experience, 15-18-year-olds may have missed out on or only received a broader introduction to career skills and career progression support. TDA felt this older cohort would benefit from early intervention, like the younger cohort, especially because they are at a stage in their lives when they are making important decisions about their future, and are viewed to be more likely to experience mental health difficulties, which may negatively impact their school performance and wellbeing. This is why the TDA Mentoring Programme for 15-18 year olds in Leeds and Birmingham was established.

Impact of COVID-19

The TDA Mentoring Programme was envisioned to be delivered in-person. However, the ongoing uncertainty of COVID-19 and the possibility of continued social distancing requirements meant the programme needed to be 'COVID-19-proofed'. TDA adapted the programme after securing funding from YFF to accommodate online and a hybrid – online and in-person – delivery. In practice, recruitment of schools, young people and mentors was conducted online and in-person, and all programme activities were delivered face-to-face

² The Princes Trust Youth Index 2012 [The Princes Trust Youth Index 2012 FINAL low res.pdf](#)

(an online programme was delivered between Autumn 2020 and Autumn 2021, however was out of scope for this evaluation).

Programme inputs

TDA received a two-year YFF development grant to deliver the TDA Mentoring Programme in December 2020. This grant was provided to finance the delivery of the programme and the costs of scaling up of the existing programme. Included within these costs were: core costs, such as TDA office space and IT systems; staffing costs of two full time Programme Managers, six full time Youth Workers and one Impact and Research Manager; and programme delivery expenses, such as promotional materials, session materials and travel and subsistence expenses for the week-long insight into work placement.

The TDA Mentoring Programme was reliant on involvement from the mentors, young people and schools necessary for effective delivery. This included three to four schools across both 12-week core programme and Future Focussed in each of Leeds and Birmingham; 40 mentors on the 12-week core programme and 10 on Future Focussed in total; 160 pre-NEET 15–18-year-olds on the 12-week core programme and 40 in each of Birmingham and Leeds on Future Focussed. Alongside having these participants, having a venue for the sessions was necessary. This was either participating schools or an online or hybrid delivery if COVID-19 prevented face-to-face delivery.

Programme activities and associated outcomes

This section offers an overview of the intended activities included in the programme and the outcomes they were designed to achieve.

Young people

In the initial design, young people would be referred to the programme by their school. The school would complete a 'student profile form' detailing the reasons for the referral, which would then be assessed by TDA staff (including an optional one-to-one needs assessment). Referrals would be made on the basis of concerns around academic attainment, behavioural issues or physical and mental health issues that had the potential to hinder young people's opportunity to enter education, training or employment following completion of secondary education. While most young people were expected to be referred by their school, TDA also allowed the possibility of young people referring themselves to the programme.

Once TDA accepted young people onto the programme, they would then complete a pre-support baseline survey, which asked for their assessment of the skills they should develop over the course of the programme.

Young people would then continue onto the 12-week core programme. On the 12-week core programme they would complete a range of activities, primarily through weekly, 90-minute, mentor-supported group sessions (totalling at least 18 structured contact hours with mentors). Those young people from schools that chose to participate in Future Focussed would then be able to continue onto the Future Focussed programme, should they wish to. They would then engage in nine monthly two-hour Future Focussed sessions

and additional activities outside the monthly sessions. Activities across both the 12-week core programme and Future Focussed fell into three areas of focus:

- 'Myself' activities, which explored self-development across four 12-week programme sessions.
- 'My Future' activities, focussed on career skills across four 12-week programme sessions and additional during the programme.
- 'My Community' activities, focussed on social action across four 12-week programme sessions and additional during the programme.

Through the programme activities mentors and young people were expected to realise immediate outcomes, by the end of the programme, and medium-term outcomes, three months following the programme. This cause and effect is illustrated by the arrows in the Theory of Change.

The 'Myself' activities include a wellness holiday session, delivered as a workshop for young people focussed on wellbeing, on both the 12-week core programme and Future Focussed, and health habit challenges during Future Focussed. These activities should see the young people achieve the immediate outcome of developing knowledge and skills for healthy living, which in turn would contribute to the medium-term outcome of improved mental health.

Also included in the 'Myself' activities for Future Focussed are a reflection session and strength assessment. The reflection session should contribute to the young people realising the medium-term outcome of improved mental health. The strength assessment should contribute to the realisation of the immediate outcome of the young people developing skills to make decisions about their future education / work.

The 'My Future' activities include careers sessions and training, on both the 12-week core programme and Future Focussed, and search and preparation for the placement and a daily placement diary on Future Focussed only. These activities should contribute to the realisation of the immediate outcome of improved knowledge of routes to further education and employment application processes. In turn this should lead to the immediate outcome of understanding the importance of school for some career routes, which should result in improved attendance and increased engagement in the medium term, which should lead to improved behaviour, decreased sanctions, improved qualifications and progress to further education or employment. The careers sessions and training should also contribute to the immediate outcome of young people developing skills to make decisions about their future education / work.

Also included in the 'Myself' activities are week-long 'insight into work' placements and two career lounges, on both the 12-week core programme and Future Focussed, and mentor support monthly group sessions, on Future Focussed only. These activities should contribute to the realisation of the immediate outcome of improved knowledge of the expectations of a professional workplace. This should contribute to the medium-term outcome of improved employability, which should lead to progress to further education or employment.

There were three activities included in the 'My Community' component of the programme. The first of these was a school / region-based social action project and presentation, on both the 12-week core programme and Future Focussed. This was intended to realise the immediate outcome of improved communication, time management and organisation, which in turn should contribute to improved employability in the medium-term.

The second 'My Community' activity was peer-to-peer / mentor feedback. This was intended to contribute to the immediate outcome of young people feeling better heard by other programme participants (i.e. other young people, mentors), which would result in positive relationships developing between peers and mentors in the medium term. The peer-to-peer / mentor feedback would also contribute to the immediate outcome of an improved sense of social responsibility and understanding of impact actions, along with the school / region-based social action project and presentation.

The third 'My Community' activity was the end of programme celebration events, on both the 12-week core programme and Future Focussed. These would contribute to the immediate outcome of young people feeling better heard by other programme participants, along with the peer-to-peer / mentor feedback. They would also result in the immediate outcome of young people being motivated to support peers and the community, which would lead to increased peer support / engagement in social action in the medium-term.

All of the Programme activities should lead to improved self-confidence in the young people by the end of the programme. In turn, this should lead to the medium-term outcome of sustained confidence in employability and skills and contribute to improved mental health.

Mentors

A London-based TDA team member would coordinate mentor recruitment centrally, on behalf of Leeds and Birmingham TDA coordinators. The London-based TDA team member would approach employers to identify mentors, drawing on existing contacts TDA had and building relationships with new partner employers. TDA expected employers would act as an important conduit to their staff about the programme, communicating details of the programme to their team and permitting them the time off required to participate in mentoring. During the recruitment process, the London-based TDA team member would host information sessions for mentors to ensure they were aware of the requirements of the programme and to encourage participation.

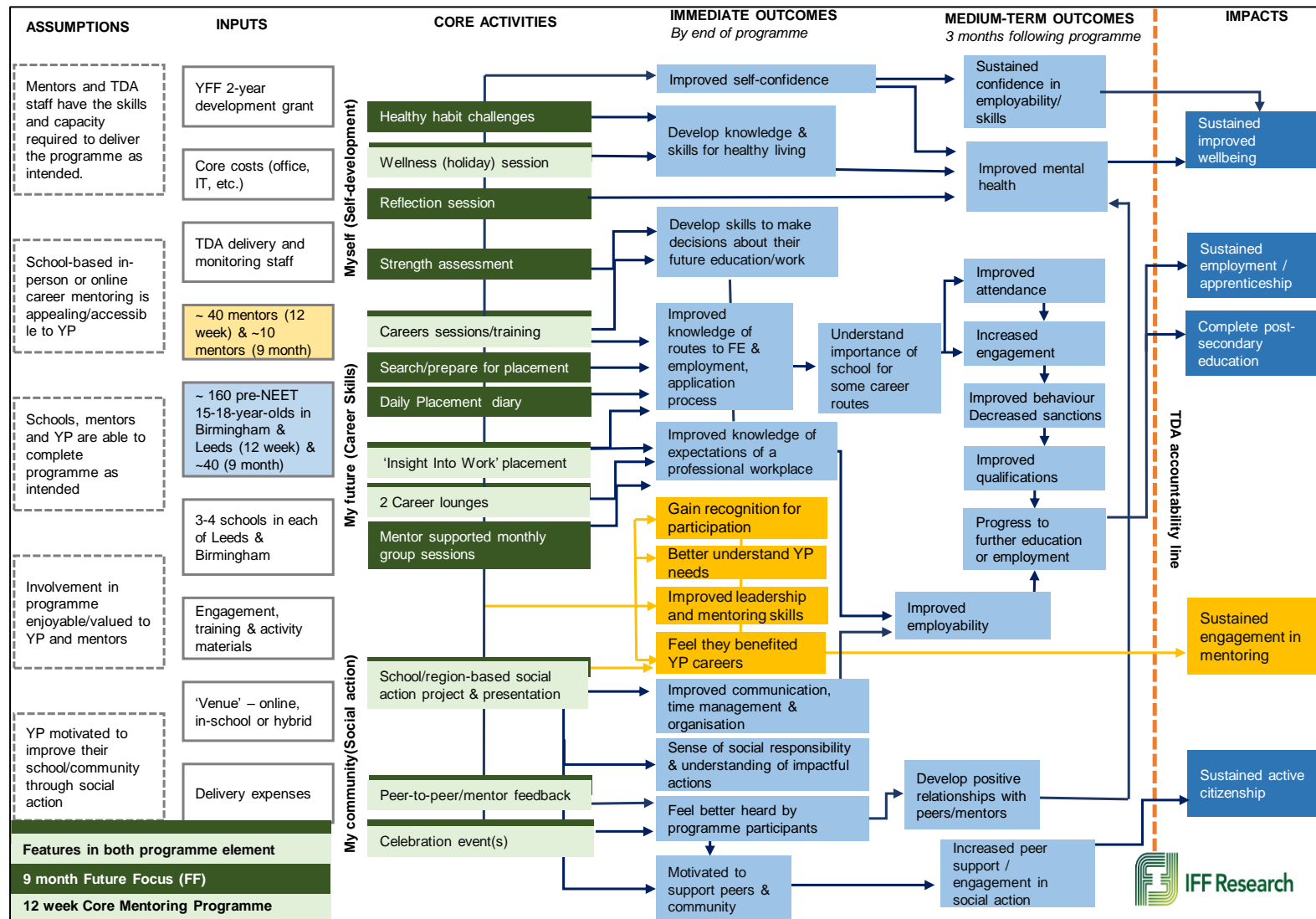
Mentors recruited onto the programme would then move through the onboarding process. This would consist of onboarding information sessions, outlining how the programme would operate, and training for new mentors delivered over three one-hour sessions. Following this, mentors would be matched with participating schools by TDA coordinators considering the convenience of session timings and location for the mentor, with the aim of five mentors per class.

Mentors would support with the delivery of the sessions across the 'My Future', 'My Community' and 'My Self' themes and the mentoring activities during the 12-week programme. Mentors would be invited to continue onto Future Focussed by the local TDA coordinators and / or the Future Focussed lead. Those that continued onto Future

Focussed would do the same role but across the nine months of this part of the programme.

Through their participation in the Programme, mentors should realise the immediate outcomes of gaining recognition for their participation, better understand the needs of young people, improved leadership and mentoring skills and feeling they benefited young people careers. Their involvement in the school / region-based social action project and presentation should directly lead to the improved outcome of feeling they benefited the young people's careers.

Figure 1. TDA Mentoring Programme theory of change (The input numbers were the original intended targets)



Programme model

The intended journey for young people on the TDA Mentoring Programme, as well as what is involved in delivering the Programme and the points at which data on progress was to be collected is set out in this section and is presented visually in the process map below.

Eligibility for the programme

To be eligible for the programme young people needed to be aged 15-18, attending a school in Birmingham or Leeds, and to meet one or more of the following criteria:

- at-risk of poor educational attainment;
- at-risk of poor school attendance / falling out of mainstream education;
- at-risk of engaging in problematic drug or alcohol use;
- at-risk of engaging in serious youth violence.

Teachers were also invited to share information about additional characteristics and circumstances of potential participants. This information was to be used to understand participants needs for programme engagement. The student profile form teachers needed to complete for nominated young people aimed to capture this information:

- Very quiet / shy / lacking in confidence in class
- Behavioural issues
- Special education needs (SEN) / learning disability (SLD) / learning difference
- Impacted by income or workless family
- English as an additional language
- Physical disability
- Long term illness (of the young person)
- Young carer
- Low self-esteem
- Mental health issues

Recruitment and onboarding

Schools

TDA delivery staff aimed to recruit three to four schools in each of Leeds and Birmingham. The intended approach to school recruitment was:

- TDA coordinators reach out to careers leads or subject teachers who act as the contact for the TDA Mentoring Programme to gauge programme interest.

- TDA coordinators host information sessions for teachers in potential participant schools, through which schools could gain insight into what involvement in the programme would mean for them and the young people referred onto the programme.
- After agreeing to host the programme, school stakeholders would refer young people onto the programme.
- School stakeholders then would host the TDA Mentoring Programme sessions for eligible young people for the 12-weeks core programme.

Following the completion of the 12-week programme, school stakeholders would be able to choose to continue onto the 9-month Future Focussed programme.

Young people

TDA delivery staff aimed to recruit 160 eligible young people to the 12-week programme in Leeds and Birmingham (evaluation target from the delivery target of 240 young people), and of those, 40 young people would continue onto Future Focussed.

In the initial design, young people would be referred to the programme by their teacher, who would complete a student profile form detailing the reasons for the referral, which would then be assessed by TDA coordinators (including an optional one-to-one needs assessment). While most young people were expected to be referred by their school, TDA also allowed the possibility of young people to refer themselves to the programme. Promotional materials and sessions (such as assembly presentations) would take place to raise awareness of the programme, after which young people could approach the TDA Mentoring Programme teacher to inquire about participation to self-refer.

Young people accepted to the programme were expected to complete a pre-support baseline survey. The survey would ask young people the skills they wanted to develop over the programme.

Mentors

TDA delivery staff aimed to recruit 40 mentors to the 12-week programme in Leeds and Birmingham, and of these, ten would continue onto Future Focussed

In the initial design, a London-based TDA team member would coordinate mentor recruitment centrally, on behalf of Leeds and Birmingham TDA coordinators. The London-based TDA team member would go through employers, drawing on existing contacts the TDA had and building relationships with new partner employers.

TDA expected employers would act as an important conduit to their staff about the programme, communicating details of the programme to their team and permitting them the time off required to participate in mentoring. During the recruitment process, the London-based TDA team member would host information sessions for mentors to ensure they were aware of the requirements of the programme and to encourage participation.

Recruited mentors would then attend onboarding information sessions hosted by the TDA coordinators. Three, one-hour sessions involved information about the programme's

purpose, how it would operate, and training for new mentors. Following this, mentors would be matched with participating schools based on where the mentor lives, with the aim of five mentors per class.

Programme content

12-week programme

Young people and mentors accepted onto the programme would begin with the 12-week programme. This would be completed through 12 weekly sessions lasting 60 to 90 minutes. Sessions would be delivered in schools or online, if needed or as COVID-19 restrictions required, to a group of around 20 young people. Sessions would be led by a TDA coordinator and supported by five mentors per class.

Programme sessions and content would focus on activities relating to career skills, career insight and work experience ('My Future'); social action ('My Community'); and physical and mental wellbeing ('Myself').

'My future' sessions would include sessions on CV writing and interview skills, and spotlight elements in which mentors would take young people through their own professional background and journey.

'My community' sessions would centre on a social action project that young people would design, present and deliver.

'Myself' activities would include lessons for physical and mental health.

Other activities were planned alongside the weekly programme sessions. These included webinars on wellbeing and work insight from guest speakers during holiday and half-term and week-long insights into work placement, delivered either during term-time or holidays. These workplace insights would be in mentors' workplaces and would provide young people a week in a work environment.

Two careers lounges would also be delivered during the 12-week core programme. These half day workshops, delivered online, would bring in employers to offer insight into a career in their sectors. There would be 600 young people at each of these (300 in each of Leeds and Birmingham).

Finally, the 12-week programme would end with a celebration event involving both young people and mentors.

Future Focussed

Future Focussed was intended to be a continuation of the 12-week core programme, including much of the same activities, but delivered over nine months. TDA believed this would help to further reinforce the knowledge and behaviours expected to emerge from the 12-week core programme.

Young people from schools that chose to participate in Future Focussed, and mentors who took part in the 12-week core programme, would be invited by TDA facilitators to continue with the programme at the end of the 12-week programme (see Figure 2 for the activities included in Future Focussed). The full programme was therefore the 12-week core programme and Future Focussed programme, meaning it would take one year for a participant to complete the programme.

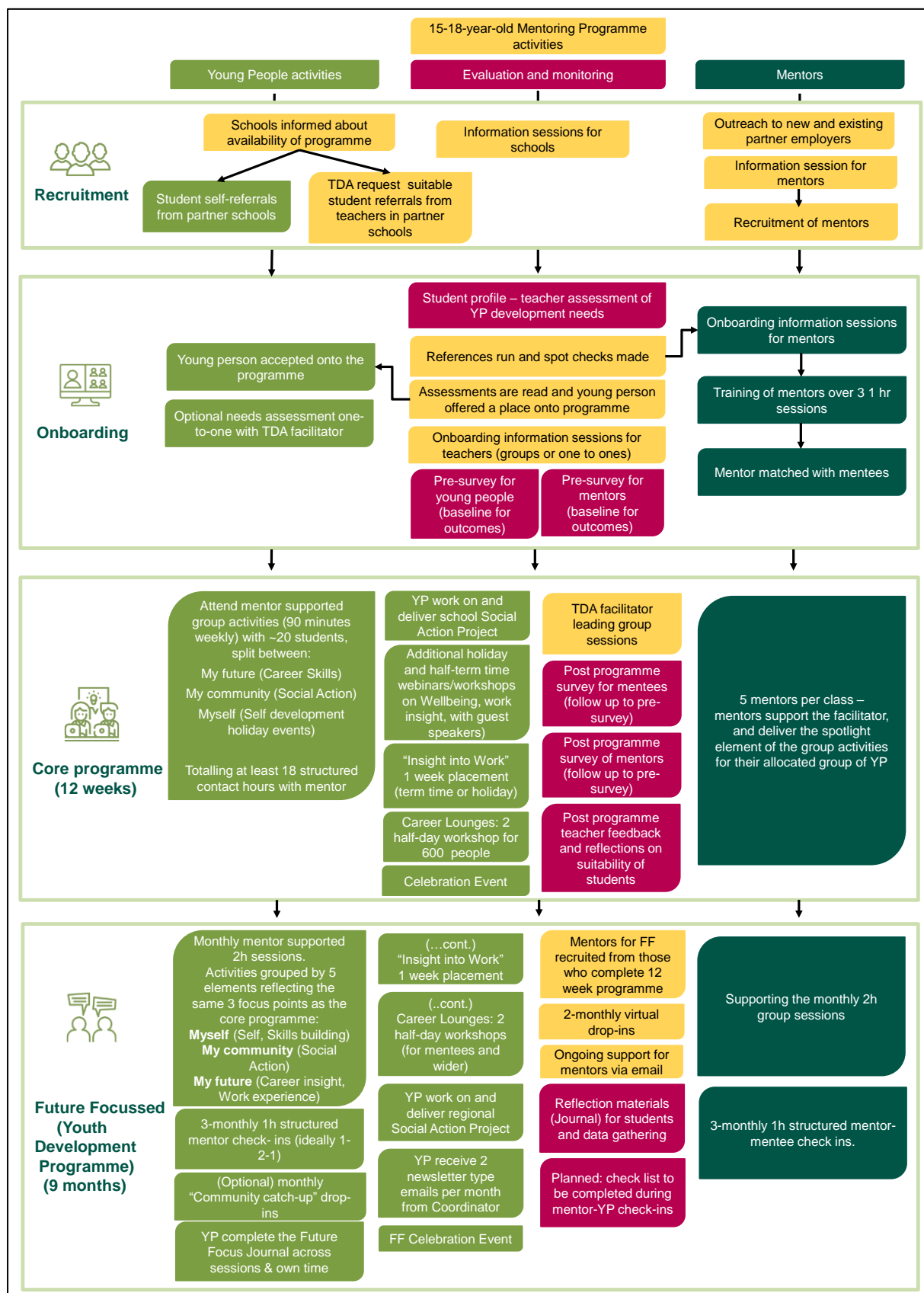
The Future Focussed programme would be completed through monthly mentor-supported two-hour sessions, and structured check-ins with a mentor lasting for one hour each (ideally one-to-one) once every three months. 'Community catch-up' drop-ins were to be delivered monthly, but attendance was to be optional. A mix of virtual and in-school sessions were expected to be flexible in response to government Covid-19 guidelines.

The activities within the programme were grouped around the same three themes as the 12-week programme: 'My Future', 'My Community', and 'Myself'.

Some activities from the 12-week programme were to be continued in the Future Focussed programme. Young people would receive sessions on wellness and careers (including writing CVs and personal statements), engage with a social action project and feedback session, and partake in a work placement, career lounges to gain insight through industry professionals, and a celebration event.

The Future Focussed programme also planned to include 'Myself' activities involving a session focussed on healthy habit challenges, a self-assessment of individuals' strengths, and a reflection session thinking about their values; and 'My Future' activities involving sessions searching and preparing for placement, and keeping a daily placement diary to reflect on their experiences.

Figure 2. TDA Mentoring Programme participant journey



Operation of the model in practice

Summary of variation to intended model

The TDA Mentoring Programme delivery model was significantly redesigned in Summer 2022 and Autumn 2022.

TDA staff revised the scope of the core programme and Future Focussed, and their approach to monitoring programme performance in July and August 2022. This included setting out aims and objectives of each element to young people at the beginning of programme sessions across the TDA Mentoring Programme.

At this time no schools in Leeds and one school in Birmingham had opted to participate in Future Focussed. The school that agreed to take part requested Future Focussed to be run as a five-month programme instead of a nine-month programme, to avoid running too far after Summer and into a key exam year (i.e. Year 11 or Year 13 when students sit their GCSEs, A-levels etc.). The weeklong work placement was also removed, as the lower number of mentors reduced the availability of work placements and school stakeholders were less willing for young people to attend a week-long placement during term time.

TDA staff further revised Future Focussed in October 2022 after the pilot school said it required sessions to be compressed further to continue participating. TDA staff reduced five of the final six Future Focussed sessions into one, full day of delivery. The day fell during the school holidays and fewer young people attended because they needed to be able to attend sessions during the break and were unable or unwilling to do so.

Separate to these two substantive design changes, TDA staff adapted the model in response to the needs of participating school staff and young people. For example, for one school, group activities were adapted to have a mechanical engineering focus, which was relevant to the studies of the young people. These adaptations to the programme were made to reflect the specific needs of different groups, in the interests of improving outcomes for these young people.

In addition to these changes the programme was delivered to a number of young people outside of the 15-18 year old age category. This was due to a TDA misunderstanding the age scope of the programme in the early stages of delivery. This issue was further exacerbated by an incomplete handover of information from outgoing staff at TDA resulting in a failure to effectively communicate the age range with incoming staff. By the time this was clarified young people had already been recruited to the Autumn 2021 programme. However, this does not account for the inclusion of out-of-scope young people in the Autumn 2022 programme, by which point the interim evaluation report had highlighted the issue of recruiting out of scope young people. As a result of this issue, data for 44 young people aged younger than 15 at the time of participation was excluded from the MI data analysis.

Of less concern, was that in-scope young people tended to be aged 15-16 with lower representation of 17- and 18-year-olds. Of the in-scope sample of 44 young people, 12

were aged 17 or 18 and 32 aged 16 or 17. This suggests that the programme was focused more towards recruiting and delivering young people aged 16 or under. Considered alongside the number of young people aged 14 or younger who participated in the programme, 17- and 18-year-olds appear to be under-represented among the programme participants.

Programme components delivered

The result of these redesigns, and other challenges explored elsewhere in this report, was that there was variation in what was delivered compared with the programme's initial design. Those components categorised as 'delivered' were present in both Leeds and Birmingham as intended in the initial design. The following components were delivered:

- Mentors onboarding;
- Spotlight element on the 12-week core programme;
- Future Focussed journal; and
- Five schools completed the core programme in each of Leeds and Birmingham. This refers to individual schools; some schools participated in programmes across multiple years.

Programme components partially delivered

Programme components that are categorised as 'partially delivered' were either delivered, but not at the scale intended, had some elements delivered, or delivered but with some variation from what was initially designed. The following components were partially delivered:

- Teachers onboarding information sessions. There was some evidence of informal, ad-hoc information provided to teachers during phone calls and emails in the onboarding process. However, there was no evidence of specific information sessions being delivered.
- Twenty young people on 12-week core programme per school. There were between two and 26 young people on the 2022 Autumn cohort of the core programme at a given time, so this was achieved in some schools but not others.
- Young people and mentor pre and post-surveys. While there was some engagement with the surveys, all received low response rates.
- Five mentors per 12-week core programme session in Leeds. Two schools in Leeds had five or more mentors per session on the 2022 Autumn cohort of the core programme. The other three participating Leeds schools had fewer than five across all sessions.
- Post- (12-week) programme teachers' feedback and reflections on suitability of young people. Teacher feedback was collected on an ad hoc basis but there was no evidence of this as a formal, standardised process.

- Careers lounges to 600 young people on 12-week programme. These were delivered during the Autumn 2021 cohort of the 12-week core programme but not at the scale intended: to 450 young people in Leeds and 65 in Birmingham. There were no careers lounges delivered to the 2022 Autumn 12-week core programme or Future Focussed groups.
- Future Focussed sessions run monthly over two-hour sessions. Future Focussed sessions were delivered but not as two hourly monthly sessions. Instead, three two-hour sessions were delivered at two-week intervals before a final, six hour session was delivered two months after the third session to the pilot school in Birmingham.
- Ongoing support for mentors via email. There was some evidence of ad hoc communications with mentors outlining logistical details about the programme, however mentors did not outline any ongoing support via email around mentoring young people.
- Social action projects on 12-week core programme and Future Focussed. Social action projects were designed on the 12-week core programme but the projects were not implemented.

Programme components not delivered

Those components categorised as ‘not delivered’ were not present in either Leeds or Birmingham. The following components were not delivered:

- Five mentors per session on 12-week programme in Birmingham.
- Optional 1-2-1 needs assessment with TDA coordinator as onboarding for 12-week programme.
- Additional holiday and half term webinars and workshops on wellbeing for 12-week programme.
- Insight into work placements.
- Work insight with guest speakers.
- Ten mentors on Future Focussed.
- Three monthly one-hour structured mentor check-ins for young people on Future Focussed.
- Young people on Future Focussed receive two newsletter type emails per month from the TDA coordinator.

Changes to evaluation approach

The changes to the TDA Mentoring Programme had implications for the evaluation.

Mid-way through delivery the programme removed activities, revised activities and reduced the duration of the Future Focussed programme. One year into the programme, TDA reduced Future Focussed to one school and one month, then cancelled the programme when the pilot school withdrew its participation. TDA did not engage its target number of

schools, young people and mentors, and collected survey and performance data from fewer young people and mentors than intended.

The programme changes and challenges impacted on the scope and scale of the evaluation which limits the evaluation in answering its research questions. Therefore, this report discusses experiences of setting up Future Focussed and excludes delivery because it was not delivered. Analysis of young people surveys and performance and management information is not possible because most of the small available evidence relates to young people not eligible for the programme – they were not aged 15-18.

The MI and survey data included in this report is drawn from the Autumn 2022 cohort of the 12-week core programme. Data from the Future Focussed programme is not included, as no in-scope young people completed Future Focussed. The Autumn 2021 12-week core programme data is not included in this report as it relates to the original programme model, which was redesigned before delivery of the 2022 Autumn 12-week core programme.

Experiences in the design and set-up of the model

Experiences in the design and set-up of the model contributed to delivery challenges.

TDA staff interviewed noted the programme was not fully designed when it launched in Autumn 2021; Future Focussed was not finalised when staff began engaging schools to take part in the programme. This meant schools approached were unaware of the session plans, timescales and participation requirements from school staff and young people after the 12-week core programme.

‘With the nine-month programme there wasn’t much of a concrete structure of how it was going to work. So, when we are going to the schools in Birmingham, for example, and when we’re having an initial meeting with them about the 12-week programme, that’s where we would also talk about the future opportunities that we have. But because the nine month...everything hadn’t been finalised. I think it was a lot harder to get them.’ – TDA Staff

Programme design and set-up was further impacted by TDA staff turnover. Several key staff left TDA during this time resulting in a loss of institutional memory of what worked in past, similar programmes and the rationale for some features of the TDA Mentoring Programme, and the relationships with local schools, employers and mentors. For example, the Birmingham coordinator left the organisation, creating an additional challenge to mentor recruitment which had to rely more heavily on new contacts. While staff worked to fill the loss of this knowledge, building new relationships with schools, employers and mentors, this undoubtedly set the Birmingham team back.

Staff turnover during set-up also contributed to delays in recruitment and programme start because new staff needed to be recruited, onboarded and to re-engaged with local schools, employers and mentors.

‘We’ve got in touch with a lot of schools and some schools out there want to take part, so we send them emails try and set up meetings, but we’d hear nothing back, so eventually it gets to a point where we can’t keep chasing them.’ – TDA Staff

Experiences of recruiting schools to the programme

The programme engaged more schools than it intended. The total number of schools engaged in the programme was 20 out of a target of 12-16 schools, although engagement varied by area, programme, and year (see Table 4. Programme completion). It was intended that the 6-8 schools who participated in the 2021 core programme would go on to engage with the Future Focussed programme.

In 2021, TDA delivery staff engaged 11 schools in the core programme, and in 2022 they engaged nine schools. No schools who took part in the 2021 core programme went on to participate in the Future Focussed programme. School engagement was generally higher in Leeds with a total of 10 schools engaged, compared to in Birmingham where seven schools were engaged across the whole programme. Schools in Birmingham and Leeds were located in a mix of urban and rural areas, with Leeds tending more towards the latter with schools drawn from across West and North Yorkshire. One SEN school was included in both the 2021 and 2022 Autumn 12-week core programmes.

Most schools who took part in the 2021 core programme completed the programme, with only one school dropping out to delay their participation until Spring 2022. In the 2022 Autumn core programme, four schools (two in Leeds and two in Birmingham) dropped out after delivery had begun. A school dropped out because no teacher was available to support or host TDA. Another school dropped out because the classroom available for sessions was not suitable for the visual impairment of the TDA coordinator. One school in each area was excluded from the evaluation because they were delivering to a year nine group and therefore students were out of scope (aged 13-14 years). This includes one school in Birmingham who delivered the re-designed Future Focussed programme.

All the remaining schools in Leeds delivered all 12 sessions of the core programme, while the Birmingham schools partially delivered the programme: one school delivered seven sessions, and two delivered eight.

Table 4. Programme completion

		CORE PROGRAMME 2021			FUTURE FOCUSSED PROGRAMME 2021			CORE PROGRAMME 2022		
		SCHOOLS	YOUNG PEOPLE	MENTOR	SCHOOLS	YOUNG PEOPLE	MENTOR	SCHOOLS	YOUNG PEOPLE	MENTOR
LEEDS	TARGET	3-4	80	20	3-4	20	20	3-4	80	20
	STARTED	6	93	18	0	0	0	6	97	9
	COMPLETED	6	79 (85%)	-	0	0	-	4	63 (65%)	-
BIRMINGHAM	TARGET	3-4	80	20	3-4	20	20	3-4	80	20
	STARTED	5	84	7	0	0	0	3	35	0
	COMPLETED	4	46 (55%)	-	0	0	-	3	0	-
TOTAL	TARGET	6-8	160	40	6-8	40	40	6-8	160	40
	STARTED	11	177	25	0	0	0	9	132	9
	COMPLETED	10	125 (71%)	-	0	0	-	7	63 (48%)	-

Core programme successes

The successes of the programme in engaging the intended number of schools was due to the personal approach taken to recruiting and communicating with schools. TDA staff used their established relationships with schools to garner interest in the core programme and ultimately recruit schools to take part.

'I did a lot of like calling around all the different school in West Midlands over the Summer and colleges because we wanted to make it, you know, diverse and inclusive as possible.'

-TDA Staff

TDA staff worked collaboratively to support recruitment by sharing the details of their contacts on a centrally stored data file so colleagues could leverage the networks of staff for recruitment. They also influenced previous programme participants to help make connections. For example, one former school lead passed the TDA contact details on to

other schools in the area as they had a positive experience working with TDA. The focus of recruitment was primarily on keeping in contact with schools from previous cohorts, aiming to build rapport with the schools who may be keen to continue.

The programme also aimed to engage with new schools. Where relationships were not already developed with schools, TDA staff would reach out to new schools and explain the process for participating in the programme. When this involved cold calling, the calls were made from personal contacts to encourage people to answer. The personal approach helped TDA build new relationships; one school staff member reported that they felt that the contact person at TDA was good at building communications and was reliable, leading them to have a good working relationship.

Various materials were used by TDA staff to support them in recruiting schools. After an initial call with the school, TDA would share promotional materials and give details of programme delivery. Promotional materials such as videos and testimonies about the programme and TDA were especially useful to provide to schools who may have heard about other programmes delivered by TDA but had not heard of the TDA Mentoring Programme.

School staff reported being interested in the programme because of its focus on wellbeing and careers which linked to the specific aspects or aims of their role (e.g. wellbeing lead, careers leader).

School staff also reported that they were motivated to deliver the programme within their school because of the group of young people it was targeting and the activities it offered in terms of social action and employability. A staff member indicated that the group that the programme aimed to engage were 'not on anyone's radar' because 'higher challenge' students usually took up school staff time, and so it would be beneficial to introduce a programme which supported this group.

'The fact that this programme gave a good proportion of students that first hand, meaningful interaction with employers and work places [motivated the school to participate in the programme].' – School staff

School staff were also motivated to take part in the programme because they believed young people would benefit from developing their employability and communication, engaging in activities focussed on making a difference to their community, and building connections with local businesses.

Future Focussed programme successes

During the 2021 Autumn 12-week programme, five schools were considered for delivering the Future Focussed programme; two in Leeds and three in Birmingham. One school in each Birmingham and Leeds was chosen. The Leeds school was selected based on its proximity to a station which was essential as the TDA coordinator did not drive.

Ultimately, the Leeds school chose not to proceed with their participation in Future

Focussed due to the challenges of facilitating the programme during an exam year. However, that five schools were actively interested in participating in the follow on suggests there is appetite among schools for a programme of aftercare that runs beyond the 12 weeks of the core programme.

Core programme challenges

The programme was delivered in the context of the COVID-19 pandemic and pressures in the education sector. Schools were experiencing budget cuts and strikes which posed challenges for recruitment to the programme because of the impact on conflicting priorities and communications with schools. School recruitment was also challenged by targeting young people in an exam year, unclear Future Focussed offer and timings, and TDA staff turnover.

In Autumn 2021, schools were hesitant to engage with the core programme as they were concentrating on students catching up following the disruption of the pandemic on their learning. There was also evidence of a greater focus on supporting student mental wellbeing, so the employability nature of the programme made it less of a priority for schools.

‘Schools are trying to catch up on what they’ve missed, so we’re not a priority.’

– TDA staff

The demands on school staff because of pressures on the wider education sector impacted communications with TDA. Teachers faced a number of competing priorities, and the programme was often not a primary activity. Teachers were reportedly slow to respond to emails from TDA, there were delays in providing specific dates and some schools that had agreed to participate did not ultimately have the staffing to host sessions, which impacted programme delivery. These issues became more acute at certain times of year, such as during Ofsted inspections or at the start of the school year. TDA staff learnt it was best to avoid asking too much of schools at these times, but as a result, it was sometimes difficult to get an answer from schools about specific issues, causing delays to recruitment and onboarding in some cases.

‘Another thing we’ve had to battle with was mock exams for the year 11s. When I sent them the original timetable of sessions schools OK-ed it and then when we turned up to the school a few times they told us we’re sorry but they’re in a mock exam. They only let me know at ten past nine and the session started at nine thirty. So, for next time we have to make sure we have access to an exam timetable so we can work around it.’ – TDA Staff

Another challenge in communicating with schools was when the school lead changed or moved on. When a teacher left the school it was difficult for TDA staff to maintain engagement. In some cases, this led to TDA failing to get any response from the school if the teacher left at the point of recruitment. Ensuring multiple points of contact within

schools from an early stage and keeping in touch regularly so that a handover can be facilitated if a teacher does leave would help mitigate these issues. Face-to-face engagement was often needed to progress recruitment and there was a need to ensure buy-in from senior staff to prevent delays caused by changes to school personnel and keep momentum.

School staff were also hesitant to take part in the programme because of the nature of the group of young people that the programme aimed to target. The age group of 15–18-year-olds meant engaging young people who were in year 11 which is a crucial exam year and school staff believed the programme may distract young people from exams. Finding a suitable time to deliver the programme was also a key barrier relating to the need for young people in this age group to attend lessons. For this reason, many schools did not want to take part because they were reluctant to let students miss important teaching, revision, and exam preparation sessions. It was also difficult to find times to deliver programme sessions which did not conflict with exams.

School staff were especially hesitant to allow young people who were at-risk of low attainment or falling out of education to take part, which the programme was trying to target. The group of young people who most needed to be in lessons were the same group who would benefit from the TDA Mentoring Programme.

‘Going forward, I won’t pick the ones who are extremely high risk or vulnerable, simply because I don’t think the Princess Diana awards is right for them. I think you need those (students) in the middle, so not the very high achieving students that know exactly what they want to do. The ones in the middle, they are under the radar, don’t pose any massive issues so are not on anyone’s radar, but could do with some confidence boosting, a little bit of experience outside the classroom and working with people they usually work with.’

– School staff

To mitigate school staff concerns about young people missing classes, TDA staff tried to deliver sessions during school break times or holidays. However, this impacted attendance as young people were less likely to participate in the holidays or in their own time.

The age group being targeted also meant that many young people moved on from the school after year 11 before the programme finished. This caused issues for the Future Focussed programme which was intended to be delivered for nine months after the 12-week core programme. To overcome this challenge some schools agreed to deliver the programme for a reduced length of time, with one ultimately going on to deliver an amended version of the programme, and would begin when students were in year 10. Although this led to more successful engagement with schools it meant that some of the young people involved were out of scope for the programme because they were 14 years old.

After recruiting the schools, engagement was maintained through regular communication with schools and opportunity to review programme progress. Some TDA staff reported having debriefs with the school lead after every session which they felt were 'very positive'. Formal meetings with schools also took place which supported the programme team to have a consistent approach across the programme, helped teachers be more aware of who TDA were, and allow TDA to build relationships with other staff members who were involved. This helped with programme continuity in the event of the lead teacher being unavailable.

Future focussed challenges

The intended approach for recruiting schools to the Future Focussed programme was to have the TDA staff member leading on Future Focussed join sessions five and 11 of the core programme to speak about the Future Focussed programme. This would have allowed young people and schools to be familiar with the programme and coordinators before deciding to continue with the programme. In practice this happened inconsistently, largely due to the Future Focussed lead being located in London and not driving suggesting that leads need to be mobile if they work across a large geographic area. Coupled with challenges communicating with local teams and the Future Focussed lead, opportunities to join sessions and discuss Future Focussed were not always taken.

'My communication with them [Birmingham TDA coordinators] has been so staggered and difficult and that I don't have a full insight there at all really.'

TDA Staff

The challenges of recruiting schools to a programme aimed at young people in year 10 and 11 were also a barrier for the Future Focussed programme. One TDA staff member emphasised that most schools who declined to take part did so because of their reluctance to allow year 11 students to miss lessons. Those who did agree to participate requested changes to the programme to ensure it either did not include year 11 students or limited delivery to those young people.

'The young people have to be 15 when they start the programme, which means that it's the end of year 10, going into year 11...and that's the point where you can't touch them...schools have been apprehensive because of that exact thing'

– TDA staff

The two-hour Future Focussed session duration was difficult for schools to accommodate because of conflicts and other priorities in school timetables. The length of the programme also meant it continued following the end of term which made it difficult to retain engagement. A shorter programme or condensed sessions may have been easier to integrate with school timetables and young people's commitments.

Communication with schools was also an issue for the Future Focussed programme, especially in Birmingham because the school lead was also a teacher. This dual role meant

the individual had conflicting priorities that limited their engagement with the programme. Whereas in Leeds, the school lead was a pastoral member of staff so was more responsive and available.

‘One of them is a classroom teacher has a subject and this is an extra thing that they’re doing. The other one is pastoral lead and so therefore access to them is very different...some have those dedicated members of staff as pastoral who can... get things moving a lot quicker’ – TDA staff

Suggestions for refinement

In future, it is worth considering the following refinements for school recruitment:

- Ensure there are multiple points of contact within schools from an early stage. After a school expresses interest in delivering the programme, TDA staff should arrange to meet with the point of contact as well as other staff who may be involved in supporting the programme or delivery (such as welfare staff or teaching assistants) and a member of senior leadership to ensure there is widespread buy-in. It is also important keep in touch regularly through both email and face-to-face contact to keep a school engaged and so that a handover can be facilitated if a contact does leave the school.
- Consider running either a shorter Future Focussed programme or a single programme that can be delivered in school term (or do not host the Future Focussed element in schools) to reduce the commitment for schools. TDA could consider utilising after-school clubs or other community groups and spaces that young people attend. It is also important to ensure there is a joined-up approach between schools, TDA and any other groups involved in delivery.
- Ensure local TDA coordinators have a more active role in promoting the entire programme, including Future Focussed. TDA staff should be given training and materials to support them in engaging with schools and there needs to be a clear and organised pathway from the local TDA coordinator who promotes the programme to the TDA staff who then arrange delivery of the programme.

Experiences of recruiting young people to the programme

TDA staff recruited fewer young people to the programme than intended. In total, 309 young people started the programme, and 188 young people attended nine or more core programme sessions (see Table 6). The aim was for 320 young people to complete the core programme (160 per programme), of which 40 would have gone on to complete the Future Focussed programme. These were the targets specified within the evaluation plan agreed with YFF.

For the 2021 core programme, 93 young people started and 79 completed the programme in Leeds, and 84 young people started and 46 completed the programme in Birmingham. For the 2022 core programme, 97 young people started and 63 completed the programme in Leeds while 35 started the programme in Birmingham but none of them completed.

Core programme successes

Young people typically heard about the programme through their teachers. A small number of young people heard about the through assemblies or leaflets and signed up themselves through self-referral or discussed with a teacher that they were interested. Young people felt comfortable taking part in the programme and reported feeling positive about beginning. Initial positivity focussed on the opportunity to improve their self-confidence and employability, as well as the chance to engage in something different to their usual lessons.

The young people who did take part in the programme reported that they believed it would help them achieve their long-term goals by equipping them with skills such as public speaking, teamwork, and confidence building. Some young people emphasised the importance to them of developing an understanding of societal issues and completing the social action project.

'I thought it would help me become a better person and be able to communicate with people a bit better and understand different pathways in terms of jobs, future and in general society.' – Young person

A very limited number of student profile forms were returned and analysed (N=35), so the conclusions that can be drawn about characteristics and eligibility for the programme are limited. Where student profile forms were received, young people typically exhibited at least one of the eligibility criteria. The student profile data showed that:

- More than a third of young people displayed low self-esteem (N=14) or were being very quiet, shy or lacking in confidence (N=13).
- Young people also exhibited poor attendance or were falling out of mainstream education (N=13), or had behavioural issues (N=12).
- School attendance based on student profile data ranged from 29% to 100% (Median=91%).

The profile forms analysed also showed that staff perceptions of young peoples' self-confidence (M=2.8 out of 4), mental wellbeing (M=3.1 out of 4), and time management and organisation skills (M=3.2 out of 4) was generally low in comparison to perceptions of other attributes such as their behaviour in school (M=3.9 out of 4), their understand of the impact of their actions (M=3.8 out of 4), and their relationships with other students (M=3.7 out of 4).

Core programme challenges

Student profile forms were completed by school staff to assess their suitability for the programme and ensure the activities met the needs of the group. However, many forms were completed by young people who did not meet the eligibility criteria, potentially due to a lack of understanding of the criteria. Only 35 returned forms were of eligible young people and were included in analysis for this evaluation.

As TDA staff in Leeds and Birmingham were unable to access the completed forms, they were not able to assess the eligibility of the young people they were delivering to in the schools and there was no evidence of optional one-to-one needs assessments with TDA coordinators taking place. One TDA staff member reflected on the fact that data protection meant they had to trust teachers' judgement about who was eligible for the programme. Although one TDA staff member did comment that everyone 'seemed eligible'.

There is no evidence of young people being referred onto the programme by teachers then being judged as ineligible by TDA staff. Eligibility criteria were not applied consistently across the programme, with lower use of the student profile form in Birmingham than in Leeds.

Of the young people who started the programme, 39 per cent did not complete the programme. Some of the reasons for young people dropping out that were reported by staff were: loss of interest, lack of understanding of the programme when they signed up, low motivation or reluctance accepting additional support, and timetable clashes.

Similar challenges were experienced recruiting young people as were for recruiting schools to the programme. The timing of the programme and the age group that it was targeting were issues for recruiting and engaging young people in year 10 and 11. Clashes with exams and other important timetabling often meant that young people were unable to attend the programme. One mentor identified the need to have the exam timetable before they planned the programme after turning up at the school for a session and being told that the young person was in an exam.

A solution was to deliver sessions during students' break times. Although this meant students did not miss out on lessons, it did impact on attendance as it was less appealing for students to attend during their own free time.

TDA staff reported that some young people with specific needs found the programme content less relevant and engaging. For example, engagement issues were reported among young people in the pupil referral unit where there was high social exclusion and antisocial behaviour so they incorporate elements of mechanical engineering, which was the schools focus, within the sessions to make it more relatable. Staff reported trying to overcome this challenge during recruitment by having one-to-one's with students before the beginning of the programme to ensure they adapted the programme to the interests and skills of students therefore making it more appealing. Although there were some issues with students engaging with one-to-one's as they did not want to open up to strangers, especially about their own mental wellbeing or other issues they were experiencing.

'With the SEN [school] I think that's more to do with having to kind of tailor the program to the school and to the needs of the students and by that I mean you really have to break it down and give them examples and explain why exercises are important.' – TDA staff

One school staff member indicated that in future they planned to pick friendship groups or ask students to express interest in attending the programme to gauge motivation as it was common for some young people not to want to attend if their friend was not and would prefer to go to lessons.

Future Focussed programme successes

The design of the Future Focussed programme specified that young people would have two weeks following the TDA session visit to sign up for the Future Focussed programme. One TDA coordinator reported that it was assumed that all the young people from the core programme would be eligible for the follow-on programme. However, due to delays with school recruitment and low engagement, recruitment of young people to Future Focussed was lower than intended.

The young people interviewed indicated that they became involved in the Future Focussed programme after being recommended it by a teacher or mentor. Young people completed a form to get onto the programme, answered questions about how the programme would help them. The young people reported that they hoped to develop skills to aide their own personal development as well as skills that would help them to improve society.

Suggestions for refinement

TDA may consider the following refinements to young people recruitment:

- The challenge of engaging young people in an exam year in a long-running and intensive programme was substantial. While the target young people may benefit from the programme, the duration across the school year and Summer and session timings during classes and mock exams limit school and young people engagement. TDA should consider the minimum dosage required to achieve intended outcomes, and alternative options for delivering that within the context of the young people's lives. For example, focus delivery to years 10 and 12, or in community settings.
- Ensure consistent application and assessment of student profile form. This is the tool for ensuring the young people engaged meet programme eligibility. Forms should be received and assessed by a TDA coordinator prior to beginning the programme, with clarity on eligibility effectively communicated and understood in advance of this.
- Motivation of the target group of young people to attend programmes such as this can be challenging especially when they are delivered during young people's own time (e.g. lunchtimes or during holidays). For example, there was some evidence that young people attended the programme to get out of lessons. One suggestion made by a teacher was to engage friendship groups as that would encourage young people to participate. However, this risks other young people failing to develop relationships with their peers outside of their friendship group, and groups of friends could cause more disruption to sessions. Including groups of friends may also reduce opportunity for participating the programme to young people who would benefit the most from doing so. TDA may consider including more team-building activities to help young people feel more comfortable with their peers in the sessions.

Experiences of recruiting mentors to the programme

The programme faced difficulties in identifying and onboarding people to become mentors for the core programme and ultimately the target number of mentors for the programme was not met.

Across the core programme (both Autumn 2021 and Autumn 2022), TDA staff recruited 34 mentors which was below the target of 40 per cohort. TDA expected 20 mentors would support the programme in each area, for a total of 40 mentors. For Future Focussed the target was 10 across both areas. Although the programme intended to have five mentors per class, because young people attendance was lower than expected, this did not pose a significant problem to programme delivery.

More mentors were engaged in schools in Leeds: 18 mentors engaged in the 2021 core programme, and nine engaged in the 2022 programme. Whereas, in Birmingham, seven mentors took part in the 2021 core programme, and no mentors took part in the 2022 programme. This was mainly due to there being fewer existing employer relationships in Birmingham because of TDA staff turnover. This caused issues delivering elements of the course that required mentor support such as the insights into work.

Core programme successes

For mentors who were onboarded, the scope and scale of the onboarding activities were viewed as proportionate and effective at supporting them to become a mentor and those who remained engaged shared positive experiences.

The opportunity to ‘give something back’ was the main motivation for taking part shared by mentors who completed the survey. Mentors demonstrated investment in understanding young people and the barriers they faced. A mentor described a ‘passion for people development’ and another reported wanting to feel a sense of achievement from inspiring young people.

Some mentors mentioned that they would have benefited from mentoring and support of the kind offered by TDA when they were younger. They felt that involvement in the programme granted them the opportunity to help young people who might be experiencing the same problems they had faced in their adolescence.

‘My main reason is to support young people and hope I can share my wisdom and learn from my mistakes and awareness. This also allows me to continue upskilling myself with public speaking and opening up conversations with new people’ – Mentor

There was also some personal appeal for mentors to develop their own skills through the programme. The findings showed they viewed it as an opportunity to develop their confidence and communication skills especially in terms of engaging with young people.

Core programme challenges

Early in programme delivery the COVID-19 pandemic challenged mentor recruitment because of pressures on businesses and continued remote working practices. The pandemic-related pressures meant businesses were reluctant to engage in a programme in which employees spent time in schools. In Leeds, this was the reason behind the largest employer that had previously engaged with TDA programmes choosing not to participate. Ongoing working from home arrangements meant there was less potential for the programme to be discussed informally within workplaces, which was seen as an effective means to ensuring greater mentor numbers from participating employers.

‘Before, we had some good key contact in larger companies like Sky and HSBC, and we would go to them and ask if they could find us five or six, mentors and they would do it. It’s a lot harder now the role has been passed on. We’ve lost five big relationships and these five companies would provide us 10+ mentors each cohort.’ – TDA Staff

Engaging with employers was essential to recruit mentors and it was evident that this was more successful for schools in Leeds than Birmingham based on the number of mentors successfully recruited through employers. There were fewer established employer and volunteer networks in Birmingham and personal relationships between TDA staff and employers were lost following staff turnover. This demonstrates the risk of overreliance on personal relationships and the need to utilise multiple avenues that support sustained engagement.

TDA also face competition with other mentoring programmes so there is a need to set the TDA programme apart or consider partnerships with other mentoring programmes that complement theirs, to leverage mentor access.

There was some evidence that communications with mentors created difficulties in recruiting and engaging mentors. After identifying potential mentors, difficulties were experienced in onboarding individuals because communications were delayed or unclear. Similarly, some mentors disengaged with the programme after their TDA contact changed because the communication channels failed. Mentors reported that they were being asked the same thing by different staff or that TDA felt ‘disjointed and a bit disorganised’.

Future Focussed programme successes

Recruitment of mentors to the Future Focussed programme was run centrally rather than through local teams. As with school recruitment, this created barriers for creating personal relationships with employers through which to engage mentors in the programme.

The mentors who did sign up to deliver the Future Focussed programme had all been involved in mentoring with TDA within the past two or three years, though this approach was not sufficient since the total number of mentors were not recruited.

TDA staff also recognised that mentors found the nine-month programme easier to fit into their schedule than the year-long programme. Although this was not mentioned during any interviews with mentors.

'I think they also found that they got something out of it themselves and they really enjoyed giving to the community and giving back to these young people and watching them grow.' – TDA staff

One mentor recalled searching for a programme to volunteer with and finding out about TDA and being motivated to participate to develop their personal and professional skills as well as feel like they were helping young people.

'I had a very bad time in school, and I left school to be home schooled. I was thinking I want to do something to help young people because I needed someone like me when I was younger to tell me things would be ok despite the struggles, so I looked online for mentoring in schools and even anti bullying schemes and The Dianna award came up.' - Mentor

Mentors who engaged with the Future Focussed programme attended a safeguarding refresher session and then an introductory session, run by the TDA coordinator, so they were aware of the structure and aims of the programme. An experience shared by one mentor was they also had a DBS check, completed an application form, and met with a member of staff from TDA; overall they said that the application process was proportionate.

Future Focussed programme challenges

The central recruitment approach and limited local knowledge of mentors from TDA coordinators that replaced TDA coordinators that left the organisation hindered mentor engagement. This meant TDA were less able to use local contacts for Future Focussed as much as in the recruitment for the core programme in Autumn 2021.

Due to these issues recruitment was handed back from a central team to local teams. The turnover within the Birmingham team posed an additional barrier as relationships with previous employees were lost. For example, the Birmingham team had only been in place since Summer 2021 and did not have local contacts to use in the same way as the Leeds team did.

TDA staff also reported that their emails often defaulted to the junk folder in external organisations and so engagement and information emails were often missed by businesses. This was exacerbated by the lack of personal relationships which may have prevented the loss or deletion of emails. To mitigate this issue with existing contacts, TDA staff began to text message mentors, wherever possible.

TDA staff reported that moving back to face-to-face delivery for the Future Focussed programme following online delivery of the core programme meant that mentors needed to be within travelling distance of schools. This made it more difficult to recruit mentors because of the additional travel and time requirements.

Suggestions for refinement

TDA may consider the following refinements to mentor recruitment:

- Employer engagement should be prioritised to a level similar to school engagement. An employer engagement strategy should be developed to ensure effective and consistent approaches are used building on existing understanding of what motivates employers to be involved. At the point when a school expresses interest in the programme, TDA should begin exploring potential employers and making contact to recruit mentors in principle. This process will enable TDA to get an understanding of the feasibility of achieving the necessary links with employers to deliver within that school prior to beginning the onboarding process. If delivery with a school falls through, the existing links with those employers could be used to support delivery in another school.
- Develop a mentor engagement strategy and clear guidelines for coordinators engaging mentors. This should include improved follow-up communication with mentors and those expressing interest in mentoring so that it is timelier, more organised and more action-oriented. TDA coordinators should provide mentors with a roadmap of the mentoring journey including clear points of contact and the expectations of mentors (for example, which sessions they will lead, how they will support activities). This will provide mentors with the necessary information to be able to plan their commitment to the programme.
- Mentors should receive adequate training and their objectives and support needs be taken on board by TDA to ensure mentors remain engaged. TDA may consider matching mentors to specific schools or groups of young people based on their employment experience, industry, or motivations (for example, specialised schools or groups with particular characteristics i.e. faith schools, SEN schools, or schools with high ESL students). Use the coordinator position in sessions to maintain and strengthen mentor engagement by including them in relevant correspondence about the programme and supporting them to be involved in the sessions.

Young people's experiences of programme activities

The programmes included a range of activities and session themes, however young people's experiences of the activities varied depending on which sessions were delivered and which they attended. The evidence also suggests that young people engaged with some activities more than others and it was perceived that certain sessions had a greater impact on young people.

Programme delivery was not uniform across all schools, mostly due to some schools not delivering the full 12 sessions included in the core programme design. In Birmingham, between seven and eight sessions were delivered: the data showed that the sessions were delivered in the order of the programme plan, meaning that the final four to five sessions were the ones that young people did not receive (see Table 6). This means young people tended to miss out on sessions focusing on finishing the social action projects, CV writing, and interview skills.

Programme attendance varied across the sessions of the 12-week programme (see

Table 5). Of particular note is the attrition seen around session eight of the programme in Birmingham. Sessions seven to nine covered the social action project, suggesting a waning of interest during this period of the programme in Birmingham.

Table 5. Session attendance of Autumn 2022 12-week programme

SESSION		1	2	3	4	5	6	7	8	9	10	11	12
BIRMINGHAM (N=35)	N	26	30	28	28	24	22	23	6	5	0	0	0
	Per cent	74	86	80	80	69	63	66	17	14	0	0	0
LEEDS (N=97)	N	79	71	69	74	76	76	73	69	63	75	73	69
	Per cent	81	73	71	76	78	78	75	71	65	77	75	71
TOTAL	N	105	101	97	102	100	98	96	75	68	75	73	69
	Per cent	80	77	73	77	76	74	73	57	52	57	55	52

Note: Session attendance data was only available for the Autumn 2022 programme.

The table below indicates the sessions which had the greatest and lowest attendance per school. Attendance was often high in the first two sessions, and then tended to vary across the programme and between schools.

Table 6. Attendance by school

SESSION	1	2	3	4	5	6	7	8	9	10	11	12
SCHOOL 1: Leeds	15	13	6	10	10	7	8	10	5	11	10	10
SCHOOL 2: Leeds	15	15	10	11	9	12	12	12	12	12	11	9
SCHOOL 3: Leeds	26	26	25	25	27	27	28	22	25	26	26	24
SCHOOL 4: Leeds	23	23	28	28	30	30	25	25	26	26	26	26
SCHOOL 5: Birmingham	3	3	4	7	2	5	4	2	0	0	0	0
SCHOOL 6: Birmingham	8	8	9	8	9	2	4	4	0	0	0	0
SCHOOL 7: Birmingham	15	15	15	13	13	15	15	0	0	0	0	0

The varied attendance of young people across the programme suggests that certain sessions were not more or less appealing to young people and instead may highlight young people's changing motivations to attend or ability to fit in attendance with other timetabled commitments.

Core programme successes

The young people interviewed were positive about their experience of the programme, and found the activities useful and fun. The initial ice-breaker session and the teamwork and communication activities were well received by young people and were seen as beneficial for helping young people identify their skills.

'They also had to do sort of ice breakers which helped with non-verbal communication. As a team putting themselves into birthday order without speaking... They had dried spaghetti and marshmallows and they had to build a structure that stood up and they had to work in teams. It was so much fun and they loved it.' - Mentor

One mentor identified that they felt the sessions focussed on developing healthy routines through making small changes and building self-awareness using the 'my true selfie' activity had a positive impact on the young people.

'I did a slide show of different reminders to help your wellbeing and be healthy and it can be small things like healthy eating, going for a run, walking instead of taking a car and little things like self-care...I think a lot of them took stuff away from that because it's those little things we take for granted.' - Mentor

Young people spoke positively about the social action project. This was seen as something different to their usual lessons, an opportunity to focus on a topic of their own choosing and share their views. During programme observations, young people could be seen engaging with the content of the sessions and ideas for how to design and develop their social action project.

'It [the social action project] gives us young people a way of share our opinions.' – Young person

The content of sessions was flexible to the needs of the group of young people. For example, in the SEN group, materials were adapted to be more engaging for people with autism by using different modes (audio, visual). For example, the healthy routine activity was changed to include pictures of clocks and rows for writing actions such as brushing teeth. The aim and effect of this was to make sessions more engaging to the group that could have otherwise struggled to engage.

Core programme challenges

Delivery of activities to the target group of pre-NEET young people led to some difficulties maintaining engagement. The route that young people came to the programme (via teacher referral or some through self-referral routes) impacted their engagement with the sessions. For example, in Leeds, one staff member discussed how some young people in the group who had been referred by a teacher were not as engaged and this impacted on the behaviour of others in the group. On the other hand, young people who opted to take part themselves were perceived as being more motivated to engage with activities.

'Room of teenagers who were equally disengaged...Those who wanted to engage were discouraged by the attitude of their peers.' - School staff

Difficulties were also experienced because the programme aimed to engage with most at-risk groups of young people. One school staff member felt that the most at-risk or high challenge students were not suitable as they are not engaged enough to benefit from the programme. They believed it would be more effective to target young people who demonstrated less severe risky behaviours and would be more receptive to a programme such as this one.

The engagement challenges were especially prominent in particular schools such as the pupil referral unit and SEN school. However, staff reflected on adapting the programme to try and make it more engaging for young people. For example, the pupil referral unit was focussed on mechanical engineering, so the staff incorporated elements of that programme

into the sessions, to make it more relatable and get them to engage more. Similarly for the SEN school, materials were adapted to be more engaging for people with autism. One TDA staff member also identified that they undertook a SWOT analysis of each session undertaken and reviewed the session plans before each cohort to ensure they were engaging.

Some sessions and activities were less successful. The industry spotlight session where a mentor discussed their work, was viewed by one member of school staff as less interactive and 'dull' for the students as they did not engage in conversation about the industry. There were some instances of day visits in place of the week-long work placements. Where young people did visit the mentor's workplace, one mentor felt there were too many young people which made it difficult for them to interact with them all.

TDA staff and mentors reported that carrying out some activities required young people to have a certain level of existing confidence and commitment, such as delivering the project. There was evidence of some young people engaging positively with the projects and enjoyed researching and discussing topics they may not have otherwise and thinking about the impact they could have on their community.

'Mainly because the cohort we had were all lacking in confidence. It definitely built over time, and you could see them coming out of their shells. But they were also all at the age where they were taking part in exams, and they were all very run down because of exams.' - Mentor

However, seeing the projects through to the end also required a time commitment from school staff that was not always feasible. This may have an unintended negative consequence on young people who were enthusiastic about their project but were not able to deliver it. For example, young people reported expectations that they would 'learn more about the world' on the programme and thought the project would lead to delivering a speech on the topic.

'The biggest problem is that the kids want to do the Social Action Projects, but if they don't get the support from the teachers or the teachers are not on it then you know it could kind of basically fail...So now we focus on doing presentations with them, giving them practical things to do' - TDA staff

Future Focussed programme successes

The young people interviewed who were taking part in the few Future Focussed programme sessions that were delivered before the pilot school withdrew participation had a positive outlook about the programme and seemed to find the development it offered useful. They felt that in the long-term they would achieve their goals especially with regard to improving their public speaking skills and understanding of the world around them.

'I wanted to improve my skills in speaking in front of an audience and in general just learn a bit more about the global goals and how we can carry them out.' – Young person

Future Focussed programme challenges

As discussed elsewhere in this report, Future Focussed did not continue due to obstacles of delivering a 9-month programme in an exam year. For these schools, taking young people out of lessons as they approached external examinations was simply not an option, particularly among a group facing academic challenges across a nine-month period.

'The year 11s that we are targeting in particular are those who are pre-NEET, who also are the ones that need to get to a grade 4 for their own records and for their own achievements, as a school and for the young people. So, us taking them out of those classes is a detriment to them. So, I'm caught between a rock and a hard place, and I totally understand it from both sides, but it doesn't work.' – TDA staff

TDA staff reflected that the month gap between sessions of the Future Focussed programme meant that the young people had forgotten the content of the previous session and the programme lost its momentum. A model where the programme is delivered fortnightly was suggested.

'A month gap actually doesn't work well either, because if they don't have the support in school, then that momentum is gonna drop every single time.' – TDA staff

Suggestions for refinement

TDA may consider the following refinements to programme activities:

- Ensure young people referred by teachers have the option to opt out before beginning the programme. Some teachers reported that young people who were referred by teachers were less engaged throughout the programme than those who self-referred. Ensuring young people have to actively 'buy-in' to the programme from the outset could avoid this issue.
- Some sessions and activities were more beneficial and enjoyable for young people. TDA may consider scoping back the range of topics that the programme aims to cover and focus on a few things such as confidence-building, communication, and social action that received the strongest engagement from young people. It may be effective to co-produce the programme design with schools, mentors, and young people to ensure it is engaging and deliverable.

- Offer more time or structured support to the social action element of the project, to ensure more young people are able to fully engage with this element and see it through to delivery. The projects could be introduced earlier on in the programme and progressed throughout the sessions alongside other activities. School staff could therefore be made aware of the projects being undertaken earlier in the programme and plan to support them following the end of the programme.

Mentor experiences of programme activities

Core programme successes

Mentors reported supporting with delivery of a variety of sessions and were involved in session planning along with the TDA coordinator. The first session involved doing ice-breaker activities and games. Later sessions supported young people to develop skills and understanding of careers through providing CV and interview guidance and speaking about their own experiences of careers and entering different industries. Options for young people in terms of further education or training were also discussed and mentors helped young people identify their strengths, weaknesses, and goals. Mentors also helped young people with their social action projects such as by being an audience for young people to present to.

'I think the sessions really gave them hope and motivated them and you could see that from the feedback. I think one thing they really enjoyed because we made it fun was about the CVs and the interviews because it's a different world isn't it. You don't have to interview to get into school.' – Mentor

Mentors were often positive about the sessions they attended and reported enjoying the opportunity to engage with and support young people. Mentors felt able to contribute to the sessions by sharing their experiences of careers as well as personal experiences of mental health and difficulties at school.

The support needs of participants led some mentors to make changes to sessions such as focusing more on mental health and wellbeing because of self-esteem issues within the group of young people. Mentors also described adapting their approach and the language or tone they used depending on the group of young people and how engaged they were.

'I've seen it with them, I even had one of the students say to me that their goal was to have better mental health. I can see where they are struggling there is so much pressure at that age to know what they want to be when their older and expected to know what they want to do in exams.' – Mentor

Core programme challenges

The core programme was meant to include a work placement through the mentors to provide insight for young people. Due to barriers such as COVID-19 and scheduling issues the mentors interviewed were not able to deliver a placement; one mentor reported doing

a spotlight of their role instead where they talked about their company, what they did and who they work with, and different entry routes and transferrable skills.

It was suggested that more could be done to celebrate mentors and show appreciation for their time through demonstrations of thanks, events, or gifts.

A common reason for mentors not to fully engage with all programme activities as intended was due to competing demands on their time, and changes to session dates without enough notice to accommodate this in their calendar. The demands on mentors' time and resources differed by mode of programme delivery; online programmes delivered before the evaluation were easier to recruit and sustain engagement of mentors.

Suggestions for refinement

TDA may consider the following refinements to mentor engagement:

- Provide more demonstrations of thanks, mentor events or gifts to ensure mentors feel their involvement is celebrated and appreciated. While it is important that this comes from TDA, an opportunity for the young people to thank mentors could also be included as part of the programme possibly during the celebration event.
- Provide more support for mentors such as through travel reimbursement or time commitment and scheduling support. This may help mitigate the impacts on face-to-face engagement. Better communication and a clearer plan of session dates and commitments from the start of the programme would support this.
- Mentors who are new to mentoring may benefit from additional support beyond the training offered by TDA, especially as the programme progresses and new experiences and questions may come up. New mentors could be paired with a mentor who has more experience to provide one-to-one check-ins and advice from someone who has been through the programme before.
- Feasibility of work placements should be discussed with mentors and their employer early on in the process of engaging mentors to the programme. TDA should provide employers with an outline of the expectations and requirements (e.g., safeguarding). Alternatively, TDA could consider alternative options where work placements are not achievable that go beyond a presentation, such as virtual tours, video diaries, or role-play.

Outcomes

The following section presents the evidence that the outcomes set out in the Theory of Change were achieved for the young people and mentors. Evidence of outcomes is limited because of the smaller than intended population sample, changes to the programme, and gaps in the management information and survey data. As previously discussed, the sample of programme mentors and young people was smaller than originally intended due to difficulties with programme recruitment, engagement and eventual scaling back of the Future Focussed programme. The data collected from participating young people and mentors was also incomplete because of inconsistencies in data collection and issues with eligibility that led to a large proportion of data being excluded.

Participants

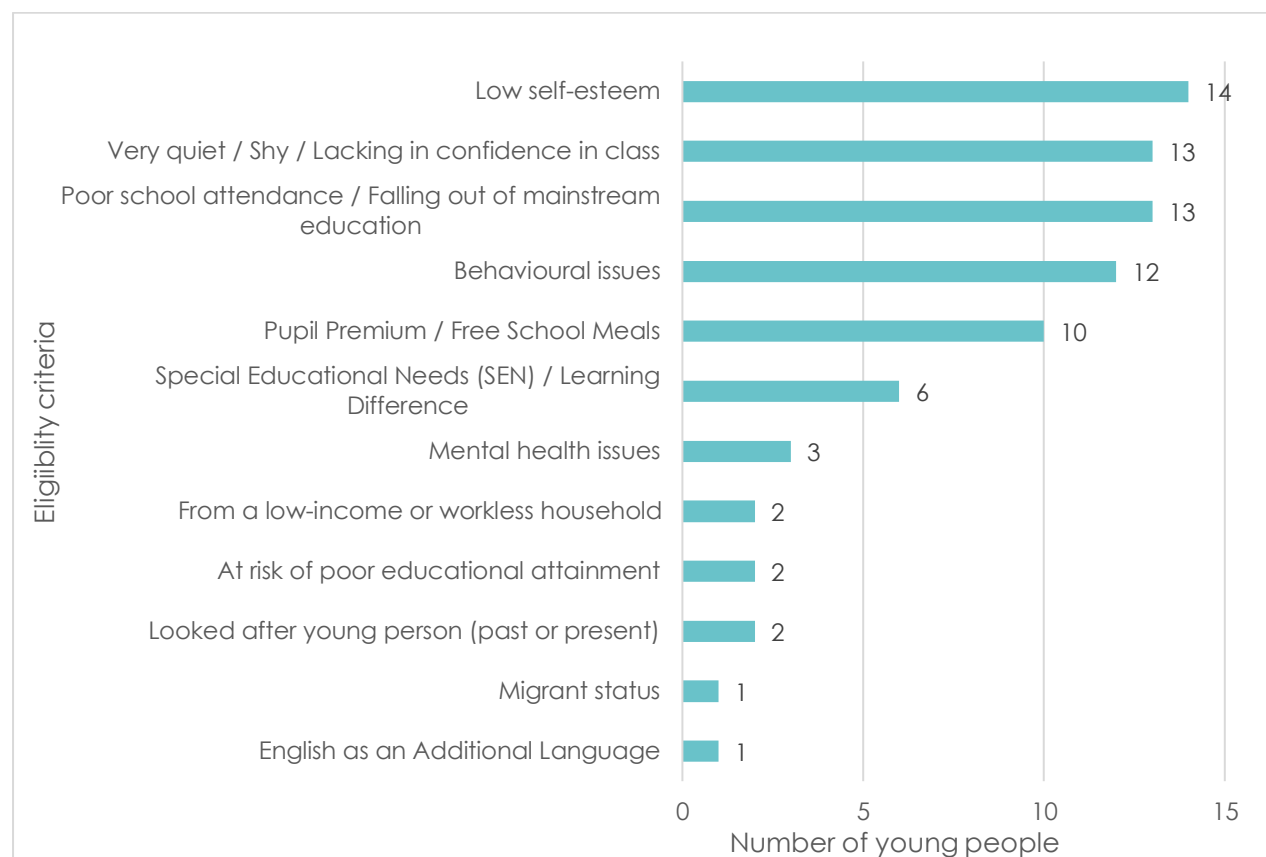
The programme aimed to target 15-18 year olds in Birmingham and Leeds who were identified as at-risk of becoming NEET. Eligibility for the programme was assessed using the student profile forms. Profile data was made available for 94 young people who took part in the programme in Autumn 2022, from a total population of 132 who participated in the programme during that period. Of these forms, data for 59 young people was excluded because it was out of scope in terms of participating in the programme before Autumn 2022 (N=14), school (N=12), or age group (N=32; see Figure 3).

The profile data from 35 young people included in analysis suggests the programme did engage with some young people meeting one or more of the criteria. The student profile forms indicate that the achieved population:

- Primarily identified as male (N=19);
- Aged 14-15 years old (including 14 year olds who turned 15 during the programme; N=32); and
- White British ethnicity (N=27).

All young people for whom profiles were available were reported to demonstrate at least one characteristic which deemed them at-risk of becoming NEET and therefore may benefit from mentoring support. Young people were most commonly identified by school staff as having low self-esteem (N=14), were very quiet, shy or lacking in confidence (N=13), or had poor attendance or at-risk of falling out of mainstream education (N=13; see Figure 4).

Figure 3. School staff perceptions of young people (based on student profile data; N=35)



Immediate outcomes

Most of the immediate outcomes have no or little evidence of progress. Where evidence does exist, this will be indicative of progress made over the core programme (rather than the full 12 months of the entire programme) because Future Focussed was not delivered to the in-scope cohort.

Evidence of young people's outcomes is derived from the interviews with young people, school staff, mentors and TDA staff. The data provided by the survey of young people who completed the core programme in Autumn 2022 was not included in the analysis because of the low response rate: survey responses were provided for 199 young people, but 167 were excluded because the school (N=92) or the young peoples' age was not within scope of the evaluation (N=75).

Fewer mentors delivered the core programme than intended, and of those, fewer completed surveys (N=19) or took part in interviews (N=4). Thus, the evidence presented here is illustrative of these few experiences.

Outcomes for young people

The immediate outcomes intended to be achieved for young people were:

- Improved self-confidence;
- Develop knowledge and skills for healthy living;

- Develop skills to make decisions about their future education/work;
- Improved knowledge of routes to FE and employment, application process which would lead to understanding importance of school for some career routes;
- Improved knowledge of expectations of a professional workplace and improved communication, time management and organisation which would lead to improved employability;
- Greater sense of social responsibility and understanding of impactful actions; and,
- Feel better heard by programme participants leading to developing positive relationships with peers/mentors, being motivated to support peers and community, and then increased peer support/engagement in social action.

There was some qualitative evidence that the programme achieved outcomes especially in terms of increasing confidence, communication skills, and developing awareness and passion around social responsibility.

Core programme

Confidence in public speaking was the most commonly identified impact by young people.

‘It’s got me out of my comfort zone. I think I’ll be able to talk to more people more confidently.’ – Young Person

Mentors and school staff also recognised a change in some students’ confidence levels following the activities.

‘I would say confidence was one of the biggest things. At the beginning they were all very nervous...at the end they were full of confidence’ – School staff

The social action project activities often had a positive impact on young people. Even though the projects were not fully delivered, mentors reflected on the range of ideas and causes students came up with for their projects, such as climate change and pollution, health, and safety. For example, young people designed projects about walking home safely at night and online safety. Although there were challenges with engaging and delivering the projects, the discussions around topics were seen as positive. There was a perception among staff that the young people enjoyed having the opportunity to discuss things that they would not normally talk about, and the mentors could see that some young people were passionate about their projects through their discussions and research.

‘Really liked it as you got kids who generally tend to think only about themselves and what’s going on in their immediate lives or their friends lives, I love the fact that you’ve got them thinking about the wider world and how it impacts other people’ - School staff

In Leeds, there was evidence of relationships between the young people and mentors developing. One mentor described if a mentor did not attend the programme for a few weeks the students were excited to see them again and ask where they were. Another TDA staff member in Leeds reported that a mentor continued mentoring young people following the programme end although it was unclear to what extent or how this was supported.

‘About halfway through the programme I could sense the mentees becoming more at ease with the mentors and becoming more confident around communicating with us. This positive change continued to the end of the program’ - Mentor

The surveys and interviews with young people explored if they had developed skills to make decisions about their future, knowledge of routes into further education and employment, and expectations of a professional workplace. However, no evidence was found for these outcomes. The impact of the programme on young peoples’ feelings of being better heard and developing positive relationships were also asked about in the survey but no evidence is presented due to the low response rate.

Evidence of young people developing skills and understanding of careers may be limited because some of the employment-related elements of the programme were not delivered as intended. For example, the workplace placement, the guest speakers, and the careers lounges, were not delivered across the programme or were only partially delivered.

A participating mentor felt they had benefited young people’s careers by giving them insight into the mentor’s career path and current place of work.

‘I felt I was able to give the students an insight into what it might be like for them to enter the workplace’ - Mentor

However, one teacher felt that the session delivered by the mentor about their work was not as engaging as other activities which may have reduced its impact:

‘Was quite a dull session because they just sat and listened, it wasn’t as interactive as the others, not as much to-ing and fro-ing of opinions’- School staff

Improved employability was not measured in the evaluation as it was out of scope within the timing of the research. There was evidence that mentors felt strongly that they had made a positive difference to the wellbeing of young people which is an outcome not identified in the model. One mentor described sharing their experiences of mental health and difficulties growing up to reassure young people, help them build routines, and feel more positive about themselves. Young people did not discuss this in interviews.

Outcomes for mentors

Mentors were expected to achieve three outcomes by the end of the programme:

- Gain recognition for participation;
- Better understanding of young peoples' needs; and
- Improved leadership and mentoring skills.

Core programme

There was some evidence of participating mentors feeling more confident with their communication and listening skills. This was especially true in relation to communicating with young people following their experiences with a disengaged group. A mentor reflected on the experiences of other mentors, and suggested some mentors had lower confidence in their mentoring skills. A suggestion shared by a mentor was for more experienced mentors to support those with less experience such as matching more and less experienced mentors to sessions.

'It was everything I expected and more. Going in you are never really sure what to expect from the young people, but seeing the changes to each and every one of them is amazing.' - Mentor

Programme assumptions

The assumptions underpinning the programme Theory of Change and the evidence captured about these assumptions are summarised below.

Table 7. Programme assumptions and summary of evidence

ASSUMPTION	SUMMARY OF EVIDENCE
MENTORS AND TDA STAFF HAVE THE SKILLS AND CAPACITY REQUIRED TO DELIVER THE PROGRAMME AS INTENDED	Assessing programme staff and mentor skills and capacity was outside the scope of the evaluation. Qualitative research with mentors suggests mentoring skills varied, and that TDA staff turnover presented challenges to programme delivery. TDA staff and mentor capacity was influenced by contextual and programme factors.
SCHOOL-BASED IN-PERSON OR ONLINE CAREER MENTORING IS APPEALING AND	School-based delivery resulted in benefits and challenges to young people's engagement. School staff helped to identify eligible young people to take part, but delivering

ACCESSIBLE TO YOUNG PEOPLE	<p>the programme in schools during exam years limited school and young people participation because school staff did not want young people to miss class or exam preparation.</p>
SCHOOLS, MENTORS, AND YOUNG PEOPLE ARE ABLE TO COMPLETE THE PROGRAMME AS INTENDED	<p>This assumption is not supported because: the programme was not delivered as intended; school engagement was lower than intended, with dropouts after high initial interest; and young people disengaging across programme elements.</p> <p>For this assumption to hold true the programme needs to be fully developed prior to schools being recruited so they know the requirements on them and their students. Developing a shorter programme would support this as the evidence suggests twelve-months is too long for this age group and unfeasible for a fully school-based programme which runs through the Summer holidays and into a new academic year.</p>
INVOLVEMENT IN THE PROGRAMME IS ENJOYABLE AND VALUED TO YOUNG PEOPLE AND MENTORS	<p>Participating mentors enjoyed mentoring because they observed positive changes in the young people they supported, they personally gained confidence in their mentoring skills, and they felt the programme gave them an opportunity to share their knowledge and skills. However, mentors would have welcomed more celebration of their involvement in the TDA Mentoring Programme.</p> <p>Young people enjoyed elements of the programme such as the teamworking activities, and they valued the opportunity to develop confidence and communication skills. Some young people found the public speaking elements less enjoyable but felt they were rewarding and beneficial.</p>
YOUNG PEOPLE ARE MOTIVATED TO IMPROVE THEIR SCHOOL/COMMUNITY THROUGH SOCIAL ACTION	<p>Young people commonly showed good engagement with the social action projects through their discussion of ideas and research. Motivation was less commonly a barrier to delivering the project compared to confidence of young people, or support from school staff.</p>

Conclusions

Programme description

The TDA Mentoring Programme is an employability and mentoring programme. It aims to help young people to improve their employment prospects by providing a range of activities relating to career skills, career insight and work experience, social action and physical and mental wellbeing. The programme targets young people aged 15-18 attending schools in Leeds and Birmingham who are at-risk of leaving education without entering education, employment or training. The programme is delivered by TDA. To help recruit young people, the organisation recruits schools in Leeds and Birmingham.

Summary of findings

The TDA Mentoring Programme delivery model was a new programme informed by programmes delivered by TDA to young people aged 11-13. Programme design and delivery was challenged by contextual and programme factors, including the COVID-19 pandemic, school strikes, TDA staff turnover, and delivering the programme in schools during exam years which limited school and young people participation because school staff did not want young people to miss class or exam preparation. Delivery was also hindered by communication issues between schools, TDA staff and mentors, and the Future Focussed programme in particular lacked clarity regarding the offer and timings which prevented effective planning. The programme was significantly redesigned in Summer 2022 and Autumn 2022, with further refinements made to adapt to the needs of schools and young people.

The programme did not operate to the scale or scope it intended, and outcomes are therefore not evidenced.

Programme model, processes and activities would benefit from further TDA consideration, summarised below.

Model design

The evidence suggests the programme model is not feasible in its current form for young people in an exam year. Given the rationale for the programme to provide employability support to an older age group that may have missed out on support, TDA staff may want to consider a shorter, more focussed programme that can feasibly be delivered during exam years. Alternatively, delivery could be focused on different age groups such as those in Year 10 or Year 12.

If the programme intends to continue with the target young people, the programme would benefit from refining and operationalising the eligibility criteria for young people's participation. The eligibility criteria are broad, were interpreted differently by school staff, and the processes to ensure eligible young people took part were not consistently applied by schools or TDA staff in Birmingham and Leeds. TDA staff should consider focussing the criteria to what they think is essential for outcomes to emerge, clarify how to communicate

this to school staff and TDA delivery staff, and ensure TDA staff understand and follow the process for collecting and checking information on young people eligibility.

Model delivery

The TDA programme had to adapt to contextual and programme factors, and to school and young people needs. This limited programme fidelity presents challenges for future impact evaluation because the programme needs to be delivered with the highest degree of consistency possible to all young people to measure outcomes and attribute these to the programme. TDA may consider delivering the programme through community settings in partnership with schools, to reduce the responsibility on schools and avoid issues with timetabling and other priorities. Programme design issues need to be finalised before any future evaluator is able to design and deliver an effective impact evaluation.

The programme faced delivery challenges related to TDA staff turnover, and changes in contacts at schools and employers the TDA had existing relationships with. This suggests TDA staff need to focus on continuity planning for programme delivery, and more and earlier planning and communications to employers and schools to engage them in the programme. More work is needed on the employer and school engagement strategies, to build and maintain relationships for young people and mentor recruitment, and ongoing programme engagement. For example, identifying multiple points of contact in schools would mitigate the risk of the one contact leaving the school to programme engagement, and strengthening the role of TDA coordinators to maintain school and mentor engagement across programme delivery. The personal approach taken to engaging schools, and face-to-face communication, supported school engagement.

Mentor engagement in face-to-face delivery would be better supported with earlier communication of the session date and location, and travel reimbursement. Informal discussions about mentoring opportunities were effective for ensuring greater mentor numbers from participating employers, however these were hindered by ongoing working from home arrangements.

Evidencing impact going forward

Considerations of what is needed to make the programme amenable to impact evaluation include:

- Define and enforce clear eligibility criteria – Impact evaluation requires a well-defined and identifiable target group, and this is particularly relevant if constructing comparators from existing datasets. Existing datasets are less likely to consistently include the broad list of characteristics the TDA programme view as eligibility criteria so if these are key for the programme purpose then a bespoke survey data collection is likely to be required for a comparison group. Defining and enforcing clear eligibility criteria would help evaluators to identify an appropriate comparison group necessary for outcome measurement.
- Define the intervention – The programme was designed to be delivered in schools, in-person then adapted to be delivered as a hybrid model, combining face-to-face and

online activities. It was also designed to last 12 months and delivered through a specific sequence of activities. This model variation has the following implications for impact evaluation:

- Scope and scale – The face-to-face element restricts the TDA more in terms of their ability to recruit the target participants across a limited number of locations. An online approach would enable the programme to scale up without significant additional resource. In turn, this would result in a large enough sample of programme participants to conduct the robust quantitative survey needed to deliver an impact evaluation. However, the value of an online approach to scaling up the programme, would need to be weighed against how well an online programme would engage young people and deliver intended outcomes.
- Defining the target audience – The school-based approach works to efficiently identify eligible young people but presents a barrier to engagement when delivered in an exam year. Changing the model to be community-based may overcome this barrier, providing an effective referral pathway and the continued engagement of young people. If this change is made, it should be specified in the eligibility criteria. Offering the programme only to year groups outside of key exams years (i.e. to young people in Years 10 and 12) is another adaption that would clearly define an eligible age group to engage with the programme.
- Clarity on outcomes and routes to impact – Further work is needed by the TDA on agreeing what programme features are essential to achieving the intended outcomes, especially given the programme scope and scale could not be delivered. Providing this clarity would enable evaluators to develop precise indicators tied to specific survey questions to measure outcomes and impact in an impact evaluation.

Crucial to demonstrating impact in the future is ensuring sufficient responses are achieved to young people and mentor surveys. Fewer survey responses mean greater changes are required to achieve statistical significance. If a result is statistically significant, that means it is unlikely to be explained solely by chance or random factors, suggesting a change is genuine. When comparing larger population groups smaller differences are more likely to be statistically significant and there is greater confidence in the reliability of these changes. Where surveys are the primary indicator for an outcome, a statistically significant change would need to be achieved to consider the outcome met. Suggestions for improving response rates to quantitative measures are:

- Identify a TDA staff member required to monitor the administration and reviewing of returned student profile, to ensure eligible young people begin the programme and to monitor the profile of participating young people.
- Introduce and complete young people and mentor surveys during the first and last sessions of the core and Future Focussed programme, and build this into the session plans. This would require TDA coordinators understanding their role in this and being

equipped to introduced and ensure completion. Paper surveys may be easier to administer for in-person sessions.

An impact evaluation requires more consistency in the profile of participants and what their involvement in the programme entails to measure outcomes, or very large numbers of participants so that different profiles and journeys could be compared against each other.

Appendices

Appendix A: Young People Topic Guide

Interview purpose and principles

This guide is for use with one-to-one interviews with young people who are taking part in the Diana Award Mentoring Programme during a Future Focussed (FF) site visit or a virtual interview after the site visit has taken place. Insight from these discussions will provide information on their:

- How is the programme being delivered and is operating?
- What short-term young people outcomes are identified as being achieved by the delivery model?
- What are the practice-based lessons from this support model to support young people at-risk of becoming NEET?

Our planned sample includes 3-5 young people at the Future Focussed site and 10 virtual interviews.

This guide is intended to be used with a mix of individuals with varying characteristics and backgrounds. As such, it does not contain pre-set questions, but rather lists the key themes and sub-themes to be explored with participants in each interview. Words or short phrases are instead used to indicate the study issues and allows the researcher to determine the formulation of questions and how to follow up. This encourages the researcher to be responsive to the situation and most crucially to the terms, concepts, language and behaviours used by the participants.

It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews but the key areas for discussion are the same.

Questioning and probing will be framed to ensure we understand participants' situations as they view them. Researchers will adapt the approach, as much as possible, to suit the needs of each participant. The prompts provided are not exhaustive, but rather indicate the types of content we would expect to be covered – this may vary across participants with different characteristics.

High priority questions are highlighted in yellow. Interviewers should ensure these questions are covered during all interviews.

Researcher introduction (c.2 mins)

- Thanks & Introduction: Introduce yourself and IFF Research – independent research agency.

- About the research and purpose of the interview: We would like to hear about your experiences of the TDA Mentoring Programme so far and what you hope to get from taking part. This research is on behalf of the Youth Futures Foundation which is involved in organising the Mentoring Programme.
- Anonymity and confidentiality: Anything you say will be treated in the strictest confidence and results will be anonymised in any report so that they cannot be linked back to you.
- How their information will be used: IFF Research operates under the strict guidelines of the Market Research Society's Code of Conduct. Only the core members of the research team will have access to any of your details. We will not pass any of your personal details on to the client or any other companies and all the information we collect will be kept in the strictest confidence and used for research purposes only.
- Right to data: You have the right to have a copy of your data, change your data, or withdraw from the research at any point. You can find out more information about your rights under the new data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like.
- Reassurances: No right or wrong answers - we are simply asking for people's views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time.
- Reassurances (if needed): We want to understand how they feel about the programme so far and what they are hoping to get from it
- Duration: 20-25 minutes
- Reminder about audio recording: the discussion will be recorded so that we can accurately capture their views, and so researchers can listen back when analysing the data. The recorder is encrypted and only the research team will have access to the recordings.

Confirm happy to proceed on this basis of recording.

Any questions/concerns?

Start recording: acknowledge consent for being recorded

Participant introduction and warm up (c. 1-2 mins)

Background on participant:

- How old are you?
- Which year group are you in?

WARM UP QUESTIONS, IF NEEDED:

- What are your favourite subjects at school? What are your least favourite subjects?
- What kinds of things do you enjoy doing outside of school?

Taking part in TDA (c. 1-2 mins)

- When did you start the Mentoring Programme – roughly what month?
- From your perspective, what is the purpose of the Mentoring Programme?
- Why you think this – e.g. facilitator/teacher/peer said it?

Explore reasons for programme participation:

- Compulsory?
 - If so, who decided they should take? How was it explained to them?
 - If not, what motivated them to participate initially? And to stay on beyond the 12-week programme?
- Did you attend every session?
 - IF NO: Why not? (clashes with core school subjects, difficulty getting transport at the time of the end of the session, etc..?)
- What would have helped you to attend every session?
- What else, if anything, prevented you from engaging with the programme as much as you would have liked to do?
- What would have helped you to engage more?

Experience of TDA Mentoring Programme (c. 5-7 mins)

- Before today, how would you describe your experience of the TDA Mentoring Programme?
- What three words would you use to describe it to a friend?
 - Good? Bad? Neither? What makes you say that?

How do you feel the programme has benefited you so far? Spontaneous, listening out for short-term programme outcomes:

- Improved wellbeing (e.g. self-confidence, knowledge and skills for health living)
- Developed future work skills (e.g. knowledge of routes into work / education, expectations of a workplace, time management & organisation)
- Greater social responsibility (e.g. interest in social action, understanding of impactful actions)
- More engaged/present in school
- Better idea of what to do once finished school
- Any other ways

MODERATOR: FOR EACH BENEFIT, PROBE FOR:

- Description of examples – what does it look/sound like?

- What about the programme do you think led to this?

Recent session experience (c.5 mins)

- What were you expecting when you came to the session today?
 - What did you think it would be about?
 - What did you think the session was for? What was the point of it?
 - What were you hoping to get out of today's session?
 - Do you feel that you get what you wanted from the session?
 - What was the most helpful or interesting thing that you heard or learnt today?
- Have you attended any group check-ins with the mentor?
 - How many have you attended? Have you missed any?
 - How did you find the group check-ins?
 - What did you talk about?
 - What did you learn from them?
 - Suggestions for improvements
- Have you attended any one-to-one check-ins with the mentor?
 - How did you find the one-to-one check-ins?
 - What did you talk about?
 - What did you learn from them?
 - Suggestions for improvements

Impact of Future Focussed (c.5 mins)

- Now that the programme has ended, what do you feel you got out of taking part?
 - How do you feel this will help you after school?
 - How would you be feeling about this?
- Which programme element / elements do you feel caused you to get this from the programme?
 - IF NOTHING: What had you hoped to get from the programme? Why do you think the programme wasn't able to help you get this?
- What else, if anything, would you like to do in the programme that is not currently planned included?
 - Any specific activities?
 - Any useful subjects/ themes not covered?
- Anything else?

Wrap-up (c. 1 min)

- If a friend asked you what you get out of the sessions for this programme, what would you say to them?

Thanks, any questions, and reminder of confidentiality and anonymity. Confirm email address and name for £15 'thank you' for their time. Ask individual to complete short confirmation form, so we can ensure the 'thank you' can be easily processed. 'Thank you' generally comes in the form of an amazon E voucher and will be processed within three weeks of you speaking to us.

Appendix B: Mentor topic guide

Interview purpose and principles

This guide is for use with one-to-one and paired depth interviews with four mentors at the site of the Diana Award Mentoring Programme during a Future Focussed and 12-week core programme site visit. Insight from these discussions will provide information on:

- How is the programme being delivered and operated?
- What short-term young people outcomes are identified as being achieved by the delivery model?
- What are the practice-based lessons from this support model to support young people at-risk of becoming NEET?
- What are the broader policy and practice lessons about what works to support young people at-risk of becoming NEET?

Our planned sample includes two mentors at the Future Focussed site (dependant on the number of mentors that are attached to the site) and two at the 12-week core programme site.

This guide is intended to be used with a mix of individuals with varying characteristics and backgrounds. As such, it does not contain pre-set questions, but rather lists the key themes and sub-themes to be explored with participants in each interview. Words or short phrases are instead used to indicate the study issues and allows the researcher to determine the formulation of questions and how to follow up. This encourages the researcher to be responsive to the situation and most crucially to the terms, concepts, language and behaviours used by the participants.

It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which

issues are addressed and the amount of time spent on different themes will vary between interviews but the key areas for discussion are the same.

Questioning and probing will be framed to ensure we understand participants' situations as they view them. Researchers will adapt the approach, as much as possible, to suit the needs of each participant. The prompts provided are not exhaustive, but rather indicate the types of content we would expect to be covered – this may vary across participants with different characteristics.

Throughout this guide questions are titled low priority or highlighted yellow for high priority. Questions that are low priority should only be asked if there is sufficient time during interviews. Given the likely time limitations on interviews during sight visits, it is expected interviews will primarily cover the high priority questions only.

Researcher checklist:

Re-read the previous interview with the participant and identify views to check whether/how they've changed

Bring your DBS certificate and identification

Note key session information

- LOCATION:
- TIME AND DATE:
- PERSON OF CONTACT:
- CONTACT DETAILS
- INSTRUCTIONS ON ARRIVAL:

N.B. Please remember to bring your DBS certificate.

Researcher introduction (c.2 mins)

Thanks & Introduction: Introduce yourself and IFF Research – independent research agency

- About the client: Youth Futures Foundation, independent not-for-profit organisation established in December 2019 to improve employment outcomes for young people from marginalised backgrounds. Funder of TDA Mentoring Programme.
- About the research and purpose of the interview: YFF feel TDA has a promising and interesting delivery model and wants to understand it better. Today's interview will focus on details of your experience as a mentor on the 12-week mentoring programme / Future Focussed programme for 15-18 year olds.
- Anonymity and confidentiality: Anything you say will be treated in the strictest confidence and results will be anonymised in any report so that they cannot be linked back to you.
- How their information will be used: IFF Research operates under the strict guidelines of the Market Research Society's Code of Conduct. Only the core members of the research team will have access to any of your details. We will not pass any of your personal details on to the client or any other companies and all the information we collect will be kept in the strictest confidence and used for research purposes only.
- Right to data: You have the right to have a copy of your data, change your data, or withdraw from the research at any point. You can find out more information about your rights under the new data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like.
- Reassurances: No right or wrong answers - we are simply asking for people's views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time.

- Reassurances (if needed): We want to help them learn what is going well and opportunities for development and we will work together across the evaluation to answer our evaluation questions with minimal burden to them.
- Duration: 30 minutes
- Reminder about audio recording: the discussion will be recorded so that we can accurately capture their views, and so researchers can listen back when analysing the data. The recorder is encrypted and only the research team will have access to the recordings.

Confirm happy to proceed on this basis of recording.

Any questions/concerns?

Start recording: acknowledge consent for being recorded

Participant introduction (c. 2 mins)

If mentor not previously interviewed:

- Professional role and responsibilities
- Organisation; sector it is in
- Their role (including length of time in role)

Recruitment and onboarding (c. 2-5 mins)

Ask mentors on the 12-week core programme only:

Explore how they became involved with the programme

- When and how they first became aware of the programme
 - Through employer; colleague; TDA directly
- What they were told about it
- What did they think when they first heard about the programme?
 - Appealing
 - Questions / concerns
- Whether been involved in anything similar previously
 - With TDA / another organisation
- Length of time as a mentor
 - With TDA
 - With any other organisation
- Ages of previous mentees
- Discuss application process
 - Qualifying criteria

- Ease of application completion
- Any challenges
- Any improvements suggested
- Any challenges to becoming a mentor on the programme? *For any mentioned, discuss:*
 - Scale of challenge e.g. burden to them, implications for their engagement
 - Employer support / any obstacles from employer
- What arrangements have been made with employer for them to participate in the programme?
- What suggestions do you have for what could make this an easier process for future mentees?

If we have not spoken to interviewee before:

- Explore their motivation for becoming a mentor
 - Recognition from their employer
 - Personal development
 - Improved leadership skills
 - Other personal/professional development

Ask mentors on the 12-week core programme only:

- Explore training and/or on-boarding they received to become a mentor
 - Whether had an initial assessment of their training or skills needs
 - What did this involve
 - Ease of completing it
- Details of any training they received to become mentors
 - Duration
 - Mode
 - Topics covered
 - Skills gained
 - How appropriate training was for them
 - How well prepared for mentoring they were as a result
 - Any particular strengths
 - Any suggested improvements
 - Any training they did not attend? If so, which ones and did they/were they prompted to catch up another way?

- Explore ongoing support, training or resources they were offered during programme delivery
 - Additional training for Future Focussed sessions
 - Duration
 - Mode
 - Topics covered
 - Skills gained
 - Their overall assessment of ongoing support
 - Any particular strengths
 - Any suggested improvements

Core programme (12 weeks) (c.10 mins)

Ask mentors on the 12-week core programme only:

- Overall, how is the 12-week core programme going so far?
 - Highs
 - Lows
 - Suggestions
- Explore the mentor involvement in class

Interviewer note- the design is for 5 mentors per class, delivering the spotlight element of the group activities for their allocated group of YP

- Number of other mentors there
 - What is your role in the sessions?
 - Describe an example where you felt your involvement was particularly helpful to the students
 - Describe an example where you felt less involved in the programme
 - Suggestions for improving mentor role in the programme
- How has taking part in the programme impacted you? *For each example, explore:*
 - Description of the impact
 - Importance to them
 - What about the programme features brought it about
 - Suggestions for helping other mentors benefit in that way

For reference – mentor short outcomes:

Gain recognition for participation

Better understand young people needs

Improved leadership and mentoring skills

Feel they benefitted young people careers

- Explore young people engagement with the core programme
 - Attendance and drop-outs
 - Successes
 - Challenges
 - Steps to overcome challenges
- How, if at all, have students' attitudes or engagement outside of the programme sessions changed since participating in the 12-week?
- What was this impact?
 - Improved young people confidence
 - Improved young people knowledge about expectations of professional workplace
 - Improved young people knowledge about routes into FE and employment
 - Develop skills to make decisions about their future education / work
 - Improved communication, time management and organisation
 - Greater sense of social responsibility
 - Motivated to support peers and community
- For which students was this impact more or less visible?
 - Circumstances (e.g. socio-economic background, family situation)
 - Demographics
 - Educational attainment
 - Young people Engagement / attendance
 - Other
- Which programme elements do they feel have had the biggest impact on young people to date?
 - Particular sessions?
 - Overall features of the programme?
 - Mentor involvement?
 - Facilitator involvement?

Future focussed (c.10-15 mins)

Ask mentors on the FF programme only

- Overall, how is the 12-week core programme going so far?
 - Highs
 - Lows
 - Suggestions
- Explore the mentor involvement in the programme

Interviewer note- the design is for 5 per class, delivering the spotlight element of the group activities for their allocated group of YP

- Number of other mentors involved
- What is your role in the programme?
- Describe an example where you felt your involvement was particularly helpful to the students
- Describe an example where you felt less involved in the programme
- Suggestions for improving mentor role in the programme
- Explore two monthly virtual drop-ins
 - How many have taken place to date
 - YP engagement with these drop-ins
 - Challenges with the virtual drop-ins
 - Successes of virtual drop-ins
 - Suggestions for improving the usefulness of these sessions for YP
- How has taking part in the programme impacted you? *For each example, explore:*
 - Description of the impact
 - Importance to them
 - What about the programme features brought it about
 - Suggestions for helping other mentors benefit in that way

For reference – mentor short outcomes:

Gain recognition for participation

Better understand young people needs

Improved leadership and mentoring skills

Feel they benefitted young people careers

- How has initial participant engagement with the Future Focussed programme been?
 - Any dropouts?

- Any participants missing sessions?
- What has worked for keeping participants engaged in Future Focussed?
 - Any challenges to date?
- How, if at all, have students' attitudes or engagement outside of the programme sessions changed since FF?
- What was this impact?
 - Improved young people confidence
 - Improved young people knowledge about expectations of professional workplace
 - Improved young people knowledge about routes into FE and employment
 - Develop skills to make decisions about their future education / work
 - Improved communication, time management and organisation
 - Greater sense of social responsibility
 - Motivated to support peers and community
- For which students was this impact more or less visible?
 - Circumstances (e.g. socio-economic background, family situation)
 - Demographics
 - Educational attainment
 - YP Engagement / attendance
 - Other

Final comments and wrap-up (c. 2 mins)

Ask all

- What is one thing you would do differently with the programme if you could go back in time?

Thanks, any questions, and reminder of confidentiality and anonymity

Appendix C: School Lead topic guide

Interview purpose and principles

This guide is for use with one-to-one and paired depth interviews with 4-6 school staff (e.g. teachers of pupils in programme, or staff with pastoral role in the school) at the site of the Diana Award Mentoring Programme during the Deep Dive 3. Interviewees will include school leads from both the Autumn cohort of the 12-week core programme and the Future Focussed school. Insight from these discussions will provide information on:

- How is the programme being delivered and operated?
- What short-term young people outcomes are identified as being achieved by the delivery model?
- What are the practice-based lessons from this support model to support young people at-risk of becoming NEET?
- What are the broader policy and practice lessons about what works to support young people at-risk of becoming NEET?

This guide is intended to be used with a mix of individuals with varying characteristics and backgrounds. As such, it does not contain pre-set questions, but rather lists the key themes and sub-themes to be explored with participants in each interview. Words or short phrases are instead used to indicate the study issues and allows the researcher to determine the formulation of questions and how to follow up. This encourages the researcher to be responsive to the situation and most crucially to the terms, concepts, language and behaviours used by the participants.

It does not include follow-up questions like ‘why’, ‘when’, ‘how’, etc. as participants’ contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews but the key areas for discussion are the same.

Questioning and probing will be framed to ensure we understand participants’ situations as they view them. Researchers will adapt the approach, as much as possible, to suit the needs of each participant. The prompts provided are not exhaustive, but rather indicate the types of content we would expect to be covered – this may vary across participants with different characteristics.

Throughout this guide questions are titled low priority or highlighted yellow for high priority. Questions that are low priority should only be asked if there is sufficient time during interviews. Given the likely time limitations on interviews during sight visits, it is expected interviews will primarily cover the high priority questions only.

Researcher checklist:

Re-read the previous interview with the participant and identify views to check whether/how they’ve changed

Bring your DBS certificate and identification

Note key session information

- LOCATION:
- TIME AND DATE:
- PERSON OF CONTACT:
- CONTACT DETAILS
- INSTRUCTIONS ON ARRIVAL:

Researcher introduction (c.2 mins)

- Thanks & Introduction: Introduce yourself and IFF Research – independent research agency
- About the client: Youth Futures Foundation, independent not-for-profit organisation established in December 2019 to improve employment outcomes for young people from marginalised backgrounds. Funder of TDA Mentoring Programme.
- About the research and purpose of the interview: YFF feel TDA has a promising and interesting delivery model and wants to understand it better. Today's interview will focus on details of delivery and impact of the 12-week core programme / Future Focussed programme for 15-18 year olds, and your experience of this as a participating school / class.
- Anonymity and confidentiality: Anything you say will be treated in the strictest confidence and results will be anonymised in any report so that they cannot be linked back to you.
- How their information will be used: IFF Research operates under the strict guidelines of the Market Research Society's Code of Conduct. Only the core members of the research team will have access to any of your details. We will not pass any of your personal details on to the client or any other companies and all the information we collect will be kept in the strictest confidence and used for research purposes only.
- Right to data: You have the right to have a copy of your data, change your data, or withdraw from the research at any point. You can find out more information about your rights under the new data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like.
- Reassurances: No right or wrong answers - we are simply asking for people's views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time.
- Reassurances (if needed): We want to help them learn what is going well and opportunities for development and we will work together across the evaluation to answer our evaluation questions with minimal burden to them.

- Duration: 30 minutes
- Reminder about audio recording: the discussion will be recorded so that we can accurately capture their views, and so researchers can listen back when analysing the data. The recorder is encrypted and only the research team will have access to the recordings.

Confirm happy to proceed on this basis of recording.

Any questions/concerns?

Start recording: acknowledge consent for being recorded

Participant introduction (c. 2-5 mins)

- Role and responsibilities with school and for the TDA programme.
 - Responsibilities
 - At school
 - For the TDA programme

Interviewer note: only cover with 12-week core programme school leads

Note to interviewer: it might be more useful to talk about the class (C3) than the school (C2), depending on the role of the interviewee (e.g. if they are a teacher of the participating class)

- Overview of school
 - Whether participated in a TDA programme before
 - Number of pupils
 - Ages of students
 - Communities served / demographics
 - Any particular challenges the school faces in serving the needs of its students (e.g. pastoral issues, educational attainment, issues emerging from the community it serves)
- Overview of class
 - Number of pupils
 - Age of students
 - Needs of students / demographics
 - Any particular challenges faced serving the needs of the students in the class (e.g. pastoral issues, educational attainment, issues emerging from the community it serves)

Recruitment and onboarding (c.10 mins)

Interviewer note: only cover with 12-week core programme school leads

- Explore how their school became involved with the programme

- How did they first hear about it
 - What was said to them about the programme
 - What benefits were emphasised
 - Particular elements outlined
- What appealed about this offering
 - Any comms materials shared?
- Application process
 - Qualifying criteria
 - Ease of applying
 - Any way this could be improved
 - Particular strengths of the application process
- Involved in any similar schemes (now or previously)
 - As a school / class
 - With TDA
 - With any other organisation
 - As an individual
 - With TDA
 - With any other organisation
- How did they personally become involved
 - Volunteer?
 - A natural part of their role?
- First impressions
 - What appealed
 - Any concerns
- Explore motivation for school's involvement in programme
 - Improved educational outcomes for their students
 - Personal benefits to their students
 - Improved overall performance of school
 - Other
- What about TDA's outreach was particularly effective at motivating you to participate?
- What do you suggest should be done differently in recruiting schools?

- Once the school's participation in the programme was confirmed, how did you find the 'onboarding' process in preparation for the start of the sessions?
- Explore communication and relationship building by TDA
 - Content of communication
 - Frequency
 - Mode (email, telephone, F-2-F)
- Explore notice and preparation for sessions
 - How far in advance were session dates established?
- Explore whether any preparation materials or information was shared
- Explore flexibility of the programme to fit the school's needs
 - Timing of sessions?
 - Programme content?
 - Other?

Core programme (12 weeks) (c. 20-25 mins)

Interviewer note: only cover with 12-week core programme school leads

- How many of their students (mentees) are currently involved with the programme?
- How does this compare to their targets / expectations at sign up for the 12-week programme? Reasons
 - IF APPLICABLE: How does this compare to numbers on previous 12-week programme or Future Focussed? Reasons
 - Any drop outs? Reasons, trends
- How were the students chosen
 - Selected by teacher?
 - Based on what criteria?
 - Were students able to opt in or was it compulsory?
- Experience of filling out student profile forms
 - Were they the one who completed the student profile forms
 - Ease of completion
 - Communication and support from TDA around completing and submitting them
 - What information were they based off? How was that information established?
- Explore their initial understanding of the 12-week core programme

- Aims for the core programme
- What does the programme involve
- What initial questions did you have for TDA? Were these answered in a satisfactory way?
 - Any concerns
- Explore how programme sessions have been built into young people timetable
 - How is a time selected for the sessions to be hosted
 - Are there some time slots that are protected by the school? Some that are available for this kind of activity?
 - Any challenges?
 - Any issues in the new year with young people entering an exam year?
- Explore their role within the programme and impact of this on their workload
 - Time commitment for them
 - Are there any programme elements that require a more significant time commitment?
 - Their role in engaging pupils
 - Anything else?
- Explore student engagement with the programme
 - Drop outs
 - Students missing sessions
 - What has worked for keeping students engaged?
 - Any challenges?
- Do you think the programme is addressed to the right age group?
- IF PARTICIPATED IN PROGRAMME BEFORE: Did you notice a difference between the programme offered currently for 15-18 year-olds, and the one for younger students in the past?
 - Any benefits of delivering to the older age group?
 - Any challenges of delivery to the older age group vs the younger one?
- Explore opinion/reflections on how the programme has progressed so far
 - Extent to which it met expectations
 - Which sessions have been particularly helpful to your students? reasons
 - Which sessions have not been as well received by your students? Reasons
 - What about the individual sessions is working well?

- Were there any initially planned or mentioned activities that ended up not happening?
 - Probe for 12-week programme elements
- What are suggestions for improvements for individual sessions?
- How, if at all, have students' attitudes or engagement outside of the programme sessions changed so far?
- What was this impact?
 - Improved young people confidence
 - Improved young people knowledge about expectations of professional workplace
 - Improved young people knowledge about routes into FE and employment
 - Develop skills to make decisions about their future education / work
 - Improved communication, time management and organisation
 - Greater sense of social responsibility
 - Motivated to support peers and community
- For which students was this impact more or less visible?
 - Circumstances (e.g. socio-economic background, family situation)
 - Demographics
 - Educational attainment
 - YP Engagement / attendance
 - Other
- Which programme elements do they feel have had the biggest impact on young people to date?
 - IF NOT ALREADY COVERED: Particular sessions?
 - Overall features of the programme?
 - Mentor involvement?
 - Facilitator involvement?
- Explore whether involvement in the core programme has met their expectations
 - Structure and content of programme
 - Mentor involvement
 - Impact on YP
 - Other
- Would they, as a school, want to be involved in a TDA Mentoring Programme again?

Future focussed (c.20 mins)

Interviewer note: only cover with FF school leads

- How many of their students (mentees) are currently involved with the programme?
 - How does this compare to their targets / expectations at sign up for FF? Reasons
 - How does this compare to numbers on the 12 week programme? Reasons
 - Any drop outs? Reasons, trends
- How were they students chosen
 - Selected by teacher – based on what criteria?
 - Opted in
- Experience of filling out student profile forms
 - Were they the one who completed the student profile forms
 - Ease of completion
 - Communication and support from TDA around completing and submitting them
 - What information were they based off? How was that information established?
- Explore how programme sessions have been built into young people timetable
 - How is a time selected for the sessions to be hosted
 - Are there some time slots that are protected by the school? Some that are available for this kind of activity?
 - Any challenges? with young people entering an exam year?
- Explore their role within Future Focussed and impact of this on their workload
 - IMPORTANT: Time commitment for them. Probe on main sessions and social action project outside the sessions.
 - Their role in engaging pupils
 - Anything else?
- Explore student engagement with the Future Focussed programme
 - Drop outs
 - Students missing sessions
 - What has worked for keeping students engaged in Future Focussed?
 - Any new challenges since we last spoke?
- Explore opinion/reflections on how the programme has progressed so far

- Extent to which they feel clear on the programme structure and purpose
 - Do they feel they understand the overall design of the programme? Including the aims of the programme elements?
- Extent to which it met expectations
 - Which sessions have been particularly helpful to your students? reasons
 - Which sessions have not been as well received by your students? Reasons
 - What about the individual sessions is working well?
 - Were there any initially planned or mentioned activities that ended up not happening at all, e.g. the social action project, career lounges, etc?
 - What are suggestions for improvements for individual sessions?
- How, if at all, have students' attitudes or engagement outside of the programme sessions changed since FF?
- What was this impact?
 - Improved young people confidence
 - Improved young people knowledge about expectations of professional workplace
 - Improved young people knowledge about routes into FE and employment
 - Develop skills to make decisions about their future education / work
 - Improved communication, time management and organisation
 - Greater sense of social responsibility
 - Motivated to support peers and community
- For which students was this impact more or less visible?
 - Circumstances (e.g. socio-economic background, family situation)
 - Demographics
 - Educational attainment
 - YP Engagement / attendance
 - Other
- Which programme elements do they feel have had the biggest impact on YP to date?
 - IF NOT ALREADY COVERED: Particular sessions?
 - Overall features of the programme?
 - Mentor involvement?
 - Facilitator involvement?
 - Explore reflections on their involvement in FF

- Did the programme deliver the outcomes they expected?
 - Any unexpected impacts?
- Anything they feel could be improved in the future?
- Would they, as a school, want to be involved in FF again?

Final comments and wrap-up (c. 2 mins)

- What is one thing you would do differently with the programme if you could go back in time?

Next steps for the evaluation: final analysis and reporting

Thanks, questions, and reminder of confidentiality and anonymity

Appendix D: TDA Staff topic guide

Interview purpose and principles

This guide is for use with one-to-one and paired depth interviews with four staff during the Diana Award Mentoring Programme third deep dive. Insight from these discussions will provide information on the following evaluation objectives:

How is the programme being delivered and operated?

- What are the practice-based lessons from this support model to support young people at-risk of becoming NEET?
- What are the broader policy and practice lessons about what works to support young people at-risk of becoming NEET?
- What refinements to the model or data collection is needed for a future impact evaluation of this support?

Our planned sample includes four TDA staff members during the third deep dive. The sample will include TDA staff members involved in both the Autumn Cohorts' 12-week and pilot Future Focussed programmes.

This guide is intended to be used with a mix of individuals with varying characteristics and backgrounds. As such, it does not contain pre-set questions, but rather lists the key themes and sub-themes to be explored with participants in each interview. Words or short phrases are instead used to indicate the study issues and allows the researcher to determine the formulation of questions and how to follow-up. This encourages the researcher to be responsive to the situation and most crucially to the terms, concepts, language and behaviours used by the participants.

It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews but the key areas for discussion are the same.

Questioning and probing will be framed to ensure we understand participants' situations as they view them. Researchers will adapt the approach, as much as possible, to suit the needs of each participant. The prompts provided are not exhaustive, but rather indicate the types of content we would expect to be covered – this may vary across participants with different characteristics.

As this guide covers reflections of the TDA staff towards the end of the programme, interviewers should probe for specific examples from the 12-week core programme or Future Focussed programme that have just been completed.

NB. Not all sections are covered in all interviews. Rather, sections most relevant to different staff will be covered in detail, and across the research, we will cover the content in this guide.

Researcher introduction (c.2 mins)

- Thanks & Introduction: Introduce yourself and IFF Research – independent research agency
- About the client: Youth Futures Foundation, independent not-for-profit organisation established in December 2019 to improve employment outcomes for young people from marginalised backgrounds. Funder of TDA Mentoring Programme.
- YFF feel TDA has a promising and interesting delivery model and wants to understand it better. Today's interview will focus on details of set up and delivery of the mentoring programme for 15-18 year olds, and your experience of this in your role at TDA.
- Anonymity and confidentiality: Anything you say will be treated in the strictest confidence and results will be anonymised in any report so that they cannot be linked back to you.
- How their information will be used: IFF Research operates under the strict guidelines of the Market Research Society's Code of Conduct. Only the core members of the research team will have access to any of your details. We will not pass any of your personal details on to the client or any other companies and all the information we collect will be kept in the strictest confidence and used for research purposes only.
- Right to data: You have the right to have a copy of your data, change your data, or withdraw from the research at any point. You can find out more information about your rights under the new data protection regulations by going to iffresearch.com/gdpr. We can also email this to you if you'd like.
- Reassurances: No right or wrong answers - we are simply asking for people's views and opinions; you may not know or have a view on something – just let me know and we can move on; comfort – let me know if you'd like a break at any time.
- Reassurances (if needed): We want to help them learn what is going well and opportunities for development and we will work together across the evaluation to answer our evaluation questions with minimal burden to them.
- Duration: 45 - 60 minutes
- Reminder about audio recording: the discussion will be recorded so that we can accurately capture their views, and so researchers can listen back when analysing the data. The recorder is encrypted and only the research team will have access to the recordings.

Confirm happy to proceed on this basis of recording.

Any questions/concerns?

Start recording: acknowledge consent for being recorded

Participant introduction (c. 5 mins)

If new staff member:

- Roles and responsibilities with TDA
- Responsibilities
- Briefly, whether/how changed since the last cohort
- Length of time
- Previous related roles (within TDA, elsewhere)

If existing staff member:

- Has your role changed since we last spoke?
- New responsibilities
- Length of time in new role
- Why role changed

Overall assessment of the TDA Mentoring programme (c. 5 mins)

- Overall, how well has the 12-week core programme and/or Future Focussed delivered against its aims?
 - What are the main programme successes to date?
 - Programme design and set-up
 - Participant engagement – schools, mentors, young people
 - Outcomes – young people, mentors,
- What are the main programme challenges to date? Where relevant, what steps taken to overcome these?
 - Programme design and set-up
 - Participant engagement – schools, mentors, young people
 - Outcomes – young people, mentors

Recruitment and onboarding for Core programme only (c.10-15 mins)

- What worked well for recruiting schools to the programme?
 - Initial engagement
 - promotional or awareness raising activities or materials
 - Sales pitch to schools – what benefits were emphasised, positioning/phrasing of offer
 - Application process
 - Qualifying criteria

- Who it worked well for – type of schools
- What would you keep doing for the next cohort
- What worked less well for recruiting schools for the programme?
 - Initial engagement
 - promotional or awareness raising activities or materials
 - Sales pitch to schools – what benefits were emphasised, positioning/phrasing of offer
 - Application process
 - Qualifying criteria
 - Who it worked less well for – type of schools
 - What would you stop doing for the next cohort
- How did COVID-19 impact upon bringing schools onto the programme?
 - Challenges?
 - How were these overcome (if at all)?
 - How could these be overcome (if not)?
- Which other (non-COVID-19) challenges have you encountered to bringing schools onto the programme?
 - How were these overcome (if at all)?
 - How could these be overcome (if not)?
- Any other changes made to recruiting schools from initial design, and reasons
- Anything else that should be done differently in recruiting schools?
 - Young people recruitment
- How many participants (mentees) are currently involved with the programme?
 - How does this compare to your targets?
 - [if they differ] reasons
 - Drop-outs?
 - Any variation in attendance between mentees, by characteristics?
- Mentor recruitment
 - How many mentors are currently involved with the programme?
 - How does this compare to your targets?
 - [if they differ] reasons for more / less mentors involved

- How do the mentors recruited compare with your intended composition of mentors?
 - sectors under/overrepresented
 - new/existing mentors
- How do mentors become involved with the programme?
 - Check for promotional or awareness raising activities
 - Application process
 - Qualifying criteria
 - Process for assessing mentors eligibility?
 - What has been successful about recruiting mentors?
 - Description
 - Impact on programme
 - What to continue
 - What challenges have you experienced with recruiting mentors?
 - Description
 - Impact on programme
 - Steps for overcoming challenges
- Once mentors are signed up, how are they kept engaged before and between sessions?
- What level of training and/or on-boarding did mentors receive?
 - Any assessment of training or skills needs of mentors
 - Details of any universal training for all mentors
 - Who facilitates
 - Duration
 - Mode
 - Topics covered
 - Skills gained
 - Details of any specific or optional additional training offered to mentors
 - Topics
 - Skills
 - Method of delivery
 - Level of uptake among mentors

- Difference between difference sessions on offer
- Any ongoing support, training or resources offered to mentors during programme delivery
- Any additional training specific to Future Focussed?
- Explore overall assessment of the training process for mentors
 - Successes
 - Areas for improvement

Core programme (12 weeks) (c. 20 mins)

Interview note: only cover with TDA staff involved with 12-week programme

- To what extent did you deliver the Autumn cohort of the 12-week programme as intended?

Interviewer refer to 12-week core programme elements prompt sheet for specific programme elements and probe as necessary

- What was completed as intended?

For each element completed as intended probe for:

- What enabled this?
- How did this element impact upon YP?
- How did this element impact upon mentors?
- What was not completed as intended?

For each element completed as intended probe for:

- How did this element differ from what was intended
- Why was it necessary to change or not deliver this element?
- How did this change impact upon YP?
- How did this change impact upon mentors?
- Has there been any variation in the delivery of the 12-week programme between different schools?
 - How did delivery differ?
 - Why was there variation?
- Explore the mentor involvement in class

Interviewer note- the design is for five per class, delivering the spotlight element of the group activities for their allocated group of YP

- Attendance and drop-outs
- Successes

- Challenges
- Steps to overcome challenges
- Suggestions
- Explore young people engagement with the core programme
 - Attendance and drop-outs
 - Successes
 - Challenges
 - Steps to overcome challenges
 - Suggestions
- Explore young people attendance with core programme activities
 - Attendance and drop-outs
 - Successes
 - Challenges
 - Steps to overcome challenges
 - Suggestions
- What outcomes has the programme achieved with young people?
- Probe for Theory of Change immediate outcomes:
 - Improved self-confidence
 - Develop knowledge & skills for healthy living
 - Develop skills to make decisions about their future education / work
 - Improved knowledge of routes to FE and employment, application process
 - Improved knowledge of expectations of a professional workplace
 - Improved communication, time management and organisation
 - Sense of social responsibility and understanding of impactful actions
 - Motivated to support peers and community
- For each outcome, probe for what led to the outcome:
 - Programme elements
 - YP engagement
 - Mentor contribution
 - Other
- For each outcome, probe for differences in achieving outcome between young people by:

- Circumstances (e.g. socio-economic background, family situation)
- Demographics
- Educational attainment
- YP Engagement / attendance
- Other
- What outcomes has the programme not achieved with young people?
 - Describe outcome
 - Relative importance of this outcome for the programme
 - Reasons for not achieving it – programme design, participant group etc
- If you were to go back to the start of the Autumn cohort of the 12-week programme, what is the one thing you would have liked to do differently to help young people benefit the way you wanted them to?
 - If needed, probe for:
 - Programme structure?
 - Delivery?
 - YP / mentor / school engagement?

Mentoring (c.10 mins)

Ask both FF & 12-week interviewees:

- What do you feel were the key support needs of the participants (mentees)?
 - Specific needs / groups within target group (e.g. vulnerable groups)
 - How did the programme address those needs?
 - Any tailoring/adaptations within the current programme to meet varying needs?
 - How did support adapt to the needs of different young people?
 - In what way?
 - Were there any support needs you / mentors have been unable to assist with?
- Explore young people engagement with mentoring programme
 - Overall attendance?
 - Were there any elements that young people were more or less engaged with?
 - Did you face any challenges to ensuring young people engagement with the programme?

Future Focussed (c.20 mins)

Interview note: only cover with TDA staff involved with Future Focussed programme

- Looking back across the Future Focussed programme, to what extent do you feel Future Focussed has achieved the intended outcomes among YP?
 - Probe for Theory of Change immediate young people outcomes:
 - Improved self-confidence
 - Develop knowledge & skills for healthy living
 - Develop skills to make decisions about their future education / work
 - Improved knowledge of routes to FE and employment, application process
 - Improved knowledge of expectations of a professional workplace
 - Improved communication, time management and organisation
 - Sense of social responsibility and understanding of impactful actions
 - Motivated to support peers and community
 - For each outcome, probe for what led to the outcome:
 - Programme elements
 - YP engagement
 - Mentor contribution
 - Other
 - For each outcome, probe for differences in achieving outcome between young people by:
 - Circumstances (e.g. socio-economic background, family situation)
 - Demographics
 - Educational attainment
 - YP Engagement / attendance
 - Other
- How has participant engagement been with the reflection materials (journal) as part of Future Focussed?
 - completion rates – how you know this
 - Aim of exercise
 - Successes
 - Challenges

- Looking back across the Future Focussed programme, to what extent do you feel Future Focussed has achieved the intended outcomes among mentors?
 - Probe for Theory of Change immediate young people outcomes:
 - Gain recognition for participation
 - Better understand young people needs
 - Improved leadership and mentoring skills
 - Feel they benefited young people careers
 - For each outcome, probe for what led to the outcome:
 - Programme elements
 - YP engagement
 - Mentor contribution
 - Other
 - For each outcome, probe for differences in achieving outcome between young people by:
 - Mentor background (e.g. whether they are local to the school)
 - Mentor sector / role
 - Mentor engagement / attendance
 - Other
- How has mentor engagement with the Future Focussed programme been?
 - Young people and mentor attendance
 - Successes
 - Challenges
 - Suggestions for improvements
- Which intended Future Focussed sessions have not happened, and reasons?

For reference:

Introduction

Pitching, persuasion and public speaking

Project management

Accessing your strengths

Planning your future

Personal statements

CVs and cover letters

Interview prep

Reflections and celebrations

Industry insight session

Career lounges

- Explore mentor small group check-ins around social action project
 - How many have taken place to date
 - Young people and mentor attendance
 - Successes
 - Challenges
 - Suggestions for improvements
- Explore halfway 1-2-1 mentor check ins
 - How many have taken place to date
 - Young people and mentor attendance
 - Successes
 - Challenges
 - Suggestions for improvements
- How has participant engagement been with the reflection materials (journal) as part of Future Focussed?
 - completion rates – how you know this
 - Aim of exercise
 - Successes
 - Challenges
- If you were to go back to the start of the Future Focussed programme, what is the one thing you would have liked to do differently?
 - If needed, probe for:
 - Programme structure?
 - Delivery?
 - YP / mentor / school engagement?

Final comments and wrap-up (c. 2 mins)

- Anything else worth commenting on that has not been touched on?

Thanks, and reminder of confidentiality and anonymity

Appendix E: TDA Young People Survey



The Diana Award Mentoring Programme - Young Person Survey

PLEASE NOTE that during this survey:

- You should read the instructions about how to answer each question. Please do ask if you would like anything to be explained.
- You should answer to best reflect how you feel. There are no right or wrong answers.
- You don't have to answer any questions if you don't want to, and you can opt-out of the survey at any time without any penalty.
- Information you supply to us on this form will be used to understand and improve our programmes. For further information, please see our privacy policy at <https://www.iubenda.com/privacy-policy/97221817>.
- We use a code (based on the first letter of your surname and your date of birth). This means you will not be identified by name - we would only try to identify you if something you say makes us concerned for your safety.
- Your answers may be used when we write reports about the programme, but your responses will remain anonymous and you will not be able to be identified in any reports.

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What is the first letter of your surname? (For example, if your surname is Smith, you would write 'S' in the box.)

What is your 4-digit birthday code? (DDMM - So 8th March would be 0803, or 25th November would be 2511 - don't include the year)

What is the name of your school/institution? *

When are you completing this survey? *

- ☐ At the beginning of the programme
- ☐ At the end of the programme

Which region are you in? *

- ☐ Birmingham
- ☐ Jersey
- ☐ Leeds
- ☐ London

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About You

What is your age?

(write it as a whole number, e.g. 12)

Gender Identity

How would you describe your gender identity?

- | | |
|---|---|
| <input type="radio"/> Boy/man (including transgender boy/man) | <input type="radio"/> Girl/woman (including transgender girl/woman) |
| <input type="radio"/> Non-binary | <input type="radio"/> Gender Fluid |
| <input type="radio"/> Agender | <input type="radio"/> Khawaja Sira |
| <input type="radio"/> Muxe | <input type="radio"/> Prefer not to say |
| <input type="radio"/> Gender non-conforming | <input type="radio"/> Gender queer |
| <input type="radio"/> Two-Spirit | <input type="radio"/> Hijra |
| <input type="radio"/> Don't know/not sure | |

Prefer to self describe

Are you transgender, or do you have a transgender history?

- ☐ Yes
☐ No
☐ Don't know/not sure
☐ Prefer not to say

Ethnicity

How would you describe your ethnicity?

- | | |
|---|--|
| <input type="radio"/> White British | <input type="radio"/> Other White background |
| <input type="radio"/> Black African | <input type="radio"/> Other Black/Caribbean/African background |
| <input type="radio"/> White and Black Caribbean | <input type="radio"/> Asian British |
| <input type="radio"/> Indian | <input type="radio"/> Chinese |
| <input type="radio"/> Prefer not to say | <input type="radio"/> White Irish |
| <input type="radio"/> Black British | <input type="radio"/> Black Caribbean |
| <input type="radio"/> White and Black African | <input type="radio"/> White and Asian |
| <input type="radio"/> Arab | <input type="radio"/> Bangladeshi |
| <input type="radio"/> Other Asian Background | <input type="radio"/> Other (please describe below) |

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What are you hoping to gain from coming to the mentoring sessions? Please tick all that apply

- ☐ Develop my confidence
- ☐ Develop my communication skills
- ☐ Develop my teamwork skills
- ☐ Become more confident with public speaking
- ☐ Learn how to write a good CV / personal statement
- ☐ Understand career options and how to achieve my future ambitions
- ☐ Practice my interview skills (e.g. job interviews)
- ☐ Learn about the expectations of professional workplaces
- ☐ Fun / a break from school stress
- ☐ Doing something to help people / my community
- ☐ None of the above

Other (please specify):

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Read each statement carefully. If a statement is unclear to you, ask for an explanation.

Choose the number that best describes how true that statement is for you or how much you agree or disagree with it.

	Not at all true (1)	Not really true (2)	Sort of true (3)	True (4)	Very true (5)
I work hard at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do well at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like working with my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at communicating with people I am working on a project with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at planning projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at doing things on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at public speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at being interviewed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Read each statement carefully. If a statement is unclear to you, ask for an explanation.

Choose the number that best describes how true that statement is for you or how much you agree or disagree with it.

	Not at all true (1)	Not really true (2)	Sort of true (3)	True (4)	Very true (5)
Doing well in school is important to achieve my future goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know the expectations of professional workplaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident making decisions about my future education and work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what steps I need to take to reach my future ambitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to make positive change in the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Read each statement carefully. If a statement is unclear to you, ask for an explanation.

Choose the number that best describes how true that statement is for you or how much you agree or disagree with it.

	Not at all true (1)	Not really true (2)	Sort of true (3)	True (4)	Very true (5)
I find it hard to control my feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm able to deal with stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in social situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the impact of my actions on other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel good about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel heard, understood and respected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am liked by my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I help my classmates when they need me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendix F: TDA Mentor Survey

The Diana Award Mentoring Programme - Mentor Survey

Page 1

PLEASE NOTE that during the course of this survey:

- You should answer to best reflect how you feel. The information we collect is used to assess our programme and not to assess you, so please answer as honestly as you can.
- You may opt out of the survey at any time.
- Your answers may be used when we report about the programme, but we have given you a Unique TDA ID Number so that your responses will remain anonymous and you will not be able to be identified in any reports.
- Information you supply to us on this form will be used to understand and improve our programmes. For further information, please see our privacy policy here: <https://diana-award.org.uk/privacy/>

What is your TDA ID number? (e.g. TDAMR71) *

When are you completing this survey? *

- ☐ At the beginning of the programme
- ☐ At the end of the programme

Which region are you in? *

- ☐ Birmingham
- ☐ Leeds
- ☐ London
- ☐ Jersey

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The Diana Award Mentoring Programme - Mentor Survey

Page 2

Have you mentored young people before? (Either through The Diana Award or another organisation) *

- ☐ Yes
☐ No
☐ Not sure

What are you hoping to gain from coming to the mentoring sessions?

Thinking about your ability to mentor young people, how confident are you in your own skills in the following areas?

	Not at all confident (1)	Slightly confident (2)	Fairly confident (3)	Very confident (4)	Extremely confident (5)
Communicating with young people *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to young people *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting to young people *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging young people *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empathising with young people *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting safeguarding concerns *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring young people overall *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about your participation in the mentoring programme, to what extent do you agree or disagree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly Agree (5)
I understand the pressures that young people face (e.g. social, emotional, family, friendships, school, bullying) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the barriers to social mobility young people face *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendix G: TDA Student profile form

The Diana Award Mentoring Programme - Student Profile

PLEASE NOTE:

- Information you supply to us on this form will be used to understand and improve our programmes. For further information, please see our privacy policy here: <https://www.iubenda.com/privacy-policy/97221817>.
- Your answers may be used when we write reports about the programme, but we have assigned each student an ID code so your responses will remain anonymous and students will not be able to be identified in any reports.
- For some questions e.g. attendance, please try and find the most accurate information. For others e.g. a young person's motivation, you should answer to best reflect how you feel.

If you have any questions, please don't hesitate to get in touch with us:
mentor@diana-award.org.uk

When are you completing this survey? *

- ☐ At the beginning of the programme
- ☐ At the end of the programme

Which region are you in? *

- ☐ Birmingham
- ☐ Jersey
- ☐ Leeds
- ☐ London

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What is the young person's first name? *

 This field is required.

What is the first letter of the young person's surname?(For example, if their surname is Smith, you would just write 'S' in the box). *

What is their date of birth? *

Date

What school/institution do they attend?

Gender Identity

How would you describe their gender identity?

If they prefer to self describe, please type here

Are they transgender, or do you have a transgender history?

- ☐ Yes
- ☐ No
- ☐ Don't know/not sure
- ☐ Prefer not to say

Ethnicity

How would you describe their ethnicity?

Please Select ▼

Other (please specify)

What school year are they in?

Please Select ▼

What was their last term's attendance? %

How do they meet our eligibility criteria?

Which of the following apply to this young person? : (Please tick all that apply) *

- ☐ Pupil Premium / Free School Meals
- ☐ From a low-income or workless household
- ☐ Special Educational Needs (SEN) / Learning Difference
- ☐ English as an Additional Language
- ☐ Migrant status
- ☐ Looked after young person (past or present)
- ☐ Young carer
- ☐ In supported housing
- ☐ At risk of poor educational attainment
- ☐ Poor school attendance / Falling out of mainstream education
- ☐ Excessive lateness
- ☐ Behavioural issues
- ☐ Engaging in problematic drug or alcohol use
- ☐ Involvement or risk of involvement in criminal activity
- ☐ Physical disability
- ☐ Long term illness (of the young person)
- ☐ Mental health issues
- ☐ At risk of self harm
- ☐ Low self-esteem
- ☐ Very quiet / Shy / Lacking in confidence in class

Other:

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How would you currently describe this student, in terms of the following? *

	Very Poor	Poor	Acceptable	Good	Very Good	Don't know
Their academic motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their attendance in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their mental wellbeing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their time management/organisation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their behaviour in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their understanding of the impact of their actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their (positive) relationships with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there any additional information you would like us to know about this student?

Please do not use their name in your answer

Thank you for completing The Diana Award Mentoring Programme Student Profile.

If you have any further queries, please do not hesitate to contact us at mentor@diana-award.org.uk

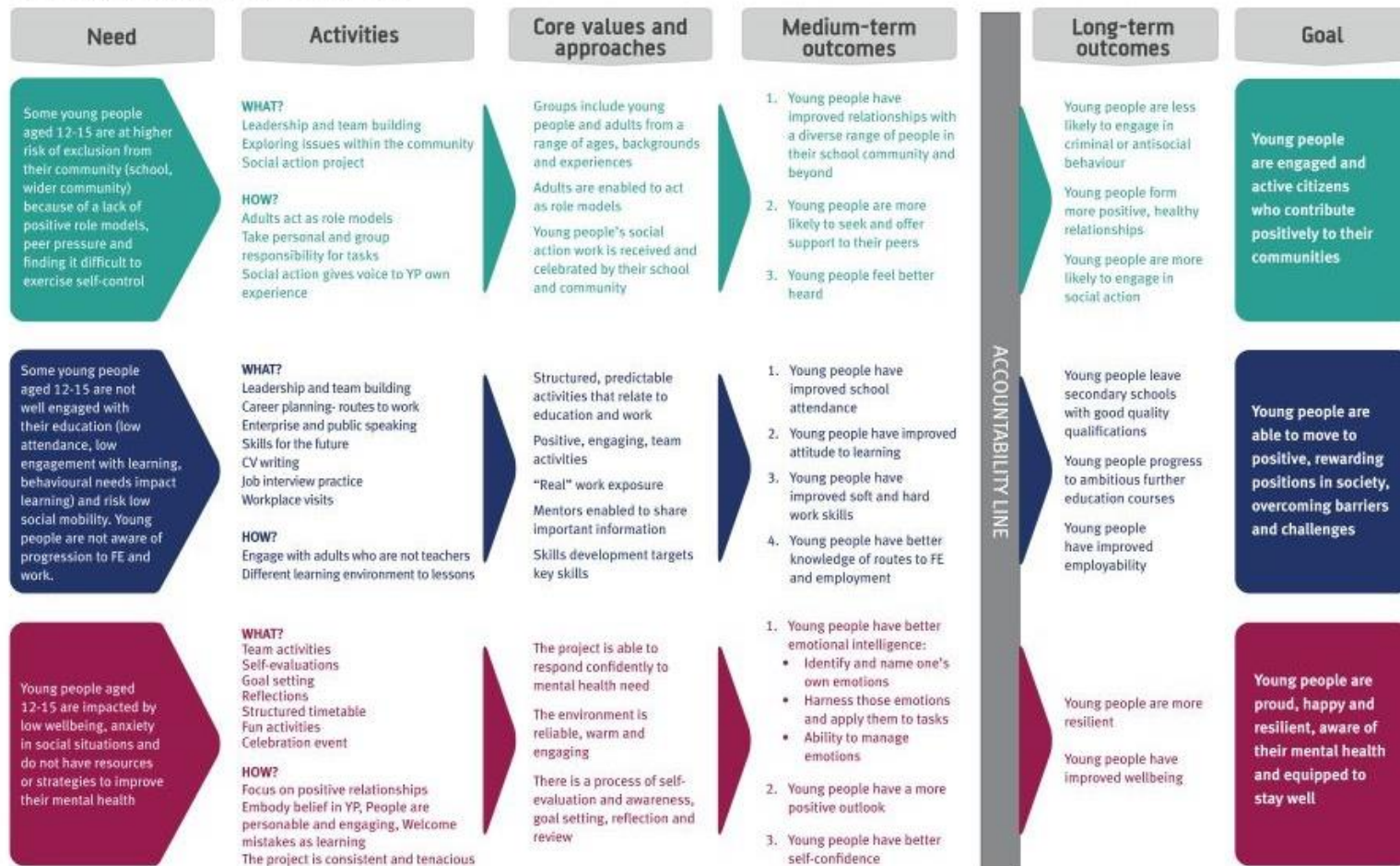
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Submit

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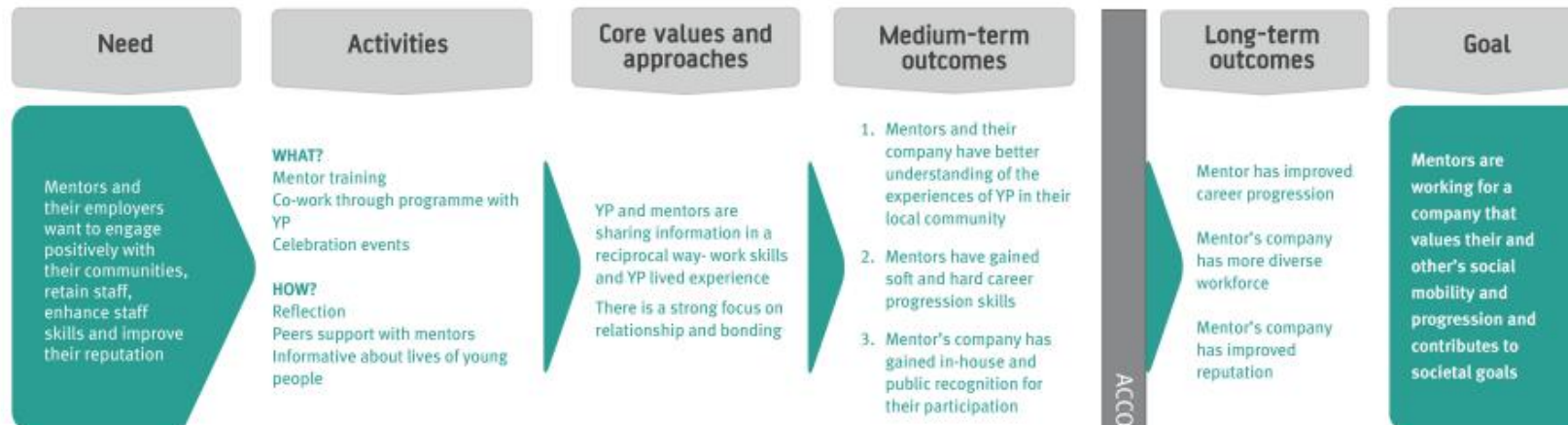
Appendix H: Original TDA Theory of Change

Pathway of change for young people



ACCOUNTABILITY LINE

Pathway of change for mentors



Pathway of change for schools

