



Mentor topic guide



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How to use the topic guide

This guide aims to support you in your conversations with mentees. It's broken down by topic, and contains discussion prompts and additional resources for each.

Discussion ideas:

- These are prompts relevant to each topic – you can use these to **spark a conversation** with your mentees or encourage them to think more deeply about a key area

Further resources:

- These are links to trustworthy sources - you can use to **signpost mentees** to relevant information
- Remember, effective signposting involves asking follow-up questions and continuing the conversation to support mentees' understanding

You can navigate through this guide using the links in the contents page, or by using words.

   by key

Topic guide

Applications: the process



Objective: Mentees understand the application process for their preferred higher education option and feel confident in preparing an application.

Discussion ideas:

Understanding the process

- Help your mentee consolidate their knowledge about the application process for course/role that they're interested in, e.g. the UCAS process.
- Do they know the timelines and deadlines?

Completing an application

- What information does your mentee need to provide? Are there any aspects they're struggling with, such as articulating their skills or completing the personal statement/cover letter?
- You could offer to review your mentees' first draft(s). Make sure you're giving constructive feedback: tell them what they've done well and where they might be able to improve.



Further resources

University

- [Applying to university](#)
- [Filling in your UCAS application](#)
- [A video on personal statements](#)
- [Student Personal Statement Booklet](#)
- [UCAT official Instagram page](#)

Apprenticeships

- [Applying for an apprenticeship – A full guide](#)
- [Video - How to apply for an apprenticeship](#)
- [Higher and degree apprenticeships](#)

Topic guide

Applications: offers and next steps



Objective: Mentees understand what to expect after submitting an application.

Discussion ideas:

Timeline and next steps

- Does your mentee know what happens after they've submitted an application? When might they hear back? Have they considered what they'll need to do next?

Receiving offers

- Mentees may hear back from different universities at different times up until May. This can be a frustrating process. Check in with your mentee about where their application is up to and how they are feeling about this.
- Support your mentee in making a confident and informed decision on their university choices. For university they will need to select a firm and insurance choice.
- If your mentee has a university or apprenticeship interview, help them to prepare with some common interview questions and tips on presenting yourself.



Further resources

University

- [Deadlines for accepting UCAS offers](#)
- [Replying to offers - FAQs](#)
- [First and insurance university choices](#)
- [What happens after you submit your UCAS application?](#)

Apprenticeships

- [What happens after applying for an apprenticeship?](#)

Topic guide

Apprentices: week in the life



Objective: Mentees get a deeper insight into what an apprenticeship involves on a day-to-day basis.

Discussion ideas:

Apprenticeships – your experience

- If you have experience of apprenticeships (or know somebody who does), consider what insider knowledge you could share with your mentee. What made you decide to take this route?

Weekly routine

- Give mentees examples of what a typical week might look like for an apprentice. How much time is spent working? Studying? Time for hobbies/socialising?

Mentee's thoughts check-in

- Check how your mentee is feeling about apprenticeships now that they've heard more about them. Is it an option they'd like to pursue?



Further resources

For signposting mentees:

- [Week in the life of a business admin apprentice – Demi's experience](#)
- [Case study: electrician apprentice](#)
- [10 skills you'll learn as a hairdressing apprentice](#)
- [Video: apprenticeships – experience and advice](#)
- [How to balance work and study as an apprentice](#)

Topic guide

Beginning career research



Objective: Mentees understand mentor's job role and gather ideas for their future career.

Discussion ideas:

Setting the scene

- Ask your mentee what their current ideas are for their future job: do they have their heart set on something? No idea at all?
- Use open questions to understand why they're interested in a certain role: do they understand what it entails?

Different organisations and roles

- Tell your mentee about the range of organisations and roles that there are in their sector of interest.
- Share the different roles that you've had (remember to avoid jargon!) and what you liked/disliked about each one.

Pathways and routes

- Ask your mentee what they know about the different routes into their sector of interest
- Will they need particular qualifications or experience? Share how you got to where you are and what the alternatives are.



Further resources

How you can guide your mentee

- [Career planning for teens](#)

For signposting mentees:

- [Explore careers](#)
- [Quiz: Buzz careers](#)

Activity for mentees:

Take this [career values quiz](#) to work out what's important to you in a job.

Topic guide

Extracurricular activities



Objective: Mentees explore how taking part in activities outside of lessons (and outside of school) can help them to gain skills and knowledge that will be useful in the future.

Discussion ideas:

Extracurriculars – gaining skills

- Speak to your mentee about what activities they do outside of lessons/school e.g. school councillor, prefect, babysitting, sports team.
- What skills do they use for this activity? Teamwork? Communication? Creativity? Help them to see how these might help them in the future.
- Think about what skills they have or what skills they want to work on and how extracurriculars can help with this.

Looking for opportunities

- Help mentees to consider where they might find opportunities – not all mentees will be able to travel, so these could be after school clubs, local sports teams, or even hosting a cake/book sale!



Further resources

For signposting mentees:

- [Article: How extracurriculars can help you get hired](#)
- [What are transferable skills](#)
- [Article: Complete List of Hundreds of Extracurricular activities to choose from](#)
- [Quiz: Discover your skills, personality type, subject and career choices](#)

Topic guide

Introductions and building rapport



Objective: Mentees get to know their mentor and set goals for their mentoring journey,

Discussion ideas:

Introduce yourself

- Tell your mentees a little bit about yourself, what you do, and a fun fact that'll help to break the ice!

Ask questions

- Ask your mentees some questions about what they study, if they have any ideas about what they want to do in the future, and their hobbies and interests too!
- Establish where your mentees' knowledge gaps are and what they need.

Set some goals

- Help your mentees to set some goals that combine the project aims with their individual needs.



Further resources

For developing your own knowledge:

- [5 tips for building rapport with mentees](#)
- [How to help teens set goals](#)

For signposting mentees:

- [15 famous mentoring pairs](#)
- [Mentoring conversation starters](#)
- [What are SMART goals?](#)

Topic guide

Interviews



Objective: Mentees understand the different types of interview and develop their interview techniques.

Discussion ideas:

Interviews

- Has your mentee ever had an interview? Perhaps a mock interview? Have they seen any interviews on TV? What's their understanding?
- Discuss the different types of interviews with your mentee (virtual, in-person, 1:1, group, assessment centre...)
- What are your top tips? Has your mentee heard of the STAR technique?
- Ask mentees how they might prepare for an interview and share your experience

Showcasing skills

- Talk about mentees' strengths and areas for improvement – how can best showcase their skills in interviews? How might they work on their areas for development?



Further resources

For signposting mentees:

- [What are employability skills?](#)
- [Video: interview checklist](#)
- [The STAR technique](#)

Mentee activity:

[Click here](#) to find some common interview questions.
Work with your mentee to plan out some responses.

Topic guide

Networks and experience



Objective: Mentees understand what a professional network is and how they might start to build one.

Discussion ideas:

Networks – your experience

- Older mentees might be beginning to explore professional networks, which can be beneficial for interview support and practice. Share any examples of how you've leveraged people you know to help prepare for interviews in the past.

How to network well

- Share some top tips for networking with your mentees (the resources will be helpful for this part too).
- What are some of the common barriers to networking? Not knowing where to start? Feeling shy? How could these be overcome.

Social media for job hunting

- More and more people are using social media to find a job. Mentees could create a professional profile (e.g. Twitter/LinkedIn) and follow companies they're interested in?



Further resources

For signposting mentees:

- [Video: 10 simple ways to network](#)
- [How to start networking while you're in school](#)
- [12 ways to use social media to get a job](#)

Mentee activity:

Write a list of three people who you'd like to speak to about their career pathway. What five questions could you ask them?

Topic guide

Overcoming challenges



Objective: Mentees consider what challenges might be on the horizon and how best to prepare for them.

Discussion ideas:

Next steps

- How confident are your mentees feeling about their next steps? Do they have all of the information they need to make their decision?
- What do they think will be the biggest challenge in relation to their next steps? Will they have important exams coming up? A big transition (school > sixth form, sixth form > uni)?

Coping skills

- Give an example of a time you've dealt with a challenge or setback. Perhaps a time you didn't do well in an exam, or didn't get chosen for a team. How did you get through it?
- Ask you mentee for an example of when they've overcome a challenge.
- Share your top tips for coping with difficult situations.



Further resources

For signposting mentees:

- [Coping with change](#)
- [7 common study problems and how to cope](#)
- [Stress-busting tips](#)

Activity for mentees:

Take some time to complete the [personal resilience plan](#). This will really help you when challenges arise in the future!

Topic guide

Post-16 options: A levels



Objective: Mentees understand what A levels involve and whether or not they're a good option for them.

Discussion ideas:

What do your mentees know about A levels

- Ask your mentees what they already know about A Levels
 - › Do they know what subjects they can study?
 - › How they might be assessed?

Pros and cons

- Ask your mentees whether they are interested in taking A Levels and whether they can think of any positives or negatives of A Levels

Researching A levels

- Ask your mentee how they would go about researching A Levels and whether they have an idea of what subjects they would be interested in



Further resources

For developing your own knowledge:

- [A levels – UCAS](#)
- [BTEC vs A levels](#)

For signposting mentees:

- [What is an A Level](#)
- [Tool: Where could your A Level subjects take you?](#)

Topic guide

Post-16 options: BTECs



Objective: Mentees understand what BTECs involve and whether or not they're a good option for them.

Discussion ideas:

What do your mentees know about BTECs

- Ask your mentees what they already know about BTECs
 - › Do they know what subjects they can study?
 - › How they might be assessed?
 - › That they'll likely do a work placement?

Pros and cons

- Ask your mentees whether they are interested in taking a BTEC – what might the pros/cons be?

Researching BTECs

- Ask your mentee how they would go about researching BTECs and where they might study one – not all colleges/sixth forms offer all subjects!



Further resources

For developing your own knowledge:

- [What is a BTEC?](#)
- [BTEC Guide \(incl subjects\)](#)

For signposting mentees:

- [What is a BTEC?](#)
- [Article: BTEC vs A-levels](#)
- [Tool: Search for BTEC courses](#)

Topic guide

Post-16 options: apprenticeships



Objective: Mentees understand what apprenticeships involve and whether or not it's a good option for them.

Discussion ideas:

What do your mentees know about apprenticeships

- Apprenticeships are a great option for those who want to develop skills in the workplace, and usually best suited to those who have a career in mind.
 - › Does your mentee know what job might interest them?
 - › Do they know they'll have to do a bit of study alongside the work?

Pros and cons

- Ask your mentees whether they like the sound of an apprenticeship – what might the pros/cons be?

Researching apprenticeships

- Ask your mentee how they would go about researching apprenticeships and how they would apply – it's similar to applying for a job!



Further resources

For developing your own knowledge:

- [What is an apprenticeship?](#)

For signposting mentees:

- [2-minute video: What are apprenticeships?](#)
- [Article: Pros and cons of apprenticeships](#)
- [Tool: Search for apprenticeships near you](#)

Topic guide

Post-16 options: T levels



Objective: Mentees understand what T levels involve and whether or not they're a good option for them.

Discussion ideas:

What do your mentees know about T levels

- T levels have been offered since 2015 and now more and more colleges offer them in a wider range of subjects!
 - › Do they know what subjects they can study?
 - › How they might be assessed?
 - › That they'll do a work placement?

Pros and cons

- Ask your mentees whether they are interested in taking a T level – what might the pros/cons be?

Researching T levels

- Ask your mentee how they would go about researching T levels and where they might study one – not all colleges/sixth forms offer all subjects!



Further resources

For developing your own knowledge:

- [What is a T level?](#)

For signposting mentees:

- [2-minute video: What are T-levels?](#)
- [Article: Pros and cons of T-levels and BTECs](#)
- [Tool: search T levels](#)

Topic guide

Post-16 options: myth-busting



Objective: Mentees address pre-conceptions and common myths about various post-16 routes.

Discussion ideas:

Further education routes and pre-conceptions

- What do your mentees know about their options after Year 11? Is there anything they're overlooking/have misconceptions about? E.g.
 - › Do they think apprenticeships are less valuable than A levels?
 - › Do they think they have to go to their current schools' sixth form?
 - › Do they know what T levels are?

Opening doors

- Ask your mentee about what they'd like to do in the future. How might this influence what they choose after Year 11? Are there any subjects that they'll need in order to pursue a certain job/university course?
- If your mentee is unsure, help them look into where their favourite subjects could take them.



Further resources

These resources are for developing your own knowledge. You can also share relevant ones with your mentees:

- [All Qualifications Explained Video](#)
- [A-Level Myth Buster Report Summary](#)
- [10 Apprenticeship myths busted](#)
- [T-Levels Myth-busting](#)
- [Myth-busting activity about higher education](#)
- [Where could my favourite subject take me?](#)

Topic guide

Post-18 options: university (Y9-11)



Objective: Mentees understand the key facts about university in the UK.

Discussion ideas:

The groundwork

- Does your mentee know what university is?
- Do they know anybody who has been to uni?
- Ask about the kind of jobs they're interested in – is it likely they'll need a university degree for these?

Your experience

- If you went to university, share some highlights of your experience with your mentee: what did you study? Where did you live? Why did you decide to go?

Misconceptions

- Check whether your mentee has any existing ideas/misconceptions about university, for example, they may have heard worries about 'student debt' or they might think they *have* to move away from home



Further resources

Extra research

- [Video: what is university?](#)
- [University jargon buster](#)
- [Guide to higher education](#)
- [Young person's guide to university](#) – this is a lengthy resource, we recommend directing mentees to a specific page

Mentee challenge

Watch [this video](#) and share 3 things you learned with your mentor!

Topic guide

Post-18 options: university (Y12-13)



Objective: Mentees understand the concept of university and key areas they should consider.

Discussion ideas:

The groundwork

- How does your mentee currently feel about the idea of uni?
- Check whether your mentee has any existing ideas/misconceptions about university, for example, they may have heard worries about ‘student debt’ or they might think they *have* to move away from home

Your experience

- If you went to university, share some highlights of your experience with your mentee: what did you study? Where did you live? Why did you decide to go?

Decision-making factors

- Share the key factors your mentee should consider when choosing a university/course, e.g. city/campus, single/joint honours...



Further resources

Extra research

- [8 questions to decide if uni is right for me](#)
- [How do I choose the right degree?](#)
- [Guide to higher education](#)
- [Open days and UCAS days](#)

Mentee challenge

Compare some courses and universities that you’re interested in using this [Discover Uni](#) tool

Topic guide

Post-18 options: uni alternatives



Objective: Mentees understand the alternative options and how they compare to university.

Discussion ideas:

Alternative options

- Talk your mentee through the main alternatives to going to university:
 - Higher/degree apprenticeships
 - Going straight into work
 - Study a degree in a further education college
- What are the pros/cons of each?

Feelings check-in

- Now that your mentee has explored alternative options, how do they feel about university? Do they feel more confident about which option might be right for them?
- Check that your mentee is making an informed decision, rather than choosing an option that they think others would approve of/is more common



Further resources

Higher and degree apprenticeships

- [Blog: alternatives to university](#)
- [Page 14 – higher and degree apprenticeships](#)
- [Why study at a further education college](#)
- [Gap year advice](#)
- [How to start a business when you're 18](#)

Topic guide

Reflections



Objective: Mentees recap what they've learned on the programme and think about the people in their life who can support them after mentoring ends.

Discussion ideas:

Recap

- Ask your mentee what they have learned from mentoring – was there anything you shared with them that stood out? Anything they read/learned from an activity?

Reviewing goals

- Review the goals that your mentee set in week 1 – have they made progress? Changed their goals? What else do they need to do to help them get there?

Support beyond mentoring

- Who might your mentee ask for support beyond the mentoring programme? Do they have an adult at home who they can talk to about their future? A careers lead/favourite subject teacher in school?



Further resources

For developing your own knowledge:

- [Helping young people to reflect on experience](#)

For signposting mentees:

- [Activity: mentee reflection log](#)
- [Activity: Identifying support networks](#)
- [Video: How to actually achieve your goals](#)
- [Quiz: Find your passion in life](#)

Topic guide

Sector deep dive



Objective: Mentees explore their mentor's sector in more depth and consider what's important to them in a career.

Discussion ideas:

Your role and sector

- Tell your mentee about the sector you work in, including the types of roles and organisations there are.
- What do you like and dislike about your job? How does your mentee feel about that – do any aspects interest them e.g. working in an office, working shifts, working in a small team?

Research

- Ask your mentee how they might go about researching jobs. What are the best websites to use?
- How did you research and decided upon your job? Who gave you advice?
- Older mentees might use professional networking sites like LinkedIn – do you have any tips for making the most of these? **Note** – remember not to share profiles with your mentee!



Further resources

For signposting mentees:

- [Explore careers by sector](#)
- [Career zones](#)

Activity for mentees:

Draw a table with the headings 'things I enjoy' and 'things I don't enjoy'. Fill in each column with at least 5 tasks. Then, ask your mentor about which jobs could suit your likes and dislikes.

Topic guide

Sector-specific resources



Use these resources to help mentees who are interested in a specific sector.

Healthcare

Further resources

For signposting mentees:

- [Explore healthcare roles](#)
- [Healthcare job profiles](#)
- [Routes into health and social care](#)

Law

Further resources

For signposting mentees:

- [Areas of law](#)
- [How to become a lawyer](#)
- [Day in the life of a lawyer](#)

Sport

Further resources

For signposting mentees:

- [Sport career map](#)
- [Careers in sport](#)
- [Sport career pathways](#)

STEM

Further resources

For signposting mentees:

- [STEM job profiles](#)
- [Prospects: job sectors](#)
- [STEM career profiles and interviews](#)

Creative & Digital

Further resources

For signposting mentees:

- [Creative and media jobs](#)
- [Creative job profiles](#)
- [Opportunities with digital technology](#)
- [Pathways into digital careers](#)

Business

Further resources

For signposting mentees:

- [Business sector in the UK](#)
- [Business and finance careers](#)
- [Business careers in 2023](#)

Journalism

Further resources

For signposting mentees:

- [Day in the life of a journalist](#)
- [How to get into journalism](#)
- [Careers with a journalism degree](#)

Topic guide

Skills building



Objective: Mentees explore their strengths and consider their transferable skills in relation to their future

Discussion ideas:

What are they good at?

- Does your mentee know what their skills are?
- Help them think about the different ways they use their skills. This could be through revising, their relationships, hobbies etc.
- Their favourite subjects at school could reveal some of their key strengths!

The future

- Ask your mentee what they know about transferable skills
- Thinking about your mentee's next steps, what transferable skills will be the most useful to them?
- What should they be looking to improve on or hone to get to where they want to be?
- Tell them it's ok to be stronger in some areas, it isn't a weakness to not enjoy or naturally be good at some things!



Further resources

For signposting mentees:

- [Top 10 transferable skills](#)
- [Transferable skills translator](#)

Activity for mentees:

Write down your top 5 skills and the 5 skills that you would like to improve on

Topic guide

Student accommodation



Objective: Mentees explore the accommodation options available and the pros and cons of each.

Discussion ideas:

Student accommodation options

- If your mentee hopes to live on campus, what type of environment might they prefer: a campus university or a city university?
- If your mentee will be looking for off campus accommodation, discuss how they plan to do this and what they should look out for.
- If your mentee will be staying at home and commuting, discuss how they will travel to campus and think about how they can get involved in the university social life.
- Share with your mentee your own experiences of accommodation/shared housing, or your experiences of living alone (both at university and beyond) and what you learnt from this.



Further resources

Accommodation options

- [How to find the right accommodation](#)
- [Video: choosing uni accommodation](#)
- [Pros and cons of living at home](#)
- [UCAS: undergraduate accommodation](#)

Quizzes and games

- [Which flatmate are you?](#)
- [Which accommodation should I choose?](#)

Topic guide

Student finance and budgeting (Y9-11)



Objective: Mentees understand how paying for university works and get an introduction to managing their money.

Discussion ideas:

Fees and finance

- Ask your mentee what they know about paying for university. Do they know what 'tuition fees' and a 'maintenance loan' mean?
- Help your mentee to understand the financial support available to them if they decide to go to university.

Managing your budget

- Ask your mentee if they know what budgeting means and why it's important.
- Share any top tips for budgeting at college or university.
- Tell your mentee if you had a part time job whilst they were at university, and explore the pros and cons of having a part time job alongside studying.



Further resources

For signposting mentees:

- [Video: Student finance explained](#)
- [Finance for apprenticeships](#)
- [Video: Saving money as a student](#)

Activity for mentees:

Complete this [budgeting quiz](#) to find out whether you've got what it takes to be a prudent student!

Topic guide

Student finance and budgeting (Y12-13)



Objective: Mentees understand how student finance works, where to look for support and how they might manage their money as a student.

Discussion ideas:

Fees and finance

- Ask your mentee what they know about paying for university. Do they know what 'tuition fees' and a 'maintenance loan' mean?
- Help your mentee to understand the financial support available to them if they decide to go to university.

Managing your budget

- Ask your mentee if they know what budgeting means and why it's important.
- Share any top tips for budgeting at college or university.
- Tell your mentee if you had a part time job whilst they were at university, and explore the pros and cons of having a part time job alongside studying.



Further resources

For signposting mentees:

- [Video: Student finance explained](#)
- [Finance for apprenticeships](#)
- [How much is costs to live at university](#)
- [Video: Saving money as a student](#)

Activity for mentees:

Have a look at the [UCAS page on scholarships, bursaries and grants](#). Can you find any that you could apply to?

Topic guide

Student life



Objective: Mentees understand key aspects of student life including studying, socialising and student support.

Discussion ideas:

Home or away?

- Is your mentee intrigued by the idea of moving away for university or would they like to live at home? Share the pros and cons of each option.
- Share with your mentee how student life might differ for a university student (societies, flatmates) or a degree apprentice (working hours, colleagues).

Social life

- Share your experience of the social side of university/apprenticeships. Did you join any societies or clubs? How did you meet people and make new friends?
- Has your mentee heard of a 'society'? Do they currently do anything outside of school/sixth form that they could continue? Would they like to try anything new at uni?



Further resources

Extra research

- [Game: which flatmate are you?](#)
- [Top 10 things to know about uni life](#)
- [Ultimate guide to uni student halls](#)
- [Video: Day in the life of a degree apprentice](#)

Mentee challenge

Find out what a 'Student Union' is using Google. Write down 5 things you find out about them!

Topic guide

Study and revision skills



Objective: Mentees learn new study/revision techniques and strategies for coping with exam stress.

Discussion ideas:

Setting the scene

- Ask your mentee how they usually prepare for exams and assignments. What techniques do they usually use to revise? Do they know their learning style?

Study/revision techniques

- Introduce some revision techniques to you mentees – you could set them the challenge of trying out a new one and reporting back

Coping with exam stress

- Mentees in some year groups might have exams around the corner. Could you share some techniques for managing nerves in the run up and during the exam?



Further resources

For developing your own knowledge:

- [Young Minds: revision tips and exam stress](#)
- [Supporting teens with revision](#)

For signposting mentees:

- [Learn to motivate yourself](#)
- [Time management tips](#)
- [Making a revision schedule](#)
- [Revision hacks](#)
- [Motivation tips](#)

Topic guide

Study vs work



Objective: Mentees understand how they might adapt their behaviour and skills from a school to a workplace environment.

Discussion ideas:

Working environment

- Has your mentee ever been in a work environment before? This could be work experience or volunteering. What differences did they notice between work and school?
- Explain the different working environments to them (home working, office, field work) – do they have any ideas on what might be right for them?

Adapting your skills

- What skills/behaviours do mentees currently use at school that they think will also be important for the workplace? E.g. being punctual, meeting deadlines...
- Share with them any new skills that you've gained since beginning your career



Further resources

For signposting mentees:

- [Virtual work experience](#)
- [Video: transition from study to work](#)
- [Article: from education to employment](#)
- [Professionalism in the workplace](#)

Topic guide

University-level study



Objective: Mentees learn about the study/revision techniques needed at university level and how they can prepare for the transition.

Discussion ideas:

Setting the scene

- What does your mentee know about university study already? What will their particular subject involve (i.e. will it be lecture/seminar based, will it involve labs, tutorial sessions, exams, coursework etc.)?
- Tell your mentee about your university subject and how the different elements of study worked.

Study support

- Is there any area that your mentee particularly struggles with that you could work on together? E.g. if they struggle with managing deadlines for multiple subjects, you could help them make a timetable.
- Talk to your mentee about the support available at university, such as personal tutors and learning advisory services.



Further resources

Study and workload:

- [Lectures, seminars and tutorials explained](#)
- [Tips for adjusting to uni workload](#)
- [Best organisation apps for students](#)

Revision and exams:

- [Learn to motivate yourself](#)
- [Time management tips](#)
- [Making a revision schedule](#)
- [Revision hacks](#)

Topic guide

Writing a CV



Objective: Mentees learn what a CV is and how they can build one/improve their own.

Discussion ideas:

What is a CV?

- Younger mentees might not understand what a CV is and how they're used – help them to clear this up if not already.

Building a CV

- Explain the key elements of a CV to your mentee: personal details, education, work history, skills, qualifications...
- Ask mentees what experience/grades they have already that could fit into each section.
- Share some templates of CVs with your mentee so that they can choose a layout they'd like – you can also share your own if you'd like (remember to remove personal details!)

Giving feedback

- Support your mentee by offering constructive feedback on their CV – which parts show them in a great light? What more could they do to stand out?



Further resources

For signposting mentees:

- [How to write a CV as a teen](#)
- [Ultimate guide to building a CV](#)
- [CV templates](#)

Mentee activity:

Look at this [CV template](#) and start to develop your own CV. If you already have one, how could you improve it?