

Greater London Authority UK Shared Prosperity Fund

Project Requirements: Work experience

Support for Young Londoners Programme:
Quality work experience for students at risk of not
being in education, employment or training (NEET)



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1. Project Requirements

1.1 Project Overview

The Work Experience projects will deliver quality work experience for students aged 16-19 who are at risk of not being in education, employment or training (NEET). Students aged 16-25 who are at risk of NEET and who have an education, health and care plan (EHCP) may also be supported on these projects.

The projects will provide students with an understanding of the work environment and help them gain essential skills for life and for work. They will engage students with the world of work to improve their careers education, sustain their motivation for education and training, and improve their chances of successful progression to their best next steps in education, training or employment.

The projects will build capacity of London's education institutions to deliver quality work experience. They will support educators and education institutions to facilitate work experience as an integral part of the curriculum and careers education programme. They will also recognise students' skills development.

Employers will be supported to develop quality workplace experiences and learning opportunities that help students gain essential life and work skills. All employers are eligible to engage with the projects. However, there will be a focus on supporting small and medium sized enterprises (SMEs) to provide impactful experiences of work for students. The projects should also prioritise opportunities in London's key growth sectors. These include: green technology, culture and the creative industries, digital and technology, health and social care, and hospitality.

Target groups:

- Students in London's education institutions, aged 16-19, and who are considered by their education institution to be at risk of becoming NEET and/or not completing their post-16 education course.
- Students aged 16-25 who are considered by their education institution to be at risk of becoming NEET and have special educational needs and disabilities (SEND) with an education, health and care plan (EHCP).

- Employers, particularly micro, small and medium-sized enterprises, chosen for their suitability and match to the work experience needs of the student.

Detailed eligibility criteria are set out in section 1.4 below.

Primary result:

Two-day (minimum of 10 hours) Work Experience Placement (OP51a)

Geographical focus:

Projects will be delivered within the Greater London boundary. There are four Grant Package Areas (GPAs), which mirror the geographies of London's four sub-regional partnership (SRP) areas. Projects are expected to cover an entire GPA.

Funding available:

The total funding available for this programme of activity is £2.25m¹. Indicative budgets for each GPA are provided in section 3.1 below.

Number of grants to be awarded:

The GLA expects to award four grants (one per GPA).

Delivery period:

The GLA expects that all projects will start delivery from 1 April 2024 at the latest. Applicants may start their projects earlier than 1 April 2024, at their own risk, but no earlier than 1 January 2024. Project delivery must end by 31 March 2025.²

1.2 Background

The UK Shared Prosperity Fund (UKSPF) has been established to support the government's 'Levelling Up' agenda, aiming to improve pride in place and increase life chances across the UK, investing in communities and place, supporting local business, and people and skills.

The UKSPF People and Skills investment priority will be used to help reduce the barriers economically inactive people face to employment and support them to move towards employment and education.

¹ Note that the GLA reserves the right to vary the total funding for this programme of activity in response to the number and quality of applications received and/or any future increase in the funding available, as set out in sections 2.3, 5.3 and 7.1.5 of the Prospectus

² The GLA reserves the right to extend projects if the government extends the end date of UKSPF, as set out in section 2.3 of the Prospectus.

London's People and Skills priority - Supporting quality work experience for students at risk of being NEET

London's UKSPF Investment Plan set out the case for continued support for London's careers programme so that careers education and work experience remain at the heart of young Londoners' education, reflecting the Mayor's vision for all young Londoners to be able to make informed choices about their future careers.

Background research and statistics

Investment in careers education and an understanding of employment opportunities helps young people to aim high through well-structured programmes that put purposeful engagement with employers at their heart. The Careers and Enterprise Company's [Ready for the Future Report](#) shows that students facing the biggest barriers can, and do, benefit most from high quality careers education support. In practice, when students receive meaningful and flexible experiences with employers, they gain insight into what comes next and the skills required. A curriculum that connects classroom content to its applicability in the world of the work builds motivation.

The [London Local Skills Improvement Plan \(LSIP\)](#) sets out a blueprint for getting more Londoners into better, higher-paying jobs by matching training provision to employer demand. It has been led by BusinessLDN, in partnership with Federation of Small Businesses London (FSB London), London Chamber of Commerce and Industry (LCCI), and the Confederation of British Industry (CBI) London, with the backing of the Mayor of London and funded by the Department for Education. The report also presents the findings from a survey of over 500 young Londoners and outlines how they felt about their future career prospects. It asked them what skills they valued, what industries they were interested in, and delved into the barriers and rewards of work experience.³

Evidence suggests these experiences can make a key contribution to the skills young people need to thrive in the workplace.⁴ There is also a wide body of research that highlights the importance employers attach to 'soft' skills⁵ and essential skills⁶ for life and work and these are now also well correlated with increased wellbeing and higher earning potential. Employers

³ [Young Londoners and their careers' outlook: a snapshot analysis of career prospects as understood by 16-18 year olds](#), BusinessLDN, August 2023.

⁴ [Realising the potential of work experience](#), Youth Select Committee report on work experience with the British Youth Council, 2018. For the value of, and considerations related to, mentoring see [The Mentoring Fund: Evaluation of The Careers and Enterprise Company Mentoring Fund, Summary Report](#), SQW, 2020.

⁵ [Rethinking Careers Education: Investing in our Country's Future](#), Teach First, 2022.

⁶ The [Skills Builder Universal Framework](#) covers 8 essential skills: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership, and teamwork.

can make a difference because they bring an authentic perspective on the value of these skills, such as problem-solving and leadership.

There have been studies that emphasise the key role that work experience plays in preparing young people for the world of work and of the benefit to employers. Twenty-nine per cent of employers say that experience is critical when recruiting young people and a further 45 per cent say it is significant. Lack of experience is also the number one reason that employers turn away young job applicants.⁷

A study in 2017 compiled by the Careers and Enterprise Company,⁸ concludes that work experience has been shown to have a positive impact on employability skills, motivation in education, career-decision making and knowledge of the world of work. The report provides several lessons for how work experience can best be delivered through high-quality placements, and confirms that employers require training to support students and that employers and students need to be properly prepared and debriefed to get the most from this interaction.

An employability skills framework approach would add value for students as a way of practicing and improving employability skills during experiences in the workplace. It also provides the employer with a guide for how to plan work placement tasks together with learning goals. This approach could also provide clear learning goals for measuring quality and the progress and achievements of students.

The [Skills Builder Benchmark](#) is one example of how these essential skills for life and work are developed in school, linked to curriculum subjects, and progressed further as students move into employment.

London's job market is complex and highly-skilled, making it particularly daunting for young people who lack appropriate skills and experience of the world of work. A survey conducted by the charity Education and Employers found that young people who recalled having four or more instances of contact with an employer at school were 86 per cent less likely to be NEET than those who had had no such involvement and would earn on average up to 22 per cent more over their lifetime.⁹ Although the proportion of young people in London who are NEET has fallen in recent years, nearly one in ten (83,000) 16 to 24-year olds in the city still fall into this category.¹⁰ Education

⁷ [Not just making tea...Reinventing work experience](#), the UK Commission for Employment and Skills, 2014.

⁸ [Work experience, job shadowing and workplace visits: What works?](#), the Careers & Enterprise Company, 2017.

⁹ [Contemporary transitions: Young Britons reflect on life after secondary school and college](#), Education and Employers, 2017.

¹⁰ Department for Education, December 2022, figures and data taken from [London Datastore](#), 16-18 NEETS by borough, 16-24 NEETS by region, & borough.

and Employers research has also confirmed the value for young people of exposure to different types of workplace.¹¹

Research carried out on behalf of London Councils¹² highlighted the issue of students dropping out of courses at age 17. It found that just under 25 per cent of students beginning level 3 qualifications dropped out of their sixth form before the age of 18, this was a particular issue for vocational courses.

In 2019, the London Assembly commissioned a London-wide review into SEND provision for those aged between 16-25.¹³ The review highlighted that outcomes for young people with SEND are not as good as their peers without SEND. Nine per cent of young people with EHCPs in London were not in education or training after Key Stage 4, compared to five percent of those without.

The review identified gaps in provision for post 16 learners with SEND and insufficient information available to young people with SEND, their parents and other stakeholders to ensure successful transitions into work.

The majority of post-16 students with SEND are in further education (FE) colleges. The review identified that latest available Key Stage 4 destinations data for London's statemented pupils (from 2014) showed that around half of these pupils went into further education after the end of statutory schooling, compared to only 22 per cent of pupils without SEND. Statemented pupils were less likely than those without SEND to go to sixth form in school or to a sixth form college, which reflects the fact that these institutions tend to focus on level 3 courses for learners. Eight per cent of statemented pupils had a "destination not sustained" (effectively meaning they became NEET) after Key Stage 4, which is twice the proportion of those without SEND.

The business benefits for employers of engaging with young people have also been quantified, not only through building employers' talent pipelines and future workforce, but also demonstrating that employers benefit from the unique skills young people have, and their enthusiasm, energy and flexibility. By investing in young people, businesses save the cost of buying-in talent while a more diverse workforce helps them to better understand and serve their customer base. All of this gives organisations that are more young people-friendly a key advantage over their competitors.¹⁴

This programme of activity also seeks to emphasise the vital role that SMEs can play in careers education for London's schools and colleges, enabling

¹¹ [Work Experience: impact and delivery - Insights from the evidence](#), Education and Employers, 2012.

¹² [What is happening with 17+ participation, attainment and progression in London? Paper 3: Colleges in London](#), Ann Hodgson and Ken Spours, Institute of Education, University of London, 2014.

¹³ [Skills for Londoners Strategy: London Post-16 SEND Review](#), Mime Consulting, March 2019.

¹⁴ [The business case for employer investment in young people](#), Chartered Institute of Personnel and Development (CIPD), 2012.

students to experience and understand a more diverse type and range of future employment opportunities. Compared to larger organisations, many of which have dedicated careers or work experience programmes, SMEs may struggle to engage with local schools and colleges. By brokering sustainable relationships between the two, the projects funded through this programme of activity will support diversification and also support SMEs to engage with and shape their future workforce.

1.3 Objectives

The overall aim of this programme of activity is to improve students' understanding of the work environment and to enable them to take part in experiences of work which may improve their careers education, sustain their education and training, and improve their chances of successful progression outcomes into further education, employment or training.

The objectives to be achieved by the projects funded through this programme of activity are:

- **4,400** students will have taken part in work experience and completed a post-experience review of their learning to confirm the knowledge and skills gained from their work experience.
- as a result of having taken part in work experience through this programme, **4,400** students will have a better understanding of the work environment and employers' expectations in the world of work including, but not limited to, an awareness and understanding of:
 - behaviours and attitudes appropriate to employment settings
 - the essential skills for life and work
 - standards of workplace behaviour and conduct
 - working with others
 - health and safety
 - diversity and inclusion
 - working practices to achieve a sustainable work environment.
- education institutions, that have taken part in these projects, will confirm plans to continue to provide a programme of quality work experience after the end of this programme.
- **200** SMEs will have improved their awareness of how they can engage with providing work experience for students and how to establish a meaningful work experience programme.

1.4 Project Specific Eligibility and Target Groups

Specific eligibility criteria for participants on the projects funded through this programme of activity are as follows:

Students

- Students who are either:
 - Aged 16-19 and at risk of becoming NEET and/or at risk of dropping out of post-16 education
 - Aged 16-25 and at risk of NEET and who have an EHCP
- Students will be eligible if they are studying in one of London's state-funded education institutions. This includes secondary schools, post-16 and FE colleges, Alternative Provision and special schools. The institution must be located in a London borough which is within the relevant GPA for the project.
- Students must be confirmed as being at risk of NEET by their education institution, or by another appropriate authority that may include a youth worker, Local Authority, probation officer or other authority agreed by the GLA. These may be especially appropriate where a student is being supported with work experience outside of the school/college term.

Employers, including SMEs

- All employers which meet the project's health and safety and safeguarding requirements are eligible to participate. Employers will be chosen for their suitability and matched to the work experience needs of the student.
- Projects should focus support to provide work experience opportunities on employers that are:
 - in London's key growth or employment sectors (as described in the Deliverables in section 2.1 below);
 - Micro, small and medium-sized enterprises (defined in accordance with the [Department for Business, Energy and Industrial Strategy \(BEIS\) definition of an SME](#)) that need additional support to provide quality work experience

Although they are not a specific target group, careers leaders and teachers may also receive support and/or training if they are employed in a state-

funded education institutions which is within the relevant GPA for the project and are supporting students who are engaged with this work experience project.

Exclusions:

The following groups are not eligible to receive support through this programme:

- Students studying in an independent or privately-funded education institution or an education institution outside of Greater London (or outside of the relevant GPA for the project)
- Students in post-16 education studying T-Level courses that have a specific work experience requirement
- Careers leaders and teachers working in an independent or privately-funded education institution or an education institution outside of Greater London (or outside the relevant GPA for the project)
- Young people at a transition point that do not have a planned education, training or employment next step confirmed – and who are considered not in education, training or employment (NEET). These young people should be supported to access the GLA’s Universal NEET or Targeted NEET programmes of activity.

Please note that the evidence and data you will need to collect to prove eligibility (and generate a payment for outputs) is provided in Annex A of these Project Requirements.

1.5 Equality Targets

Projects should aim to support, as a minimum, proportions of students from the Equality Groups set out below.

Equality Groups	Project Target (%)
Students from Black, Asian and Minority Ethnic backgrounds	50%
Female students	50%
Students with SEND, as defined by their education institution, including those with an EHCP	20%

Applicants must describe how they will identify, recruit and support eligible students from these groups, taking account of any barriers to participation.

1.6 Geography

The programme of activity will cover the Greater London area. There will be four Grant Package Areas (GPAs). The four GPAs will mirror the geographies of London's four sub-regional partnership (SRP) areas and Careers Hub areas, to allow for better integration of provision with existing local structures and networks.

The GPAs are GPA 1 - Central London, GPA 2 - East London, GPA 3 - South London and GPA 4 - West London.

The GLA expects to award four grants, one grant in each GPA, for the full amount of funding available.

The number of students to be supported and the funding allocated to each GPA is set out in section 3 below.

Please note that a student's eligibility to participate is determined by the location of the education institution within the relevant GPA of the project that receives grant funding, not by the residential address of the student.

1.7 Project Specific Partnership Working

The GLA strongly encourages partnership or consortium applications, particularly where specialist or grassroots organisations and a multi-agency approach are integral to delivery. Applicants should consider how the sub-regional geography will be covered, to be able to identify the target students across the education institutions in the GPA.

This project must work closely with London's sub-regional Careers Hubs which support schools to improve careers education and employer engagement with state secondary schools, special schools, pupil referral units, alternative provision, post-16 institutions and FE colleges across London. The project will add value to the London Careers Hubs by providing additional support for students aged 16+ and at risk of NEET. It will also build capacity and demonstrate good practice for education institutions when delivering work experience. The GLA would expect the lead applicant for these UKSPF-funded work experience projects to become a member of the relevant sub-regional Careers Hub Steering Group.

The applicant, and their delivery partners for this project, will be required to identify, and work in partnership with other organisations delivering support to

London’s education institutions, and specifically with organisations that are delivering work experience, to ensure this project is complementary to, and not in competition with, or duplicating, other funded provision.

Although there will be four separate sub-regional grant awards for this programme of activity, the GLA strongly recommends that successful applicants work collaboratively to share their experiences during delivery. The GLA will facilitate network meetings to bring successful applicants and their delivery partners together to discuss progress and share good practice.

2. Deliverables

2.1 Project Deliverables

The GLA considers successful delivery will incorporate the stages and activities outlined within the table below. The stages will also form how payment is structured (see section 3: Budgets and Payments for more details of the payment model).

There is an expectation that applicants will choose how they deliver their project, bringing their expertise and unique approach to delivering the programme aims and objectives. However, applicants must demonstrate in their applications how they will meet specific criteria.

Element	Activity
<p>Engagement with education institutions and support for careers leaders and teachers</p>	<p>Successful applicants should engage with education institutions to identify eligible students. They should look to work with education institutions which are below the average London score for Gatsby Benchmark 6, although not all schools involved in the project will need to be in this category. The London Careers Hubs in each sub-region will be able to help introduce successful applicants to education institutions, but each lead applicant will be responsible for ensuring education institutions, staff and students are engaged in the project.</p> <p>Careers leaders and teachers in the education institutions should be supported to develop their capacity to:</p> <ul style="list-style-type: none"> • understand how to develop a student learning plan for their work experience

Element	Activity
	<ul style="list-style-type: none"> • understand what quality work experience provision looks like for students and the benefits of work experience • access resources available to support students' preparation for work experience and how to undertake a post-experience review of skills and learning. • have in place a sustainable work experience plan for the education institution at the end of the project that builds on the learning from this project.
<p>Planning and preparing students for work experience with the education institution</p>	<p>Successful applicants should work with education institutions to identify students that are at risk of NEET and/or not completing their post-16 education.</p> <p>Confirmation will be required from the education institution that the students identified to take part in the project are age 16-19 and are at risk of NEET or non-completion (or age 16-25 with an EHCP).</p> <p>Successful applicants should develop a simple Memorandum of Understanding between the lead applicant and the education institution to make sure the eligibility, quality elements, and careers leader and/or teacher commitment is secured. This might include:</p> <ul style="list-style-type: none"> • agreement that the education institution will identify eligible students and access to students to determine their needs • a plan of: <ul style="list-style-type: none"> ○ how the institution will enable students to be prepared for their work experience placements ○ how a student review will take place at the end of the placement to demonstrate the skills and experience the student has gained from the work experience ○ how student learning will be captured • agreement for the successful applicant to conduct surveys and/or collect feedback from students, careers

Element	Activity
	<p>leaders and teachers to measure the impact of the project</p> <ul style="list-style-type: none"> • an institution work-experience delivery plan which identifies key milestones (with timescales) and agreed dates for work experience.
<p>Employer engagement and support for employers</p>	<p>The successful applicant should use employer networks, promotion and outreach activity to recruit employers to take part in the project.</p> <p>A range of employers can be involved with the project, but at least 200 London-based SMEs must be engaged and supported.</p> <p>Businesses should also be engaged from London’s key growth sectors: green technology, culture and the creative industries, digital and technology, health and social care, and hospitality.</p> <p>Applicants should explain in their applications how they will focus their work on these sectors and how they will support SMEs to fully engage in providing quality work experience.</p> <p>All employers should be supported to establish a sustainable work experience plan with learning and skills development activities that can be used for future work experience offers to students.</p> <p>All employers should also be supported to deliver work experience activities that encompass an understanding of workplace expectations which should cover at least the following elements:</p> <ul style="list-style-type: none"> • awareness and understanding of behaviours and attitudes appropriate to employment settings • awareness and understanding of essential skills for life and work • standards of workplace behaviour and conduct • working with others • health and safety in the workplace • diversity and inclusion • environmental sustainability in business

Element	Activity
	<p>Where it might not be possible for an employer to cover the full range of the above workplace expectations during a work experience, this element can be covered separately as part of a planning or introductory session for students prior to the work experience activity. For example, this could be covered in a group setting with an employer, through an employer encounter at an education institution, or as a virtual activity, although this time out of the workplace would not be counted towards required hours for OP51.</p>
<p>Preparation and support for SMEs</p>	<p>Applicants should explain in their applications how they will support SMEs to develop a sustainable work-experience offer for students. This can be in the form of employer workshops and/or one-to-one support.</p> <p>The GLA expects support for SMEs to include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • training to enable SMEs to implement inclusive workplace practices and to understand the varying needs of the students • support with health and safety requirements, safeguarding practices and supervision for the students on work experience • one-to-one support, where appropriate, to deliver a quality experience in the workplace for the student(s) • support to develop a sustainable work experience plan that sets out the tasks and learning aims for the student • a survey of each employer before and after the intervention to measure the impact this project has had on their capacity to deliver work experience in the future.
<p>Work experience in the workplace (all employers including SMEs)</p>	<p>Applicants should set out an approach that supports development of essential skills for life and work for students and provides support for employers to deliver quality experiences of the workplace.</p>

Element	Activity
	<p>Applicants should explain in their applications how they will design and accommodate innovative and flexible approaches to the delivery of work experience.</p> <p>Given the short timescale for delivery of this project, and the fact that the programme timetable does not align neatly with academic terms or years, applicants should also explain how work experience will be planned and delivered throughout the year to ensure that target outputs and outcomes can be met.</p> <p>Each student must have experience of work in the employer workplace for a minimum of two days (a minimum of 10 hours in the employer’s place of business). This could be any combination of equivalent hours arranged over more than two days to suit the student and employer and work experience can be staggered to achieve the required number of hours/days.</p> <p>A longer period of work experience should be provided where possible to achieve greater learning and measurable impact. An additional payment is made for students that take part in a total of five days or more work experience (a minimum of 25 hours in the employer’s place of business). This could be any combination of equivalent hours to suit the student and employer.</p> <p>Virtual work experience (online, or in the education institution) can take place, but this will not count towards the 10 and 25 hour thresholds. For example, a student can complete 10 hours of work experience in the workplace, and an additional 15 hours of virtual work experience, but an output payment will only be claimable for the 10 hours in the workplace.</p> <p>Each student will have a work experience plan which should include, but will not be limited to:</p> <ul style="list-style-type: none"> • a baseline survey with each student, to capture perceptions and interests prior to the work experience, which is to be recorded on the student learning plan

Element	Activity
	<ul style="list-style-type: none"> • a record of learning aims, personal development and preparation prior to the work experience, such as background learning about the employer • travel preparation, and identification of travel expenses or other expenses needed to participate in the work experience • confirmation of the date(s)/time(s) of the work experience and a named contact in the workplace • a record of the skills and learning expectations arising from the work experience, using a skills framework approach • any individual support requirements (adaptations, resources, equipment etc.). <p>Work experience can be delivered one-to-one or in a small group setting in the workplace. However, each student must have a tailored work-experience plan, sets out their individual learning objectives and includes their individual support needs, as appropriate.</p> <p>Where work experience covers more than one day, daily check-ins should be made with students and employers to review progress and address any issues.</p> <p>Successful applicants will need to confirm that appropriate health and safety and safeguarding checks of the workplace environment have taken place prior to the start of the work experience placement.</p>
<p>Post-activity/work experience review</p>	<p>Successful applicants will be required to undertake reviews of activities and work experience after they have taken place in order to identify good practice and any changes that may be needed, including obtaining feedback from students, employers and the staff of the education institution (teachers or careers leaders) as appropriate.</p> <p>Students must be able to confirm the learning and skills they have gained in relation to workplace practices as improved awareness and understanding of these this is a required UKSPF outcome (see section 2.2). This should include, but is not limited to:</p>

Element	Activity
	<ul style="list-style-type: none"> • awareness and understanding of behaviours and attitudes appropriate to employment settings • awareness and understanding of essential skills for life and work • standards of workplace behaviour and conduct • working with others • health and safety in the workplace • diversity and inclusion • environmental sustainability in business <p>A record will need to be kept of each student’s experience(s), which should be reviewed against their initial learning objectives to record and monitor progression and impact. This might include: improved workplace competencies, work-related self-efficacy and resilience against setbacks, increased levels of work-related behaviours and perceived employability.</p> <p>A record will also need to be kept of each employer’s experience(s) to record and monitor the impact on employer capabilities and the development of workplace practices. Feedback might include changing workplace practices or increased awareness of the needs of neurodivergent or disabled people.</p>
End of programme sustainability	<p>Successful applicants will need to provide an end of project report to summarise:</p> <ul style="list-style-type: none"> • the work experience and other activities delivered • the feedback received from students, employers, education institutions and other stakeholders • good practice identified and lessons learned.

2.2 Outputs and Outcomes

The tables below detail the UKSPF outputs and outcomes against which the projects funded through this programme of activity will need to report.

Outputs
(OP001) Starts

(OP51) Taking part in work experience programmes
(OP51a) Number of people taking part in work experience programmes (10 hours)
(OP51b) Number of people taking part in work experience programmes (25 hours)
(OP51c) Participation by a small and medium enterprise (SME) in a work experience placement, and support provided to SME before and after placement

Outcomes
(OC41) Number of people familiarised with employers' expectations, including standards of behaviour in the workplace
(OC66) End of programme report

Detailed definitions and the specific evidence requirements you will need to meet for this programme are provided in Annex A at the end of these Project Requirements

Applicants will need to include targets for each of these outputs and outcomes in their application(s). The anticipated minimum number of outputs and outcomes per GPA, and the proportion of the budget payable against these outputs and outcomes, are set out in section 3.2 below.

3. Budget and Payments

3.1 Overall budget framework and parameters

The indicative budget allocated for the programme of activity described in these Project Requirements is **£2.25m**.¹⁵

The indicative amount allocated per GPA¹⁶ is set out in the table below.

Grant Package Area (GPA)	Indicative budget available per GPA.
GPA 1: Central London	£675,000
GPA 2: East London	£675,000
GPA 3: South London	£405,000
GPA 4: West London	£495,000
Total	£2,250,000

The GLA expects to fund one project in each GPA for the full amount of available budget for that GPA, subject to the quality of applications and strategic moderation considerations.

The GLA will award up to a maximum of four grants to any one lead applicant across all three UKSPF People and Skills programmes of activity and GPAs. Furthermore, the GLA will only award a maximum of two Work Experience grants (for two GPAs) per lead applicant. For further information about the number of grant awards that may be made in any GPA, or to any one organisation, please refer to section 5.3 of the Prospectus.

¹⁵ See footnote 1 above. The GLA reserves the right to vary the total funding for this programme of activity, as set out in the Prospectus.

¹⁶ The funding allocations per GPA are based on the number of education institutions in each sub region, and also includes a development fund element that is based on student's needs in the sub-region (including, for example, the percentage of students receiving free school meals). This aligns with the method of calculating funding allocations for the Careers Hubs.

3.2 The Payment Model

Payments will be made on the achievement of outputs and outcomes set for progressing through key stages of the project.

All payments are based on a model which reflects the payment stages indicated in the table below.

Applicants must offer the minimum number of outputs required for each GPA (outlined in the table below), but may offer to deliver more than the minimum number of outputs. If an application includes an offer that is higher than the minimum, the total amount of funding available for that GPA and the proportion of the overall funding which is allocated for that output or outcome will not increase, but the unit rates will reduce in proportion.

The formulae in the Payment Trigger Calculator (PTC) automatically adjust the unit rates payable for each output and outcome based on the total outputs and outcomes that are offered, so applicants can use the PTC to analyse the financial implications of their proposed offer of outputs and outcomes.

Anticipated proportions of funding for activities which trigger payments		
Outputs / Outcomes	% of overall grant value towards this output or outcome	Minimum number required (total and by GPA)
Start (individual student work experience plan as set out in the Project Deliverables at section) (OP001).	24%	(4,400 in total) Central: 1,320 East: 1,320 West: 968 South: 792
Student completion of two days, or at least 10 hours over two or more days, work experience (OP51a).	40%	(4,400 in total) Central: 1,320 East: 1,320 West: 968 South: 792
Student completion of an additional three days or more (in total) work experience meaning the total work experience lasts five days (or at least 25 hours over five or more days) (OP51b).	30%	(3,600 in total) Central: 1,080 East: 1,080 West: 792 South: 648

Participation by an SME in a work experience placement, and support provided to SME before and after placement (OP 51c).	5%	(200 in total) Central: 60 East: 60 West: 44 South: 36
Summary report of feedback, good practice and lessons learned from students, education institutions, partners (OC66).	1%	(4 in total) 1 per project

The payments made for the individual output and outcomes listed above are inclusive of project management costs, overheads, staff, institution or employer training, and reimbursement of student travel and subsistence or any other student costs associated with their work experience placement.

It is anticipated that a student may be reported once against more than one of these paid outputs and outcomes (e.g., payment may be claimed for one individual participant as a start (OP001), for that individual completing 10 hours work experience (OP51a), and for that individual completing an additional 15 hours work experience (OP51b)), however only one of each outcome payment may be claimed per participant (i.e., if a participant undertakes 35 hours of work experience activity, a payment may be claimed for both the original 10 hours (OP51a) and the initial additional 15 hours (OP51b), but a further claim cannot be made against OP51a for the extra 10 hours).

The Primary Result for this project is a two-day (minimum of 10 hours) Work Experience Placement (OP51a)

Annex A: UK Shared Prosperity Fund (UKSPF) Output and Outcome evidence requirements guidance for Work Experience (version 1)

Introduction

This annex sets out definitions and evidence requirements for outputs and outcomes for the Work Experience Programme. This guidance must be read alongside the government's guidance on outputs and outcomes for UKSPF: 'UK Shared Prosperity Fund: outputs and outcomes definitions (version 2)' available on gov.uk.

Both sets of guidance should be used when preparing applications for funding, developing your project systems, compiling claims, collating statistical analysis and evaluation. It is a grant funding obligation that output, and outcome evidence is retained. Evidence will be requested at various stages throughout the lifetime of the project.

Definitions

This guidance document provides definitions for the key output (OP) and outcome (OC) indicators for UKSPF People & Skills under E33, it sets out:

- The unit of measurement for the indicator (as specified by government)
- The UKSPF intervention to which they relate (as specified by government)
- Evidence and records that must be retained to demonstrate the indicator has been achieved (specified by government and GLA)
- Evidence and records that must be retained where an output or outcome is linked to a payment (specified by the GLA)
- Further explanatory notes where appropriate (as specified by GLA)
- Any additional requirements

Equality and Diversity

Effective monitoring of diversity characteristics is a legal requirement under the [2010 Equality Act](#) which sets out the public sector equality duty in relation to the following protected characteristics

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

For UKSPF in London this should include, as a minimum, capturing project data on participants regarding:

- Gender
- Age
- Disability - A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Further guidance can be found here: <https://www.gov.uk/definition-of-disability-under-equality-act-2010>
- Ethnicity - a list of categories can be found here <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups>
- Care leavers
- Offenders / Ex-offenders
- Homelessness

Equalities Outputs:

As well as collecting data projects will be asked to set targets based on their local demographic need against the following outputs:

- Black, Asian and other ethnic minorities
- Female
- Disabled

Please note this will be based on an individual's self-declaration, no additional evidence is required for equality outputs.

Additional data requirements:

In addition to UKSPF outputs and outcomes you will be required to report against the total number of starts on the programme. Details including definitions and evidence requirements are included in the tables below.

In accordance with government requirements for UKSPF, lead organisations will need to capture and report project delivery postcodes.

As part of the reporting process, you will be required to capture information on the highest level of qualifications held by participants and report this bi-annually in the progress report. This will be based on an individual's self-declaration; you will not be required to provide evidence.

For evaluation purposes only, National Insurance numbers (NINOs) should be recorded for all individuals who stand to benefit from a UKSPF intervention. This, alongside other data, will be used by government to track the impact of UKSPF. Where a NINO is not available, a unique reference

number would need to be provided. ***We are seeking confirmation from DLUHC that NINOs will not be required as part of the claims process and will not need to be disclosed for anything other than for evaluation purposes***

**** Privacy notices would need to be put in place informing of the need to collect NINOs, this could be included within the enrolment form***

Outputs

Reference	OP001
Output Indicator	Number of starts
Unit of Measurement	Number of people
UKSPF Definition	<p>Number of students enrolled on a programme inside Greater London</p> <p>Students should be either:</p> <ul style="list-style-type: none"> • Aged 16-19 and at risk of becoming not in education, employment, or training (NEET) or at risk of dropping out of post-16 education • Aged 16-25 and at risk of NEET and who have an education, health and care plan (EHCP)
Evidence requirements	<p>1. Initial work experience plan signed by both student and provider that includes the requirements set out in the project deliverables</p> <p>This should also include the following information:</p> <ul style="list-style-type: none"> • Name of student • Name of Education Institution • Date of Birth • Unique participant reference number (provider's own) • Equalities data self-declared by student <p>2. Confirmation from the education institution (or by another appropriate authority) that the student meets the project's eligibility criteria</p>

Reference	OP51
Output Indicator	Number of people taking part in work experience programmes
Unit of Measurement	Number of people
UKSPF Definition	<p>Number of people taking part in work experience programmes.</p> <p>- Work experience programmes offer short work experience placements with local employers for people aged 16-65 years.</p>
Evidence requirements	<p>1. Confirmation that a student has completed work experience.</p> <p>This should include the following information:</p> <ul style="list-style-type: none"> • Confirmation from the employer of the number of hours and days of work experience completed at the employer’s place of business. • Confirmation from the student that they have a better understanding of workplace practices (as per OC41). • Work Experience plan with employer • Risk assessment carried out prior to placement • Confirmation that employer understands and has in place appropriate Safeguarding practices • Evidence of communication between business and student before and during the placement • Student record of learning and skills developed during the placement

Reference	OP51a
Output Indicator	Number of people taking part in work experience programmes (10 hours)
Unit of Measurement	Number of people
UKSPF Definition	Number of students completing work experience of two days, or at least 10 hours over two or more days.
Evidence requirements	In addition to the requirements for OP51: <ul style="list-style-type: none"> Confirmation by the employer that the completed work experience lasted for two days, or at least 10 hours over two or more days

Reference	OP51b
Output Indicator	Number of people taking part in work experience programmes (25 hours)
Unit of Measurement	Number of people
UKSPF Definition	Number of students completing work experience of two days, or at least 25 hours over five or more days.
Evidence requirements	In addition to the requirements for OP51: <ul style="list-style-type: none"> Confirmation by the employer that the completed work experience lasted for five days, or at least 25 hours over five or more days

Reference	OP51c
Output Indicator	Participation by a small and medium enterprise (SME) in a work experience placement, and support provided to SME before and after placement
Unit of Measurement	Number of SMEs
UKSPF Definition	Number of small and medium enterprises (SMEs) hosting at least one student for a completed work experience placement (OP51a or OP51b)
Evidence requirements	In addition to the requirements for OP51: <ul style="list-style-type: none"> Confirmation from the business that they are an SME. Confirmation from the SME that they have taken part in a work experience placement (OP51a or OP51b).

	<ul style="list-style-type: none"> • Confirmation of support received and/or training undertaken by the SME.
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Outcomes

Reference	OC41
Output Indicator	Number of people familiarised with employers' expectations, including, standards of behaviour in the workplace
Unit of Measurement	Number of people
UKSPF Definition	The number of people who have been supported by UKSPF funded activity to be familiarised with or acquire improved awareness and understanding of behaviours and attitudes appropriate to employment and skills settings, including but not limited to, standards of workplace behaviour and conduct, working with others, health and safety, diversity and inclusion, etc. This can include pre-employment or skills activity as well as activity undertaken on joining such as formal inductions and training.
Evidence requirements	<p>Participant record of work experience or action plan recording progress in workplace competencies</p> <p>This could include:</p> <ul style="list-style-type: none"> • Awareness and understanding of essential skills for life and work. • Standards of workplace behaviour and conduct • Working with others • Health and safety • Diversity and inclusion • Environmental sustainability in business

Reference	OC66
Output Indicator	End of programme report
Unit of Measurement	Number of reports
UKSPF Definition	Submission of end of programme report
Evidence requirements	<p>Summary report of feedback, good practice and lessons learned</p> <p>This should include:</p> <ul style="list-style-type: none"> • Summary of activities delivered by the project • Summary of feedback from students, employers, education institutions and other stakeholders identifying good practice and lessons learned

An individual may create more than one output or outcome to be counted against different indicators. In these situations, they should be recorded in all relevant outputs or outcomes and will not be considered double counting.

Please note this guidance is subject to updates and changes as directed by government or the GLA.

Other formats and languages

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