



Skills for the Future

Grants from £100,000 to £750,000
for heritage training opportunities

Application guidance

June 2016
www.hlf.org.uk



Contents

Part one: Introduction	3
Welcome	3
Help we offer	3
Who we fund	4
What we fund	5
The difference we want to make	7
Costs we can cover	8
Your contribution	9
Other information about your application	9
Part two: Application process	10
Making an application	10
First-round application	10
Development phase	10
Second-round application	10
Delivery phase	10
How we assess applications	11
How decisions are made	11
Part three: Receiving a grant	12
Terms of grant	12
Acknowledgement	12
Images	12
Mentoring and monitoring	12
Permission to start	12
Grant payment	13
Buying goods, works and services	13
Insuring works and property	14
Evaluation	14
Part four: Application form help notes	15
Section one: Your organisation	15
Section two: The heritage	16
Section three: Your project	16
Section four: Project outcomes	19
Section five: Project management	21
Section six: After the project ends	24
Section seven: Project costs	25
Section eight: Additional information and declaration	29
Section nine: Supporting documents	30
Appendices	31
Appendix 1: Writing a Skills for the Future training plan	31
Appendix 2: Heritage Skills	36
Appendix 3: Evaluation	37
Glossary	39

Part one: Introduction

Welcome

Skills for the Future is a £10 million grants programme for organisations that provide paid work-based training placements to meet a skills shortage in the heritage sector and help diversify the workforce. You can apply for a grant from £100,000 to £750,000. The application process is in two rounds.

The initiative is intended to:

- fund high quality, paid work-based training opportunities;
- provide placements that equip people with the skills to pursue a career in heritage;
- address identified skills shortages in the heritage sector;
- increase the diversity of the heritage workforce;
- enhance the capacity of the heritage sector to deliver sustainable training and share good practice.

There is one opportunity to apply for Skills for the Future: the closing date for first-round applications is **12 noon, 13 October 2016**.

About this guidance

This guidance will help you decide whether this is the right initiative for you, as well as providing you with the information you'll need to plan an application at both the first and second rounds.

Read **Part one: Introduction** and **Part two: Application process** to find out about what we fund and how to apply.

Part three: Receiving a grant tells you about how we will work with you if you receive a grant.

Part four: Application form help notes provides information to help you answer each of the

questions on the application form. We will assess applications based on the detail you provide – it is important that you take account of these help notes.

The **appendices** expand on our requirements, **Appendix 1: Writing a Skills for the Future Training Plan** is essential reading as it outlines the structure of the training plan, a key part of the second-round application. We have defined some of the terms we use in a **glossary** at the back.

Help we offer

Project enquiry service

Please tell us about your idea by submitting a project enquiry form online. We expect high competition for grants and you may find it useful to have our early feedback on your proposal before you invest resources in a full first-round application. Staff in your local HLF office will get in touch within 10 working days to let you know whether your project fits the Skills for the Future programme and to provide support with your application. Please submit your project enquiry form before **4 August 2016**.

We recommend that you read **Parts one and two and Appendix 1** of this Skills for the Future application guidance before sending us your project enquiry.

We also provide a range of resources that will help you plan your Skills for the Future project, including previous project and programme-level evaluation reports and our online community programme pages. You can find these on our website.

Who we fund

Under this initiative, we fund applications from:

- not-for-profit organisations; and
- partnerships led by not-for-profit organisations.

We welcome partnership bids. Applications should demonstrate what additional benefits the partnership will achieve, for example, by providing a wider range of training hosts or allowing smaller organisations to be engaged in delivering training. Our programme evaluation tells us that heritage sector organisations often struggle to recruit a diverse range of people. You may want to consider a partnership with an organisation that can help you reach new people.

If you are applying as a partnership, you will need to nominate a lead applicant. The lead applicant should provide a signed partnership agreement showing the involvement of each partner and how the project will be managed.

As Skills for the Future aims to deliver employer-led work-based training we would normally expect to fund projects led by a heritage organisation.

If private owners or for-profit organisations are involved in a project, we expect public benefit to be greater than private gain.

Here are some examples of the types of organisations we fund:

- community or voluntary groups;
- Community Interest Companies;
- charities or trusts;
- social enterprises;
- local authorities;
- other public sector organisations.

What we fund

Under this programme, we fund organisations that run projects providing work-based training placements to meet a skills shortage in the heritage sector and help diversify the workforce.

When we say a **project** we mean work or activity that:

- is defined at the outset;
- has not yet started;
- will normally last between 18 months and four years, up to a maximum of five;
- will contribute to achieving the aims and outcomes we describe.

The Skills for the Future programme is focussed on creating paid, high quality opportunities for **new entrants** to the heritage workforce, whether young people or career changers, and helping to sustain the heritage sector in the longer term.

Your project should:

- provide training opportunities between three and 18 months long that are additional to current or recent provision;
- provide accreditation for the training, where it is available and appropriate to the trainees;
- maximise opportunities to develop new qualifications or standards where there is a demonstrable need in the heritage sector. For example, in England, contributing to new Apprenticeship standards and assessment plans which are eligible for Digital Apprenticeship Service support could help to sustain heritage skills beyond your project

If your project is designed to benefit people in Wales, we expect you to make appropriate use of the Welsh language when you deliver your project.

Trainees

We will give grants to organisations or partnerships to plan and deliver a new training programme for a specified number of trainees. Typically, these programmes will provide individuals with a personalised training plan and enable them to work alongside one or more experienced heritage professionals in the work place. They will provide trainees with a bursary payment for the period of their training.

We do not stipulate the level of bursary to be paid to the trainee. This will be variable across projects and will depend on your sector, the age of the trainees and, where applicable, the type of role or qualification you are offering. We would expect the remuneration to be in line with minimum wage standards (which differ for under-21s, people aged 21-24 and for over-25s - who are entitled to the National Living Wage); the bursaries should reflect the trainee status of the roles whilst seeking to remove some of the financial barriers trainees might face in joining the heritage sector.

Your trainee costs should take account of any tax liabilities unless you have agreed exemption with HMRC (see the Skills for the Future online community on our website for tax-exemption information).

Training the trainers

As part of a wider programme that includes creating training opportunities for new entrants to the heritage workforce, we will fund some training for the existing workforce, for example, train-the-trainer courses or courses to help people become work-place assessors. Our programme evaluation tells us that the quality of the trainer is a key factor in the success of a Skills for the Future project.

Value for money

We want to maximise the funding directed at trainees and this will be an important consideration when we assess whether your application offers value for money. Our experience of previous Skills for the Future projects and our consultation lead us to suggest it is reasonable to provide a 12-month placement for £25,000, including the bursary payment to the trainee and all of the overheads included in your project (trailing new recruitment processes and methods, administration, research, train-the-trainer activity, promotion, accreditation, evaluation, etc.)

We accept some applicants may need to cost their placements at a higher level, for example, those seeking to offer training for disabled people who might need their training provider to make reasonable adjustments to the workplace, or those requiring trainees to travel extensively over large distances, for instance in rural areas. If your total project delivery cost (not including funding for your training plan) divided by the number of 12-month equivalent placements is more than £25,000 you will need to explain why this is the case.

What HLF is unlikely to support

As a guide, the following are unlikely to be supported:

- projects outside of the UK;
- projects where train-the-trainer and/or new qualification development is the main focus of activity or which are led by a training or education provider rather than a heritage employer;
- projects where the main focus is meeting your legal and/or statutory responsibilities, such as the requirements of the Equality Act 2010;
- projects promoting the cause and beliefs of political or faith organisations.

The assessment process is competitive and we cannot fund all of the good-quality applications that we receive.

The difference we want to make

We describe the difference we want to make to heritage, people and communities through a set of 'outcomes.'

Your Skills for the Future project should contribute towards the three outcomes listed here. We describe the outcomes we value most as weighted outcomes.

Outcomes for people:

With our investment, people will have:

- developed skills
- learnt about heritage

Outcomes for communities:

With our investment:

- more people and a wider range of people will have engaged with heritage **W**

Our priorities

These outcomes seek to address three key areas where we think change is needed.

Our programme evaluation tells us that critical skills shortages remain in the sector. Applicants that identify and evidence skills shortages within the heritage economy and outline how they will address them in their project are more likely to be supported. These should be skills that are essential to the future conservation or sustainability of heritage or to widening the range of people who engage with heritage. They could include traditional and natural heritage skills and the skills needed to deliver public engagement programmes, or to use digital technology in heritage settings. See Appendix 2 for some examples. Projects focussed on traditional skills which are primarily directed towards the making and sale of new craft or art objects will not be a priority for Skills for the Future funding.

There remains a lack of knowledge and capacity in the heritage sector linked to vocational learning. We want Skills for the Future to have an impact on the number of people who can influence the strategic development and delivery of work based training, not least to maximise external funding opportunities.

The lack of diversity in the current heritage workforce is a major concern; this is why we have weighted the outcome 'more people and a wider range of people will have engaged with heritage'. We will give priority to projects which set ambitious and credible targets for the recruitment of trainees who will broaden the profile of individual organisations and/or the heritage sector.

You will need to understand the demographics of your workforce now and the extent to which people from lower socio-economic groups, men or women, disabled people and/or people from minority ethnic communities are under-represented. Our programme evaluation tells us that some heritage organisations have successfully trialled positive action recruitment and you might consider this route. Projects that target, or seem likely to recruit, postgraduate students will not be a priority for Skills for the Future funding.

For more information, please see **Section four: Project outcomes** in **Part four: Application form help notes**

Costs we can cover

Direct project costs

Your application should include all costs that are directly incurred as a result of the project.

Direct project costs include:

- bursary payments for trainees, including tax where exemption is not agreed;
- trainee recruitment costs, including the additional work to reach a wider range of applicants;
- new staff posts;
- extra hours for existing staff;
- the cost of filling a post left empty by moving an existing member of staff into a post created for the project;
- equipment and materials for training;
- train-the-trainer course costs or assessor course fees;
- networking and sharing events for trainees and hosts;
- accreditation costs;
- professional fees;
- evaluation;
- promotion; and
- extra costs for your organisation, for example, digital equipment.

Direct project costs do not include:

- the cost of existing staff time (unless you are transferring an existing member of staff into a new position to deliver the project or allocating a proportion of an existing member of staff's time to delivery);
- existing organisational costs.

Please read about our requirements for **buying goods, works and services** in **Part three: Receiving a grant**.

Full Cost Recovery

For voluntary organisations, we can also accept part of an organisation's overheads (sometimes called 'core costs') as a part of the costs of the project. We expect our contribution to be calculated using Full Cost Recovery. We cannot accept applications for Full Cost Recovery from public sector organisations, such as government-funded museums, local authorities or universities.

Your organisation's overheads might include overall management, administration and support, or premises costs that relate to the whole organisation. We can cover a proportion of the cost of an existing member of staff, as long as they are not working exclusively on the HLF-supported project.

Recognised guidance on calculating the Full Cost Recovery amount that applies to your project is available from organisations such as the Association of Chief Executives of Voluntary Organisations (ACEVO) (www.acevo.org.uk) and Big Lottery Fund (www.biglotteryfund.org.uk). You will need to show us how you have calculated your costs, based on recent published accounts. You will then need to tell us on what basis you have allocated a share of the costs to the project you are asking us to fund, and we will assess whether this is fair and reasonable.

Your contribution

We ask you to make a contribution towards your project. We describe this as 'partnership funding' and it can be made up of cash, volunteer time, non-cash contributions, or a combination of all of these. Some of your partnership funding must be from your own organisation's resources.

Under this programme you must contribute at least 5% of the costs of your development phase and 5% of the costs of your delivery phase.

Other information about your application

Freedom of information and data protection

We are committed to being open about the way we will use any information you give us as part of your application. We work within the Freedom of Information Act 2000 and the Data Protection Act 1998. When you submit your declaration with your application form you are confirming that you understand our obligations under these Acts.

Complaints

If you want to make a complaint about HLF, we have a procedure for you to use. This is explained in *Making a complaint*, a document available on our website. Making a complaint will not affect, in any way, the level of service you receive from us. For example, if your complaint is about an application for funding, this will not affect your chances of getting a grant from us in the future.

Part two: Application process

Making an application

Skills for the Future applications go through a two-round process. This is so that you can apply at an early stage of planning your project and get an idea of whether you have a good chance of getting a grant before you send us your proposals in greater detail.

You will need to submit your first-round application **by 12 noon on 13 October 2016**. We expect to see outline proposals for the training you will deliver and the people you will target and detailed proposals for the work you will do in your development phase.

We will assess your application and it will then go to our Trustees for a decision in February 2017.

During your development phase you will prepare your training plan (see **Appendix 1: Writing a Skills for the Future training plan**), where you will give us detailed information about the training you will deliver, as well as firming up your management structure, costs and delivery timetable. You should also consider how you will evaluate your project. Please see **Appendix 3: Evaluation**.

You decide how long you need to develop your second-round application but we must receive it by **12 noon on 7 September 2017**. We will assess it in 12 weeks and then it will go to the next available Trustees meeting.

First-round application

You submit your first-round application with your delivery-grant request (for doing the project) and, if needed, a development-grant request (for getting ready to do the project).



Development phase

If you are successful, you enter your development phase and develop your more detailed second-round application, using the development grant you may have requested.



Second-round application

You submit your second-round application, mainly consisting of a detailed training plan, with your delivery-grant request.



Delivery phase

If you are awarded a grant, you enter your delivery phase and start your project using your delivery grant.

How we assess applications

When we assess your first-round and second-round applications, we will consider the following:

- What is the heritage skills need or opportunity that the project is responding to?
- How ambitious and credible are the plans to recruit trainees who bring more diversity to your organisation?
- What outcomes will the project achieve?
- Why does the project need to go ahead now and why is Lottery funding required?
- Does your project offer value for money?
- Is the project well planned?
- Is the project financially realistic?
- Is your organisation or partnership well structured with the expertise to deliver work based training?
- Will the project outcomes be sustained after the project has ended?

How decisions are made

Applications for Skills for the Future are decided on by our **Board of Trustees**. At the first-round, these applications will compete against other applications from across the UK.

Our decision makers use their judgement to choose which applications to support. In doing so, they may take account of:

- organisations and trainees that help to diversify the profile of the heritage sector workforce;
- a spread of skills;
- a broad geographical distribution of projects across the UK;
- projects across a range of heritage areas;
- a range of types and sizes of organisation.

Trustees will give priority to applications led by organisations representing black, Asian and minority ethnic communities and to applicants based in our Priority Development Areas as a tie-breaker when considering applications of equal merit.

Part three: Receiving a grant

Terms of grant

If you are awarded a grant, you will need to comply with our terms of grant, which you can see on our website.

The standard terms of the grant will last for the duration of the project, up to five years.

Acknowledgement

We want people to know that the National Lottery has supported your project through HLF. If you are awarded a grant, you must acknowledge our funding using a grantees' acknowledgement logo, both during the delivery of your project and after its completion. We will give you guidance on this and can provide some acknowledgement materials free of charge.

Images

If you are awarded a grant, you will also need to send us images of your project. These should be high-resolution digital images ideally depicting dynamic training activity.

You give us the right to use any images you provide us with. You must get all the permissions required before you use them or send them to us.

Mentoring and monitoring

When you are awarded a grant, we will contact you about arranging a start-up meeting. At this meeting you may be introduced to a mentor who will support you in developing or delivering specific aspects of your project, or a monitor who will help review risks. We will review your project at suitable stages.

Permission to start

If you are awarded a grant at first round or second round, you will need to have our written permission before you start any work on your development phase or your delivery phase. In order to grant you permission to start, you will need to provide us with:

- proof of partnership funding. We may exceptionally consider a realistic fundraising plan instead;
- a detailed timetable or work programme;
- cost breakdown and cash flow;
- project management structure and your method of buying goods, works and services;
- your bank details.

Grant payment

When you are awarded a grant, we will calculate the percentage of cash that we are contributing towards the project. We describe this as the 'payment percentage'.

For development grants of less than £100,000 we pay your grant in three instalments. We will give you 50% of the grant up-front, then 40%, and then 10% once you have finished your development phase.

For development and delivery grants of £100,000 or more, we pay instalments of our grant after the work that you are asking us to pay for has been done. We will pay the payment percentage of claims submitted to us.

At your start-up meeting we will decide with you how frequently you will make payment requests.

We will retain the last 10% of your delivery grant until we are satisfied that the project is complete and necessary evidence has been provided. When you are planning your cash flow for the project, please take this into consideration and ensure that you are aware of the implications of this payment scheme on your organisation's financial planning.

Buying goods, works and services

You must get at least three competitive tenders or quotes for all goods, work and services worth £10,000 or more (excluding VAT) that we have agreed to fund.

For all goods, works and services worth more than £50,000 (excluding VAT), you must provide proof of competitive tendering procedures. Your proof should be a report on the tenders you have received, together with your decision on which to accept. You must give full reasons if you do not select the lowest tender.

Beyond certain published limits, and when public sector funds (including our grant) make up more than 50% of the cost of your project, you must follow all European Union (EU) and World Trade Organisation (WTO) regulations for buying goods, work and services. You can find useful information and guidance on the Cabinet Office website.

If you are unsure about your obligations, we advise you to take professional or legal advice. If you have already procured goods, works or services, you will need to tell us how you did it. We cannot pay your grant if you have not followed the correct procedure.

You must advertise all new staff posts. If you are looking to recruit a consultant for your development phase and your delivery phase, you should make sure their contract clearly states that this is the case, and allow for break clauses (in case your second-round application is unsuccessful). If you do not, we may ask you to re-recruit after the second-round decision has been made.

Insuring works and property

We need to protect Lottery investment while you are carrying out your project, and so we ask you, with your contractors, to take out insurance for any training, property, works, materials and goods involved. All of these must be covered for their full reinstatement value against loss or damage, including inflation and professional fees.

Evaluation

We recommend you build in evaluation from the beginning of your project. You can include the cost of this in your budget. We will expect some evaluation feedback, in two parts:

1. You must provide data on the trainees that we fund, using the tools that we provide, including an online trainee starter survey and a trainee exit survey. If you are awarded a grant we will give you the details of how these questionnaires can be accessed by your trainees.
2. You must send us an **evaluation report** before we pay your last 10% of grant.

Please see **Appendix 3: Evaluation** for more information.

We also carry out our own evaluation research and may ask you for additional information on your project outcomes as part of that work.

Part four: Application form help notes

First-round applicants: In order to plan your development phase, you need to understand what information is required with your second-round application. You should therefore read the help notes for first- **and** second-round applications.

Second-round applicants: As part of your development phase, you will have produced a range of documents to support your second-round application. Where necessary, refer to these in your application form, specifying on which page we can find relevant information in each document.

There are word limits to some of the answers you may give; these are shown on the online form.

Section one: Your organisation

1a. Address of your organisation.

Include your full postcode. If the project is being delivered in partnership, please insert the address of the lead organisation.

1b. Is the address of your project the same as the address in 1a?

Fill in as appropriate.

If identifying the postcode is difficult, provide the address and postcode of the nearest building.

1c. Details of main contact person.

This person must have official permission from your organisation to be our main contact. We will send all correspondence about this application to this person, at the given email address.

1d. Describe your organisation's main purposes and regular activities.

Tell us about the day-to-day business of your organisation.

Tell us about any previous experience of delivering work-based training.

1e. The legal status of your organisation.

Fill in as appropriate.

- If you are not a local authority, but report to the government, please tick 'other public sector organisation'.
- If your type of organisation is not listed, please tick 'other'.
- If you are not a public sector organisation, you will also need to tell us about your organisation's capacity by providing information about your staff structure, your governing body, including their skills, and your financial situation, including your turnover.

1f. Will your project be delivered by a partnership?

Fill in as appropriate.

If you are applying as a partnership, there must be a lead applicant.

1g. Are you VAT-registered?

Fill in as appropriate.

Section two: The heritage

2a. What are the heritage skills your project focuses on?

First round

Provide a short description of the skill or skills that your training project will deliver for the trainees you recruit.

- Tell us about the practical skills you will help people to learn, for example, how to repair and maintain a timber roof, how to make an archive more accessible, how to restore a historic engine, or how to plan and deliver volunteer workparties in natural heritage settings. Avoid describing job roles or professions.
- Tell us if people will be learning skills that are specific to one or more types of heritage, for example, museums, historic environment or natural landscapes.
- Tell us about any additional skills development you will offer trainees as part of the project, for example, business skills or employment skills, and why.

Describe why these skills are essential to the future conservation or sustainability of heritage or to opening up heritage to the public.

- Explain why the skills are important to the local area, to the region or to the nation.
- Tell us why the skills are important to people beyond your own organisation.

Second round

Add information in line with any further research you have carried out during your development phase.

Section three: Your project

3a. Describe what your project will do.

First round

- Provide outline information about what you will do during your delivery phase. The majority of your project should be focussed on the planning and delivery of work-based training placements.
- Describe how you will deliver **high-quality** worked-based training, who will be taking part and who will benefit. Tell us briefly:
 - how many new entrants will you train;
 - how long your project will last;
 - what specific groups of people you will train, for example unemployed people, women, under-25s, career-changers, people from black, Asian or minority ethnic communities, disabled people, people from lower-socio economic groups etc;
 - what level of experience or qualification you will expect trainees to have, if any;
 - what length training placements you will offer and why;
 - how your project will support the trainees financially, for example, through bursary payments and expenses to cover trainees' costs such as equipment and travel;
 - where you anticipate the placements will be located and if trainees will have the opportunity to learn in a range of heritage settings;

- who you anticipate will deliver the training;
 - how you will ensure supervisors, mentors and assessors are qualified and that all of the trainees in your project receive a consistent quality of training;
 - what support you will offer these trainers;
 - how your project will provide trainees with learning that is linked to national occupational standards and, where possible, give them credit for their learning, for example, through vocational qualifications;
 - how your project will ensure trainees have a safe and healthy working environment;
 - how you will support trainees through the transition from training into potential employment.
- Tell us your organisation's demographic profile and how you intend to broaden this. Outline your recruitment plans. Tell us how you will draw on the lessons learned from other projects and expertise outside your organisation to help you reach new people probably using different recruitment methods too.
 - Explain how you will tell other heritage organisations and professionals about the learning from your project, for example, through social media, films, workshops or open days.
 - Tell us what outputs your project will deliver, for example, a new qualification or a new online training resource.

In section 4 we will ask you to tell us **what difference** you intend this activity to make; please do not repeat the same information in both sections.

Second round

- Refer us to your training plan, which should provide detailed information about what your project will do during your delivery phase, building on the

outline information you gave us at the first round.

- Tell us what your project outputs will be, for example workshops or blogs. Where possible, tell us how many outputs there will be.

3b. Explain what need and opportunity your project will address.

First round

Provide outline information about the evidence you have to support the need for your application.

- Tell us what you know about current skills shortages in your area or heritage sector. Tell us about labour market research, for example, by former Sector Skills Councils or awarding bodies, heritage organisations or professional bodies, that supports the need for your project. You might also have evidence that there is a shortage of people with skills in your area from recent recruitment campaigns or commissioning contracts.
- Tell us to what extent your project will meet the needs of heritage employers and fill the skills shortages and gaps in the heritage sector that they have identified.
- Tell us what you know about the profile of the people who already have the skills you want to focus on with your project.

Second round

- Refer us to your detailed training plan, where we expect to see this information updated in line with any further consultation or survey work you have done during your development phase.

3c. Why is it essential for the project to go ahead now?

When looking at projects in competition with each other, decision makers may ask how urgent a project is.

First round

- Tell us if the risk to the heritage skills that your project focuses on is time critical.
- Tell us if there is partnership funding available to you now that won't be in the future.
- Tell us if there are circumstances which mean that this is a particularly good opportunity for you to do your project (for example, you will be able to benefit from or complement another project or development which is going ahead now).

Second round

Add information in line with any further research you have carried out during your development phase.

3d. Why do you need Lottery funding?

First round

- Tell us why your organisation and partners cannot invest in this training.
- Tell us about any other sources of funding that you have considered for this project.
- Tell us what will happen if you do not get a grant from us.
- Tell us if the skills or qualifications you plan to deliver in your project are already a priority for mainstream government funding.

Second round

Add information in line with any further research you have carried out during your development phase.

3e. What work and/or consultation have you undertaken to prepare for this project?

First round

- Tell us about the options you have considered, and why this project is a suitable response to the problems and opportunities identified in 3b.
- Tell us about any consultation you have done with other organisations, and how this has shaped your project proposals.

Second round

- Refer us to your training plan, updating in line with any consultation or survey work you have done during your development phase.

Section four: Project outcomes

In question 3a, you told us what your project will do. Use this section to tell us about **what your project will achieve** – what change will be brought about by our investment?

We want to see that your project will make a **lasting** difference. Your project should contribute towards all three Skills for the Future outcomes. It's likely that you will have achieved them to some extent before the end of your project, but some may be achieved in the future as well.

4a. What difference will your project make for heritage?

You do not need to answer this question. This is a generic form used across several HLF programmes, meaning not all questions are relevant for Skills for the Future. We will assess the likely impact of your project on the heritage sector based on the quality of your recruitment and training proposals and the case you make for the need and opportunity your project will address.

4b. What difference will your project make for people?

First round

- This is an important question. With reference to the outcome scope notes described overleaf, tell us about the skills outcomes that your project will achieve. What difference will the activity you described in Section 3 make to the individuals involved?
- Again, with reference to the outcome scope notes, tell us about the learning outcomes that your project will achieve for everyone who will benefit, including

for example, training staff, mentors or colleagues in partner organisations. How will the heritage sector more widely benefit from the learning activity you do in your project? What strategic difference will your project make to addressing the lack of a vocational learning culture in many parts of the heritage sector?

Second round

- Provide more detail in your training plan in line with any work you have done during your development phase.

4c. What difference will your project make for communities?

First round

- Here you should focus on how you will achieve our outcome 'more people and a wider range of people will have engaged with heritage'. This outcome is weighted in our assessment. Use the related scope note to inform your answer and avoid describing the general community benefit your organisation delivers. Tell us how more people and a wider range of people will have engaged with heritage as a result of your project, particularly your trainee recruitment activity. What difference will your project make to address the under-representation of certain groups in the heritage workforce?

As a result of HLF investment:

People will have developed skills

Individuals will have gained skills relevant to ensuring heritage is better looked after, managed, understood or shared (including, among others, conservation, teaching/training, maintenance, digital and business planning skills). As a result of taking part in a structured training activity, people involved in your project will be able to demonstrate competence in new, specific skills, and where appropriate, will have gained a formal qualification.

People will have learnt about heritage

Trainers and recruitment colleagues inside and outside your organisation will have developed their knowledge and understanding of heritage skills and vocational learning because you have given them opportunities to experience your skills project in ways that meet their needs and interests.

People who took part in the project or engaged with your project in other ways e.g. through digital technology, will be able to tell you what they have learnt about vocational learning, heritage skills, recruitment and/or qualification development. They will also be able to tell you what they are doing with that knowledge and understanding; for example, sharing it with other people or using it in their own professional life to bring further innovation or external investment into the heritage sector.

More people and a wider range of people will have engaged with heritage

There will be more people training in heritage skills and these people will bring more diversity to your organisation and to the heritage sector. You will be able to show that your organisation's workforce profile has changed; for example, it includes people from a wider range of ages, ethnicities and social backgrounds; or more disabled people. You will be able to show that these changes have come about as a direct result of your project, by collecting and analysing information about the people who have the heritage skills you are focussing on – and those who don't – before, during and after your project. You will be able to show how a different range of people from your organisation's or sector's current workforce profile responded to your recruitment campaign, secured an interview and were successful in gaining a training opportunity.

4d. How many people will be trained as part of your project?

First round

Provide estimates for the number of paid trainees and for any other staff members who will receive formal training e.g. as work place assessors. This should be based on the information given at question 3a.

Second round

Update in line with planning work you have done during your development phase.

4e. How many full-time equivalent volunteers do you expect will contribute personally to your project?

First round

Provide an estimate. Typically, in a Skills for the Future project, a volunteer might be a skilled retiree who gives time to mentor a trainee on a specific skill. You could involve volunteers in a whole range of project activity, however, from organising trainee celebration events to documenting your project through photographs.

Second round

Update in line with planning work you have done during your development phase.

4f. How many full-time equivalent posts will you create to deliver your project?

First round

Provide an estimate; only include new posts that will be directly involved in delivering the project. Do not include trainees.

Second round

Update in line with planning work you have done during your development phase.

Section five: Project management

5a. What work will you do during the development phase of your project?

First round

Tell us how you will produce all the supporting documents required with your second-round application. These are listed in **Section nine: Supporting documents**.

Second round

You do not need to answer this question.

5b. Who are the main people responsible for the work during the development phase of your project?

First round

- Tell us whether you will be making changes to the governance of your organisation, to enable you to deliver your project more effectively.
- Provide **detailed** information about the team that will work on your development phase, including the person who will take overall responsibility.
- Tell us if you will need extra support from consultants or new staff.
- Explain who is responsible for making decisions and approving changes to your project. Describe the reporting structure and how often meetings will take place.
- Describe how you will choose the staff, services and goods needed during your development phase.

You will also need to send us:

- job descriptions for all new posts for your development phase;
- briefs for any consultants for your development phase.

Second round

You do not need to answer this question.

5c. Complete a detailed timetable for the development phase of your project.

First round

Fill in the table with specific tasks during your development phase and tell us who will lead these activities.

- Provide the timetable for your training plan.
- Include time for us to grant you permission to start (Please read about **permission to start** in **Part three: Receiving a grant**).
- Tell us when you are hoping to submit your second-round application.

Second round

You do not need to answer this question.

5d. Tell us about the risks to the development phase of your project and how they will be managed.

All projects will face threats and opportunities that you need to identify and manage. We want to see that you understand the range of risks that you may face and are in a good position to manage them.

First round

Use the table to tell us what the risks are for your development phase. You may find it useful to refer to the help note for question 5g.

When you enter your development phase, it's likely that your project proposal will be in outline. Information that you gather during your development phase through consultation and survey work may mean that you need longer for your development phase than you had planned for, or that you need to do more investigation than you thought. Thinking about these risks now will help you manage them should they arise.

Second round

You do not need to answer this question.

5e. Who are the main people responsible for the work during the delivery phase of your project?

First round

- Provide **outline** information about the team that will work on your delivery phase, including the person who will take overall responsibility.
- Tell us if you will need extra support from consultants or new staff, in particular think about whether you will have the right people in place if you are recruiting young people who might need a lot of support if the Skills for the Future placement is their first experience of the workplace.
- Explain who is responsible for making decisions and approving changes to your project. Describe the reporting structure and how often meetings will take place.

Second round

- Provide **detailed** information about the team that will work on your delivery phase, including the person who will take overall responsibility.
- Explain who is responsible for making decisions and approving changes to your project. Describe the reporting structure and how often meetings will take place.
- Describe how you will choose the staff, services and goods needed during your delivery phase.
- You will also need to send us:
 - a project management structure;
 - job descriptions for all new posts;
 - briefs for any consultants.

5f. Complete a summary timetable for the delivery phase of your project.

First round

Identify the main tasks in your delivery phase.

Second round

You will need to provide a detailed timetable for your delivery phase with your second-round application as part of your training plan. It should contain all parts of your project, such as the partnerships you plan to manage, choosing consultants, any further research or consultation that's necessary.

5g. Tell us about the risks to the delivery phase of your project and how they will be managed.

First round

Use the table to tell us what the risks are for your delivery phase.

Here we want to see that you have started to think about the possible problems that you may face during your delivery phase. These risks could be:

- technical – for example encountering difficulties in developing a new qualification;
- financial – for example, a reduced contribution from another funding source;
- organisational – for example, a shortage of people with the skills you need or staff needed to work on other projects;
- economic – for example, an unexpected rise in the cost of materials;
- social – for example, negative responses to consultation or a lack of interest from your target audience;
- management – for example, a significant change in the project team;
- legal – for example, changes in law that make the project impractical.

The risks you identify will affect the amount you allocate to contingency in **Section seven: Project costs**.

Second round

Revise these risks in line with the development work you have done.

5h. When do you expect the delivery phase of your project to start and finish?

Fill in the boxes.

You will not be able to start the delivery phase of your project until your second-round application has been successful.

Section six: After the project ends

6a. How will you maintain the outcomes of your project after the grant ends?

First round

- Provide **outline** information about how you will maintain the outcomes of your project, which you identified in **Section four: Project outcomes**.

Second round

- Provide **detailed** information about how you will maintain outcomes of your project, in line with any consultation or research that you did during your development phase.
- If you or your partners propose to offer jobs to one or more of the trainees, tell us here.
- Tell us if and how your organisation will change during the project, and how this will enable you to sustain the benefits of our investment in skills and training in a UK-wide context.

6b. How will you evaluate the success of your project from the beginning and share the learning?

First round

Please read about **evaluation** in **Part three: Receiving a grant**.

Tell us about how you will collect base-line data on your current workforce and current recruitment profile or that of your sector during your development phase so that you can evaluate the change your project makes during your delivery phase.

Second round

Tell us your proposed approach, who will have overall responsibility, and how you will share the evaluation and lessons learnt. Tell us where to find this information in your training plan.

Section seven: Project costs

Here you should provide a summary of your project costs, using a single line per cost heading. As is shown in Section nine, you will also need to provide a separate spreadsheet showing how these summary costs are broken down.

First round

- We expect your development-phase costs to be detailed.
- Your delivery-phase costs should be based on your best estimates.

Second round

- We expect you to provide detailed costs for your delivery phase.
- Your delivery-phase costs may have changed slightly as a result of detailed planning completed during your development phase. In a Skills for the Future project we would expect the delivery grant you request at first round to stay the same.

Please read about **buying goods, works and services** in **Part three: Receiving a grant**.

Columns

Cost heading

The costs in this column are summary headings that we ask you to follow.

Description

Please add a general description and include more detail in your separate spreadsheet.

Cost

Please insert the relevant costs – without VAT and contingency (money to be used only for unexpected extra costs).

VAT (Value Added Tax)

- Make sure that you only include VAT in this column and not in the costs presented in the third column.
- You may not pay VAT on certain types of work or may only pay it at a lower rate. You should approach HM Revenue & Customs (www.hmrc.gov.uk) to check how much VAT you will need to pay.
- We cannot authorise the transfer of any part of the project costs to or from VAT. This means that if you underestimate VAT, you will have to pay the extra costs, and if your VAT status changes so you can reclaim more than you expected, you will need to return this to us.
- You should make sure that all quotes you get clearly show whether VAT is included or not.

7a. Development-phase costs.

First round

Professional fees

Fees should be in line with professional guidelines, and should be based on a clear written specification.

In your separate spreadsheet, you must use a separate line for each consultant.

New staff costs

Include costs of new fixed-term contracts, secondments (people who are temporarily transferred to your organisation) and the costs of freelance staff to help develop your project. **Do not include the costs of paying trainees here.** In your separate spreadsheet, you must use a separate line for each new member of staff.

- You must advertise all posts and base salary levels on sector guidelines or similar posts elsewhere.
- You may move existing members of staff into a position that has been created for a project but you must justify, in your application, that they are the most suitable person for the post. In this situation we can only contribute to the costs of filling the position then left empty. It is these costs you should add here.

Recruitment

This can include advertising and travel expenses. We expect your organisation to promote excellent human-resource practice and follow all relevant laws.

Other

Include all other costs you know about.

Full Cost Recovery

Please read about **Full Cost Recovery** in **Part one: Introduction**

Contingency

Make sure that you only include contingency here and not in the costs under each heading. Not all cost items will need a contingency.

We will only agree to you using the contingency if you can show an unexpected need within your project.

Non-cash contributions

Include items or services that you receive without charge, for example a donation of materials from a local firm or the use of a room. We only accept non-cash contributions if they are costs we could pay for with cash.

Volunteer time

Include the time that volunteers will give to helping you develop your second-round application.

You should use the following rates for different types of work.

- Professional labour – £350 a day. For example – accountancy or legal advice.
- Skilled labour – £150 a day. For example, administrative work.
- Unskilled labour – £50 a day. For example, working as a steward at a consultation event.

Second round

You do not need to answer this question.

7b. Development-phase income.

First round

Please read about **your contribution** in **Part one: Introduction**.

Cash

- We accept cash funding from any public, charitable or private source, including European programmes.
- You can use funding from another Lottery distributor to contribute towards your project as partnership funding. However, this can't count towards your minimum contribution of 5%, which must be made up of contributions from your own or other sources, not including the National Lottery.
- You do not have to have all the contributions in place when you apply to us. However, you must have them by the time you are ready to apply for permission to start.
- We will assess whether your partnership funding expectations are realistic.

Non-cash contributions and volunteer time

These should be the same figures that you provided in question 7a.

Second round

You do not need to answer this question.

7c. Development-phase financial summary.

The form will generate a summary of your total project development cost, development-grant request and your own contribution.

7d. Delivery-phase capital costs.

First and second round

We would not expect to see any costs in this section unless you are delivering some digital outputs.

7e. Delivery-phase activity costs.

First and second round

This includes the majority of your costs in a Skills for the Future project.

New staff costs

For information on new staff posts, please see the help note for question 7a.

Training for staff

This includes the cost of all resources needed to help staff gain new or increased skills.

Paid training placements

This includes bursaries or payments to trainees, as well as all resources needed to deliver activities to help trainees gain new or increased skills. For example – accreditation costs, equipment and any specialist clothing.

Training for volunteers

This includes the cost of resources needed to support volunteers to provide on-the-job training effectively. Other forms of volunteer training are not a priority for the Skills for the Future initiative and we would not expect these costs to be included.

Travel for staff

This may include the cost of travelling to a site or venue. Travel costs by car should be based on 45p a mile.

Travel and expenses for volunteers

This may include food, travel and any other expenses to ensure volunteers are not out of pocket. Travel costs by car should be based on 45p a mile.

Equipment and materials

Examples may include hard hats to give site access, leaflets or publications. Do not include materials relating to training or volunteers here.

Other

Include any other costs such as food for events, learning activities or premises hire. Please give a clear description.

Professional fees relating to any of the above

This includes any person appointed for a fixed fee to help with planning and delivering the activities of your project. This may include consultants.

7f. Delivery phase – other costs.

First and second round

Recruitment

This includes the cost of recruiting staff and trainees.

You must recruit any project manager using a brief and an appropriate selection process.

Publicity and promotion

We can fund promotional materials that relate directly to your project.

If we give you a grant, you must publicise and acknowledge this so that as many people as possible know about the benefits of Lottery funding for heritage.

Please read about **acknowledgement** in **Part three: Receiving a grant.**

Evaluation

You must evaluate your project and we recommend you allow sufficient budget for this process here. Staff in your organisation can do this, or, depending on the scale and how complicated your project is, you may want to employ somebody to help.

Evaluation costs should not equal more than 3% of your grant request.

Other

Include any other costs. In your separate spreadsheet, please include a clear description.

Full Cost Recovery

Please read about **Full Cost Recovery** in **Part one: Introduction.**

Contingency

Make sure that you only include contingency here and not in the costs under each heading. Not all cost items will need a contingency.

Your calculation for contingency should reflect:

- the degree of certainty with which you have arrived at your cost estimates;
- the project timetable; and
- the risk in relation to the type of project you are carrying out.

We would normally expect a larger contingency at the first round than at the second round because the project risks should reduce as you develop your project.

We will only agree to you using the contingency if you can show an unexpected need within your project.

Inflation

You should include an allowance for inflation for any items that may increase in cost over the period of your project.

The calculation must be as realistic as possible and relate to your project timetable.

Non-cash contributions

For information about non-cash contributions, please see the help notes for question 7a.

Volunteer time

Include the time that volunteers will give to helping you deliver your project. Please refer to the rates listed in question 7a.

7g. Delivery-phase income.

First and second round

Please read about **your contribution** in

Part one: Introduction.

Cash

For information about cash partnership funding, please see the help note for question 7b.

Non-cash contributions and volunteer time

These should be the same figures that you provided in question 7f.

7h. Delivery-phase financial summary

First and second round

The form will generate a summary of your total project delivery cost, delivery-grant request and your contribution.

7i. If cash contributions from other sources are not yet secured, how do you expect to secure these and by when?

First round

If you need to raise funds during your development phase, tell us how you will do this.

Second round

You do not have to have all the contributions in place when you apply to us. However, you must have them by the time you are ready to apply for permission to start your delivery phase or a realistic plan for raising them.

7j. If you have included Full Cost Recovery, how have you worked out the share that relates to your project?

Please read about **Full Cost Recovery** in **Part one: Introduction.**

Section eight: Additional information and declaration

This part of the form aims to collect the information we need to report on the range of organisations we fund. We will not use this information to assess your application.

When you submit your online form, you are confirming that you have read, understood and agree with the statements set out in the declaration.

Section nine: Supporting documents

Please provide all of the documents listed at each round, unless they are not applicable to your project.

First round

1. Copy of your organisation's constitution, unless you are a public organisation.
If you have sent a copy of your constitution with a previous grant application (since April 2008) and no changes have been made to it, you do not need to send it again. Tell us the reference number of the previous application.
2. Copies of your agreements with project partners, signed by everyone involved, setting out how the project will be managed.
3. Copy of your organisation's accounts for the last financial year. This does not apply to public organisations.
4. Spreadsheet detailing the cost breakdown in **Section seven: Project costs**.
5. Calculation of Full Cost Recovery included in your development-phase costs (if applicable).
6. Briefs for development work for internally and externally commissioned work.
7. Job descriptions for new posts to be filled during the development phase.

Second round

1. A detailed training plan including cash flow for the project, a timetable, and the project management structure.
2. Spreadsheet detailing the cost breakdown in **Section seven: Project costs**.
3. Calculation of Full Cost Recovery included in your delivery-phase costs (if applicable).
4. Briefs for internally and externally commissioned work.
5. Job descriptions for new posts to be filled.
6. Business plan for the lead organisation.

Appendices

Appendix 1: Writing a Skills for the Future training plan

Introduction

Your training plan will form the main part of your second-round application and it will become a statement of the activities you will be delivering as part of your HLF project. We will assess how it achieves the outcomes of the Skills for the Future initiative. You can submit your training plan at any point after our decision meeting in February 2017, but we must receive it by 7 September 2017.

This guidance is designed to help you prepare your application to Skills for the Future by setting out what we mean by a training plan and what you will need to do if your first-round application is successful. The training plan is the document in which you will set out the detail of everything you will do in your project, turning the outline proposals in your application into a detailed plan for successful delivery of your programme of recruitment, training delivery, and sharing with the sector.

You should read this guidance before you complete the Skills for the Future application form as it will help you decide what development work you will need to do if your application is successful, who will do it, and what it will cost. We hope that you will be able to carry out most of the work to write your training plan within your organisation. You may need to employ specialists for some tasks, but the most vital part of the process – making choices that are right for your organisation and your project – can only be done in-house.

If your first-round application is successful, you will use this guidance again in the process of developing your training plan.

The Skills for the Future application process and your training plan

In the Skills for the Future application form we ask you to describe in outline:

- what your project will do (section 3);
- what outcomes your project will achieve (section 4);
- who will deliver your project (section 5b);
- the timetable for your project (section 5c);
- the risks to your project (section 5g); and
- how you will evaluate the success of your project from the beginning and share the learning (section 6c).

If you are successful we will expect you to work up your answers to these questions to include all your project activity in the form of a training plan. We will expect you to follow this guidance in creating your training plan and we will discuss it with you when we agree you can start developing it. Your training plan is specific to the Skills for the Future project you are asking us to fund; it is not the same as your plans for your everyday work or a general plan for your organisation's training activity. You should only include in your plan the training that you will deliver using a Skills for the Future grant.

If you have little experience of doing a project of this type, or on this scale, we may offer you a mentor to support you in developing your training plan. We will keep in touch with you as your work on the training plan progresses and may ask for progress reports.

Your training plan

Your training plan should be organised in two sections:

- Where you are now;
- Your project.

Where you are now

You need to make sure your organisation has the right things in place to help you to deliver your training project. No matter what size organisation you are, you might find other people's experience helpful in developing your project so we are encouraging you to look outside your organisation for ideas.

In this section of your plan you should:

- summarise your organisation/partnership's commitment to training, referring to key documents;
- describe what training you or others currently offer, if any;
- describe any skills shortages that exist and how you know this;
- summarise what you know about the people who currently have the skills your project will focus on and how you know this;
- describe the challenges to your organisation in delivering this project, for example, to remove the barriers that people might face in entering a heritage career; and
- describe what you would like to do to build on good practice in your organisation/partnership.

Also describe how you created your training plan, including: who has been involved in writing it; who has been involved in helping you to develop your ideas; and what you have learnt from your or others' past activities.

Questions to help you think through what you need to do:

- Who needs to be involved in the process of creating your training plan? At application stage it will be helpful to think about the range of people who might help contribute to your plan, including those who can:
 - offer work-based training;
 - assess or accredit training in the work place;
 - deliver additional courses to supplement work place training;

- volunteer to help deliver your project;
- help govern, evaluate or disseminate your work.
- Is everything in place to make a training project viable within your organisation?
- What do you know about current skills shortages? If you know of any labour market research, for example, by heritage organisations or professional bodies in the heritage sector you should summarise it in your training plan. Similarly, if your organisation has produced research that is informing your project, tell us about it. Include any evidence you might have from recruitment campaigns or from commissioning contracts that there is a shortage of people with skills in your area.
- What do you know about the demographic profile of the people who have the skills you want to focus on in your project?
- What works for other organisations who have delivered training, developed accreditation or targeted the particular social groups you want to reach with your training project?

Your project

In this section of the plan you need tell us in detail what will your project do and how it will be managed.

What will your project do?

Background

Describe the skills you want to focus on and the reasons why. How does your project meet identified skills shortages and gaps?

Set out **how many placements** you will create, including their **duration** and **focus**. Tell us the reasons for the length of placements you have chosen to deliver and how the placements will be phased throughout your project, if applicable. Give us as much information as you can about where they will be located or which training providers will help you deliver your project.

Recruitment

Which specific social groups (e.g. young people under 25, unemployed people, women, career changers) will you focus your trainee recruitment on in your project? What are your reasons for choosing them? Include any evidence you have to demonstrate the group is under represented in the workforce.

What changes will you make to your organisation's standard recruitment strategy in order to effectively reach new groups of people? If you have a Human Resources or Personnel Department have you involved them in thinking about your project? Have you considered positive action?

Any partnerships you might form to help you reach those you would like to target in your recruitment.

You should provide:

- targets for the recruitment of people from particular social groups that are a priority for you; you should set targets for numbers of applications, numbers of interviews and numbers of successful candidates for the social groups you identify. You will be able to set realistic targets based on baseline data from your organisation's previous recruitment campaigns, or those of similar organisations; you can establish this baseline in your development phase.
- specific information on who you would like to reach with your recruitment materials;
- a credible recruitment strategy for your project staff and/or trainees, as applicable, setting out partners you will work with, likely sources of candidates and giving the detail of the selection procedure. Include a rationale for your recruitment process: will it be innovative and appropriate to help you reach your targets.

Training

- Tell us how you will organise the work-based training and your reasons for taking this approach. You should provide information on:
 - how an individual's training will be achieved, for example, by working on a particular project or through placements at a number of different sites;
 - what you will pay the trainees as a bursary or stipend and how you will organise these payments;
 - how you will manage the trainees and what employment status and terms and conditions they will have;
 - what equipment or resources will be supplied to trainees, if applicable;
 - who will deliver the training;
 - how you will manage the relationship between your organisation and the placement provider, if different;
 - how trainees will document their learning and their progress, for example, using personal training diaries, creating portfolios or compiling 'training passports' that record, for example, reports from placements, assessment of work-based projects and qualifications attained;
 - how you will make sure the training is effective and high quality, for example, using specialist trainers who hold relevant training qualifications;
 - how training will be accredited or linked to national standards, if applicable;
 - the level at which training will be provided, for example, for school leavers or graduates or to progress people, for example, from vocational qualification Level 1 to Level 2 or from Level 2 to Level 3;
 - any 'train-the-trainer' sessions you plan to organise;
 - any additional courses the trainees might require, for example, business skills;

- any trainer or trainee networks or showcase events you plan to organise.
- Tell us how you will support trainees through the transition from the training placement into paid employment or further education or training.
- You will need to break down the costs relating to training – including courses, using an assessment centre or training provider, or registering with an accreditation organisation – in the budget you provide. You might need to hold detailed talks with partners in your development phase in order to establish your costs.
- Tell us if you plan to use some of your project staff resource to help develop or pilot new heritage skills qualifications. We will not pay the costs of colleges or awarding bodies who may work with you on this task. We advise that you do not underestimate the time it can take to develop a qualification and that you talk to others who have done it.

To give them the best possible experience trainees should expect to receive a personalised, structured training plan which guides and records their learning through the placement(s).

Provide a sample individual training plan

Demonstrate how the needs of the trainee will be met and include information, for example, on how they will be inducted, receive performance reviews, receive relevant health and safety training etc.

- If trainees will use a template to record their progress, attach a copy to your training plan.
- If there will be a **contract or agreement** between the trainee and your organisation and/or the placement provider, provide samples as part of your training plan.
- Provide **role descriptions for placement providers**/hosts/supervisors as applicable.

How will you manage your project?

Who will lead your project? If you decide to appoint a steering group or an advisory panel, you should tell us about the members, what their role will be and how often they will meet. You will need to include costs for these meetings in your budget.

- Who will manage the project?
- Who else, if anyone, will be involved in delivering the project and what will they do? You will need to think about all of the aspects of delivering your training project and who will do the work, for example:
 - recruiting the training hosts/providers;
 - recruiting the trainees, including organising the recruitment strategy, designing publicity and the selection procedure;
 - scoping the content and structure of the training placements;
 - deciding the terms and conditions of the trainees, establishing what their bursary payment will be and confirming whether it will be exempt from tax;
 - ensuring the trainees are safe in the work place and properly insured;
 - dealing with any disputes between the trainee and placement provider; and
 - administering the project?
- Provide a **structure chart** for the management of your project.
- Provide job descriptions for project staff (with salaries), role descriptions for volunteers, and briefs for any freelance workers or consultants.

How will you evaluate your project and share your practice?

- Summarise your measures of success and your plans to evaluate your project, including the experience of the trainees, work-based trainers, partners and other colleagues.
- Set out what will happen once the project is complete to ensure the long-term benefits.
- Set out how your organisation will be different after the project and how you will continue to develop.
- We want the Skills for the Future initiative to bring about a step-change in the way heritage employers champion skills and training. Set out how you will share the lessons of your project to enable others to develop a heritage training programme and benefit from your knowledge, expertise and any documentation or qualifications you might have put in place. You will need to set out in detail what activity you will do, when it will happen and how it will be resourced.

Timetable

Provide a **detailed timetable** for the whole length of your project, updating and expanding on the timetable at 5c.

What will be your project costs?

Provide a **detailed budget** for all your training and project activities, expanding on **Section seven** in the application form and giving a full breakdown of costs.

Risk assessment

You will need to revisit the **risk assessment** you provided in your application at 5g and provide an updated and detailed version in your training plan. Your risk assessment should consider all of the things that might go wrong in your project and how you will deal with the risk, for example, losing key staff, trainees dropping out of placements early, complaints by trainees about placement hosts and the quality of training.

Appendix 2: Heritage skills

By heritage skills we mean the wide range of practical skills needed to conserve and open up our heritage, for example, but not exclusively:

Across the whole heritage sector:

- skills to plan, manage and deliver learning programmes for a variety of different audiences;
- community engagement skills, for example, the skills needed to work with under-represented audiences in heritage;
- volunteer management skills in heritage settings;
- interpretation skills, for example, to create engaging and accessible exhibitions;
- skills to manage the impacts climate change will have on heritage or to reduce the carbon footprint of heritage assets;
- skills to use digital tools in heritage conservation or public engagement;
- business, employability or other generic skills that can be delivered alongside heritage skills.

In natural heritage:

- biological recording skills;
- natural green space management, for example coppicing or hedge laying skills;
- specialist habitat or species conservation skills (from heathlands to marine environments and from mammals to birds);
- horticultural skills.

In museums, libraries and archives:

- documentation skills;
- research and local history skills;
- collection conservation skills (including dealing with a wide range of materials from paper to textiles and from metals to ethnographic artefacts).

In the industrial, maritime and transport sector:

- blacksmithing;
- boat restoration skills;
- engineering skills, for example, skills to maintain steam or historic engines or bodywork.

In the built environment:

- lead working or roofing;
- stone masonry, brickwork or walling;
- skills to survey historic buildings;
- archaeology field survey or scientific skills;
- using lime plaster or pargeting.

Linked to intangible heritage:

- oral history skills.

Appendix 3: Evaluation

We will undertake an overall evaluation of the Skills for the Future initiative. If you are successful in getting a grant, as part of this process we will ask you to contribute to our evaluation, using our standard research tools so that we have consistent information about trainees and projects.

In addition, we expect you to evaluate your individual Skills for the Future project so that your organisation can embed your learning for the future and share it with the sector. Depending on the scale and complexity of your project, you may want to employ somebody to help you with the evaluation, assessing whether the outcomes for your project are being successfully met. We would encourage you to collect baseline data on the key project measures at the start of your project so that the evaluation tools you use at the completion demonstrate the difference that has been achieved with our grant.

HLF tools

We will require you to use the following tools:

1. Trainee starter survey

This survey should be completed by all trainees as soon as they start their training placement. It contains 20 questions covering:

- demographic information;
- education and work background; and
- reasons for undertaking the placement and their expectations.

2. Trainee exit survey

This survey should be completed by all trainees at the end of their training placement. It contains 11 questions covering:

- the training experience and any qualifications they have gained;
- proposed next steps.

Both these surveys are available online through the Survey Monkey website; we will send you details and links if you are successful in your application. In addition, we may ask you to use our following evaluation tools which we have developed during our previous Skills for the Future rounds:

In addition, we may ask you to use our:

- organisation evaluation questionnaire;
- project staff evaluation questionnaire.

Your project evaluation

The following questions might help you to consider how to plan your project evaluation.

Recruitment

- What is the demographic profile of people interviewed and recruited to your organisation in recent years? How do you expect this to change as part of your Skills for the Future project and how will you measure this change?
- If you are running an enhanced recruitment campaign to attract a more diverse range of applicants or to target a specific group, what do the intended audience think about the tools you created and your recruitment campaign in general?
- What was the impact of the campaign on the demographic profile of i) your applicants, ii) your interviewees, iii) your successful recruits? How do you know?
- If you trialled new ways of producing application materials or organising interviews to be more inclusive, did these work? How do you know?
- What are the lessons of your recruitment campaign for your organisation? How could it be improved?

Trainees

- How will you set up a system of capturing all of the benefits to the trainee, including recording any qualifications they have gained as a result of their training?
- What is the full range of skills and experiences the trainees have gained? How have the trainees progressed and how will you measure this?
- How do the trainees describe the opportunity and experience they've had, the skills they've learnt and the impact on their careers to date in their own words? How will you record and use this material? E.g. how can you incorporate their training portfolios, blogs, photographs of project work etc into your evaluation?
- What will you do with any negative feedback that trainees give you on their experience?
- How will you track the trainees once the training has been completed to follow their progress and measure how many move into employment or training in the heritage sector?
- Were any new training models and/or programmes created by your project? How will you capture these?
- Did you create any new partnerships or develop links within the heritage or vocational learning sectors? How will you measure how effective they were?
- As a result of this project does your organisation now offer a wider range of training programmes? Is the training of a better quality and are you and your partners in a better place to respond to skills shortages?
- Have you and your partners benefited from an improved training and recruitment process? Has the project made an impact on the diversity of the workforce of those organisations involved in the project? How do you know?
- What methods did you use to share the good practice from the project?
- If your project generated media activity and was represented at events, how will you capture this and the impact it had?
- Did your dissemination of information about the project reach the target audiences?

Staff/Trainers

- How will you measure any benefits for the trainer and staff that have been involved in the delivery the project? Have any trainers or staff gained a greater knowledge, confidence or expertise as a result of being involved in the project? How will you capture and share this?
- What type of training-related skills and qualification have the staff and trainers gained? Have they transferred these skills to other training projects? Are they motivated to deliver more work-based learning?

Organisation

- What was the impact of the project on your organisation and any partners involved in the delivery?

Heritage sector

- How will the evaluation incorporate some analysis of the impact of the project on the heritage sector?
- As a result of the project, has the sector increased its capacity to deliver sustainable training and share good practice?
- Is the sector better placed to offer more work-based training opportunities providing appropriate skills?
- Does the sector have more tools and exemplars to help attract and recruit a more diverse workforce?
- Is heritage better represented on national qualification frameworks as a result of your project?
- Do more and a wider range of people understand the opportunities offered by a heritage career?

Glossary

Delivery-grant request: The amount of money you request from us towards your delivery phase.

Delivery phase: This is when you carry out your project.

Development-grant request: The amount of money you request from us towards your development phase.

Development phase: This is when you develop your second-round application.

Digital output: We use the term 'digital output' to cover anything you create in your project in a digital format which is designed to give access to heritage and/or to help people engage with and learn about heritage; for example an online training manual, exhibition or podcast.

Direct project costs: All the costs that are directly incurred as a result of your project.

First-round application: Your first-round application is when you provide us with detailed information about your development phase and outline information about your delivery phase. This application will include a delivery-grant request, and a development-grant request if necessary.

Full Cost Recovery: Full Cost Recovery enables voluntary sector organisations to recover their organisational overheads, which are shared among their different projects.

Lead applicant: If you are applying as a partnership, you will need to nominate a lead applicant who will submit the application on behalf of other organisations in the partnership. If the application is successful, the lead applicant will be bound into the terms of grant and receive grant payments.

Non-cash contributions: Non-cash contributions can be included in your partnership funding. These are items or services that you receive without charge, for example a donation of materials from a local firm or the use of a room. We only accept non-cash contributions if they are costs we could pay for with cash.

Outcome: An outcome is what your project will achieve and the change – for heritage, people or communities – that will be brought about by our investment. For more information on outcomes, read about **the difference we want to make** in **Part one: Introduction**.

Output: Outputs are the things that your project will produce, such as a training manual, a trainee log, a workshop, or conservation work e.g. to a building.

Partnership funding: This is how we describe your contribution to your project. It can include cash, non-cash contributions and volunteer time.

Project completion: This is the date that we make our final payment and are satisfied that the approved purposes of the grant have been met.

Project enquiry form: This form allows you to tell us about your project idea before you apply. It was previously known as a 'pre-application form'.

Second-round application: Your second-round application is when you provide us with detailed information about your delivery phase. This application will include your delivery-grant request.

Skills gap: We use this term to describe where the existing workforce is seen to be lacking the skills necessary to meet business need.

Skills shortage: We use this term to describe the situation where employers find it difficult to fill their vacancies with appropriate skilled applicants.

Training plan: This is a document that describes everything you will do in your project and which forms the main part of your second-round application.

Volunteer time: Volunteer time can be included in your partnership funding. This is the time that volunteers give to leading, managing and delivering your project.