

# Year 1 Funded Work

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A report into the work funded by the  
UK Workforce Hub to June 2006



# Contents

Contents 2

Introduction.....	3
Section 1 Funded work.....	3
Section 2 Linking the Learning and Skills work .....	13
Section 3 Future plans.....	15
Appendix 1 – Guidelines for submitting project proposals to the workforce development hub .....	16
Appendix 2 – revised letter of agreement and acceptance form.....	18

## Introduction

This report is divided into a number of sections

A list of the projects funded by the UK workforce hub

An explanation of how the learning and skills work is linked and the aims it is trying to achieve.

Guidelines for proposals for new work to deliver the business plan

The work is all designed to meet the hubs aims, objectives and mission, which are as follows.

### VISION

Voluntary and community organisations have the staff, volunteers and trustees with the diversity of skills and people they need to make an ever growing contribution to creating a better society.

### AIM

To lead and facilitate action that makes it easier for voluntary and community organisations to:

- Be great places to work and volunteer
- Be better employers
- Embrace a culture of learning and development

### OBJECTIVES

- More people come to work in the sector
- People in the sector can continuously develop their skills in a variety of ways
- People can develop skills in leadership and management
- Organisations have the resources and skills to be good employers

### OUTCOMES

1. Employers, policy-makers and funders have access to reliable information regarding workforce development issues and needs.
2. A measurable reduction in skills gaps and shortages.
3. Voluntary and community organisations have the information, guidance and knowledge they need to encourage and enable staff, volunteers and trustees to continue to learn and develop.
4. Generic and specialist infrastructure organisations across England have the information, guidance and knowledge they need to advise and support front line organisations on all forms of learning and good employment practice
5. Small and medium-sized voluntary and community organisations have access to flexible, affordable and relevant training
6. Funders and contractors understand that learning and good employment practice have an essential value and are actively investing in them.
7. Careers advisers and others working with young people, school leavers, graduates, career changers, have the information and promotional materials they need to raise the profile of the sector as a great place to work and develop a career.

## Section 1 Funded work

The following table summarises the work that the hub has funded. This does not include internal projects such as development of the website, media and communications strategy, work with external stakeholders like the Learning and Skills Council and Sector Skills Councils, and delivery of Working For A Charity courses. Much of this work was identified during the planning phase in 2004/05 and indicative amounts of funding against projects were included in the original business plan. **The numbers in the right hand column represent the Hub outcomes that these projects**



help to deliver.

<p style="text-align: center;"><b>Projects with 2 year funding</b></p> <p>A small number of projects have received funding for two years (to March 2007), these were either part of the original hub application or approved by the England Committee.</p>		
<p>Action learning Matters</p> <p>NACVS</p>	<p>This project will build on the action learning for management pilot project run by NACVS. It will develop further materials to support action learning and promote this method of learning to the wider VCS.</p>	<p>2, 5</p>
<p>SkILD</p> <p>NACVS</p>	<p>This is the biggest project supported by the hub to date. The program will provide a competencies framework and support learning and development activities for development workers, both specialist and generic within LIOs. The framework will identify the key skills and knowledge needed by development workers, to enable them to ensure local VCOs have access to appropriate, help, advice, skills development opportunities, information and tools necessary for them to either grow or progress their work as is fit.</p> <p>The overall <b>aim</b> of the program is</p> <ul style="list-style-type: none"> <li>• To raise the quality of developmental support available to the local voluntary and community sector from LIOs, in order that they are more effective, efficient and better equipped to engage in service deliver, should they choose.</li> </ul> <p>The overall <b>outcomes</b> of the program are as follows: LIOs are able to...</p> <ul style="list-style-type: none"> <li>• identify the full range of skills and knowledge necessary to deliver high quality developmental support to local voluntary and community organisations</li> <li>• access affordable opportunities to develop and evidence learning against agreed national competencies</li> <li>• identify pathways for skills development and career progression.</li> </ul>	<p>2, 3, 4, 5</p>
<p>Developing the development worker</p> <p>GMCVO</p>	<p>This project will develop and maintain a new network of “development workers” (job titles vary). The focus is on maintaining consistent quality and relevance of development support, and on building relationships between people from different organisations including (especially) those who work in geographic or cultural isolation, and enabling them to learn from and with each other.</p> <p>The network will be both virtual (making use of the</p>	<p>3, 4, 5</p>



	Infrastructure Intranet to share information and resources) and physical (enabling staff to meet and talk, hear speakers or receive joint training and professional development). The project will also trial a range of learning mechanisms including study visits, action learning sets, job-shadowing, mentoring of new staff by experienced staff etc. Different approaches will be trialled to enable us to assess what proves most accessible and most effective.	
The development of the Learning Links Project  NIACE	This project will allow NIACE to maintain and build on the learning links website launched in 2005. It will ensure that this becomes a tool to support VCS in finding training as well as sharing good practice.	3, 4, 5
<b>Projects with 1 years funding</b>		
These make up the majority of the projects funded by the hub. Much of this work was identified during the planning phase in 2004/05 and indicative amounts of funding against projects were included in the original business plan. The completion date for these is the end of June 2006		
Rural Development Project  ACRE	This project is helping the hub to start meeting the needs of rural infrastructure advisers and organisations. It has three interlinked strands of work a. Adding value to existing work with rural advisors b. Scoping the distinctiveness of rural skills and providing the link with other key initiatives c. Investigating effective and ongoing communication mechanisms between rural practitioners and the hub.	4
Research into assessors in the VCS  ACVO	To explore the reasons why qualified assessors within the voluntary and community sector do not continue to practice assessment in the workplace; to determine a programme of activity and professional development that will re-engage qualified assessors at a time when there is a national shortage of competent, vocationally qualified individuals.	2, 5
Developing a model of sub regional workforce development structures  Derbyshire learning consortia	This project will look at a model for the development of sub regional champions that will act as a conduit to spread information to and from national and regional levels to a local level. It will asses the roles these individuals could take and look at issues in setting up similar networks elsewhere.	3
The promotion of the community development	The community development national occupational standards (NOS) are a set of sector specific standards. This project will pilot a method to promote their use within	2, 4



NOS FCDL	organisations supporting community development workers.	
Accrediting a national training course Homestart	This project will pilot a method of accreditation for Home-Start's training for volunteers and produce a set of Accreditation Guidelines for all Home-Start schemes. This will provide the hub and other organisations with a good practice guide as to how this can be achieved.	2, 3
A skills swap shop Learning Curve	The project will research and pilot a scheme to enable voluntary sector partners in a Sub-region of the South West (Wiltshire and Swindon, Somerset, West of England) to share, swap and trade resources amongst themselves, and to take advantage of resources that may be available from the statutory and private sectors, in order to provide a cost-effective, sustainable and adaptable workforce development service.	2, 3, 4, 5
Mentoring for new development workers STAN	This project will pilot a mentoring induction programme for new organisational development workers/second tier advisers in London. The pilot will be an opportunity for the Second Tier Advisors Network (STAN), based at LVSC, to take forward the development of an induction programme and test a possible model. This will lead to the development of guidelines for other organisations and will link to the NACVS SKILD project	2, 4, 5
Evaluation of PAVVS VSIPD	The PAVSS project is a project that brings smaller VCS organisations together to allow them to accredit their training. It also allows for a bank of VCS assessors to be trained. The project is based in the Norwich area and the evaluation will look at the impact as well as how the model could be replicated in other areas	4, 5
Charity First	Feasibility study into the possibilities of developing a structured career-entry scheme within the VCS. Looking at a number of models including one based on the 'Teach First' scheme.	1, 2, 7
On-line Working For A Charity course developed with Roehampton University	Specialists have been commissioned to develop the online course, Effective Voluntary Sector Management, aimed at those considering coming to work in the sector, or those new to the sector. The course is validated by Roehampton University and will be accessible across the UK.	2, 7
CIPD Volunteer Pilot Programme Evaluation Research Consultancy (ERC)	The CIPD programme recruited, through REACH and The Cranfield Trust, volunteer experts in HR to provide advice and support to small VCOs. The evaluation is broadly focussed on: <ul style="list-style-type: none"> <li>• The learning of volunteers</li> <li>• The learning of voluntary organisations (e.g. does their understanding of HR improve?)</li> </ul>	1, 3



	<ul style="list-style-type: none"> <li>• How volunteers find working with The Cranfield Trust and/or REACH. What could these 'broker' organisations do to improve their work with volunteers?</li> </ul> <p>We would like to use the information to:</p> <ul style="list-style-type: none"> <li>• Promote the importance of good people management in the voluntary and community sector</li> <li>• Identify the feasibility of developing a long-term programme of volunteering to develop good people management in the VCS</li> <li>• Use some experiences as case studies egg in future CIPD publications</li> </ul>	
<p>Feasibility Study on HR support purchased through a consortia</p> <p>Sue Pittman</p>	<p>This piece of work will explore the feasibility of organisations that do not have the capacity to employ a dedicated HR person purchasing an HR professional through a consortium of organisations.</p> <p>Issues that we have identified as needing further exploration include:</p> <ol style="list-style-type: none"> <li>1. What is the optimum ratio of HR role to paid staff? A rough equation of 1 HR person to 80 staff is often used. How is this affected if staff members are based in a number of different organisations? How do volunteers fit into the equation? Identifying an optimum equation is key to the feasibility of this approach and whether it is affordable to organisations.</li> <li>2. What is the role of the HR person? E.g. how proactive or reactive would they be? Would their role be limited to key areas of the HR function?</li> <li>3. Where would the HR person be based? Local infrastructure organisations would seem to be an obvious choice and bring benefits, but would there be difficulties?</li> <li>4. Should consortia be locally based, or are there advantages to grouping organisations around sub-sectors?</li> </ol>	<p>1, 2, 3</p>
<p>Creativeness (South Derbyshire CVS social enterprise)</p>	<p>Aim: to identify how VCOs can effectively cost and budget for workforce and governance development. VCOs are then able to apply this knowledge and learning to future funding applications in ways that reflect the true costs to their organisation.</p> <p>Through this, VCOs are better equipped to strategically plan how to meet their organisation's mission and goals, through a well-developed workforce and trustee board,</p>	<p>1, 2, 3, 6</p>



	<p>effective governance and with an appropriate level of funding.</p> <p>Objectives VCOs are able to: Understand the value of investing in workforce and governance development Understand the associated costs and risks of <i>not</i> investing in workforce and governance development; Identify the cost of workforce and governance development both in monetary and workforce terms; Identify how they can determine their own workforce and governance development needs within their individual organisation Identify the key indicators and factors that they could use as guidance to cost workforce and governance development; Identify case studies, which demonstrate how VCOs have effectively costed workforce and governance development.</p>	
<p><b>Regional infrastructure projects</b></p> <p>The nine regional generic infrastructure organisations were asked to bid for grants of up to £10,000 each to carry out projects that enhanced the VCS in the regions capacity to develop or influence workforce development issues.</p>		
<p>North East</p>	<p>This project will work with existing sub-regional consortia, these are at different levels of development but are all looking at how they can strengthen and widen membership either at a core level or in hosting information only networks for those VCS organisations with an interest in learning and skills, either as a training provider or in terms of workforce development. The project will develop methods to raise awareness of the existence and the activities of the regional and sub-regional learning and skills consortia. This will improve communication and establish a communications strategy within the sector and with strategic partners.</p>	<p>4, 5</p>
<p>West Midlands</p>	<p>This project will use the resources to work regionally with the SSC to engage with the sector specifically around 3 areas:-</p> <ul style="list-style-type: none"> <li>▪ Co-ordinate and organise regular meetings for the SSC's interested in VCS activity, to promote partnerships between the sector and the SSC to enable each to engage effectively.</li> <li>▪ Map what is happening with each SSC and identify gaps and what is needed to inform future policy and provision</li> </ul>	<p>1, 4, 5</p>



	<ul style="list-style-type: none"> <li>▪ Develop an action plan with the SSC's to engage the sector with the SSC work and plans.</li> </ul>	
Yorkshire and Humber	<p>This project has a number of parts that will strengthen workforce development networks in the region by</p> <ul style="list-style-type: none"> <li>▪ Producing and disseminating a VCS Learning Manifesto</li> <li>▪ Hosting highly interactive Learning for Life conference</li> <li>▪ Consulting widely on ideas and draft via email networks and websites</li> <li>▪ Hosting a launch event</li> <li>▪ Contributing to the development of a VCS Strategic Toolkit.</li> </ul>	1, 4, 5
London	<p>This project will support sub-regional and local networking and to promote better communication between the national hub and regional, sub-regional and local networks in London on workforce development initiatives. It will support the formation, or strengthening, of workforce development networks of 2<sup>nd</sup> tier organisations (and some 1<sup>st</sup> tier) in each of the five London sub-regional CVS networks, plus a further network to represent those 2<sup>nd</sup> tier organisations active in London that fall outside of the sub-regional CVS networks.</p> <p>These networks will operate as a conduit for information and knowledge on WFD initiatives, projects and research, to and from the national Workforce hub, via the regional and WFD infrastructure.</p>	3, 4, 5
South East	<p>This project will focus on how to improve co-ordination, communication and engagement with Sector Skills Councils (SSC) and local Voluntary and Community Organisations (VCOs) with LSPs Local Area Agreements (LAA).</p>	4, 5
South West	<p>This project will:</p> <ul style="list-style-type: none"> <li>▪ Set up a regional workforce development network that will put all interested organisations and individuals in touch with each other and share expertise across the region.</li> <li>▪ Conduct more comprehensive research and make it widely available.</li> <li>▪ Commission research on the skills gaps in the region and the availability of training provision.</li> <li>▪ Develop a draft regional Strategy for Workforce Development in the Voluntary and Community Sector for consultation.</li> <li>▪ Develop a regional curriculum for training.</li> <li>▪ Develop a signposting service for VCS workers.</li> </ul>	1, 3, 4, 5



### Research projects

The hub has funded a number of pieces of national research that will benefit and inform the sector and provide evidence and advice when making the case to funders and statutory organisations.

<p>Collection of labour market data</p> <p>INLOGOV and BMG</p>	<p>This is the main piece of research the hub is undertaking in partnership with a number of sector skills councils. It will build on previous work such as Skills Matter and Futureskills and will collect extensive Labour market intelligence for the paid and unpaid workforce. The sample size will be large enough to produce figures on a regional basis as well as figures based on business sector.</p> <p>Phase 1, year 1: Develop and test shared methodology with Skills for Health and other Sector Skills Councils</p> <p>Phase 2, year 2: Carry out full research and produce reports for dissemination to the sector and to key external stakeholders, including government departments, Sector Skills Councils, Government Offices and Regional Development Agencies.</p>	<p>1, 6, 7</p>
<p>Research into perceptions and attitudes of young people to working in the VCS</p> <p>Zebra Square Ltd</p>	<p>This research will generate findings relating to:</p> <ul style="list-style-type: none"> <li>▪ Influences and influencers of choice of career for young people</li> <li>▪ Sources of information currently utilised by young people when making career choices</li> <li>▪ Motivating factors in terms career choice</li> <li>▪ Knowledge and awareness of the sector, particularly in terms of job roles, career options, required skills</li> <li>▪ Reactions to any literature already used to promote the sector/inform young people about working in it</li> <li>▪ Perceptions of positives and negatives of the sector</li> <li>▪ Any barriers to working in the sector</li> <li>▪ Information needs of young people</li> <li>▪ How best to reach young people and encourage them to work in the sector</li> </ul>	<p>1, 7</p>
<p>Identifying the learning and training needs of support workers in BME communities</p>	<p>This is a small-scale research study to identify the specific learning and training needs to support skills development of BME practitioners and workers in the voluntary and community sector who have a development brief and community development approach to their work. It is anticipated that the study may lead to a larger</p>	<p>1</p>



FCDL/UBUNTU	participatory research project that may offer BME practitioners an opportunity to further develop their research skills	
Mapping Fundraising Qualifications and Training  Institute of fundraising	This project sets out to gather in one place all current information on existing training and accreditation provision and, against the platform of the National Occupational Standards (NOS), to identify gaps in terms of level, content (fundraising technique or management) and geography.  The two main objectives of the project are to: 1. Establish what training and accreditation is currently on offer to fundraisers and fundraising organisations across the UK. 2. Map the above findings to the NOS for fundraising	2, 3, 5
Funding opportunities for accredited voluntary sector training in England.  The projects company	The overall aims of the work are: 1. To conduct an audit of the current funding available for accredited training in the voluntary sector by the end of June 2006 2. To provide information in an easily accessible format that can be circulated and accessed electronically by 30 <sup>th</sup> June 2006	3, 4
Evidence review on pathways into employment in the VCS  Marion Lacey	The aim of this review is to explore the evidence base for linking voluntary action and paid employment in the sector within the wider context of pathways into the sector covering factors such as: access, entry and exit points; the intersection of personal voluntary and employment histories, social background, skills and training: as well as motivational factors such as perceived values associated with the sector.	1, 7
Joint Workforce Hub and Governance Hub  Work undertaken by Ceri Hutton and Stephanie Sexton	Aims: to analyse the range of funders and the extent to which they support (both financially and otherwise) VCOs in a) building their organisational capacity b) workforce development e.g. training and development / human resource management c) governance development, e.g. learning opportunities for trustees / staff supporting trustees d) and / or management development OBJECTIVES 1. To identify which funders support these organisational development activities 2. To identify the specific criteria these funders issue to measure VCOs good practice in these areas and any support they make available to VCOs to encourage achievement of these standards 3. To explore the motivational factors for funders support	1



	4. To explore funders' attitudes towards their ability to influence VCOs performance in governance and workforce development 5. To identify case studies which demonstrate evidence of funders' support influencing the ways in which VCOs finance development of their workforce and governance.	
CIPFA	Research into the need for a Finance Management Qualification for small and medium organisations	2, 3, 4
Open University and Richard Brewster	Report and lessons learned from primary research into leadership issues and development of chief executives from a very broad range of voluntary and community organisations	2, 5
Centre for Charity Effectiveness at Cass Business School	Develop a fully costed, evidence-based model for a nationwide e-learning resource for staff and volunteers in the voluntary and community sector	2, 3, 4
Learning Curve, Y & H Regional Forum and Arte Consultants	Mapping of regional provision of leadership development programmes and courses.	2, 3, 4
<b>Publications</b>		
The hub has produced a number of publications that are available to the sector		
Careers guide for young people	Working for a better world	1, 7
NOS for trustees	With pocket book version for individual trustees	2, 3
Toolkit for NOS	For trainers and board development	2, 3
Book & free factsheets on website	Good Employment Guide	1, 3, 4
Guide to equality law	Making Equality Simple,	1, 3, 4

## Section 2 Linking the Learning and Skills work

The hub has pursued a programme of grants and commissions that helps to meet its objectives and that has been designed to be appropriate to the time scales.

The hub business plan was interested in projects that were innovative and that had an element of good practice, which can be shared across the sector.

With respect to the Learning and Skills strand there was a need to look at three areas in which work needed to be funded:

Standards, competencies and frameworks of skills. These were the core building blocks to making a good VCS employee (paid or unpaid).

Innovative and different ways that organisations and individuals could access this core.

The wider environment and the information needed to allow the projects in 1 and 2 to be successful, as well as baselines on which to base success. This area encompassed the communication, research and advocacy type projects.

The model below visually represents the work carried out. The central core is the building blocks that enable learning and skills to happen, there are then a number of projects that allow access to this; in order for this to happen it is essential that the environment is correct, there needs to be sufficient communication and research evidence to allow learning to be spread and shared.

The different projects funded by the hub fall in to one of the three areas.

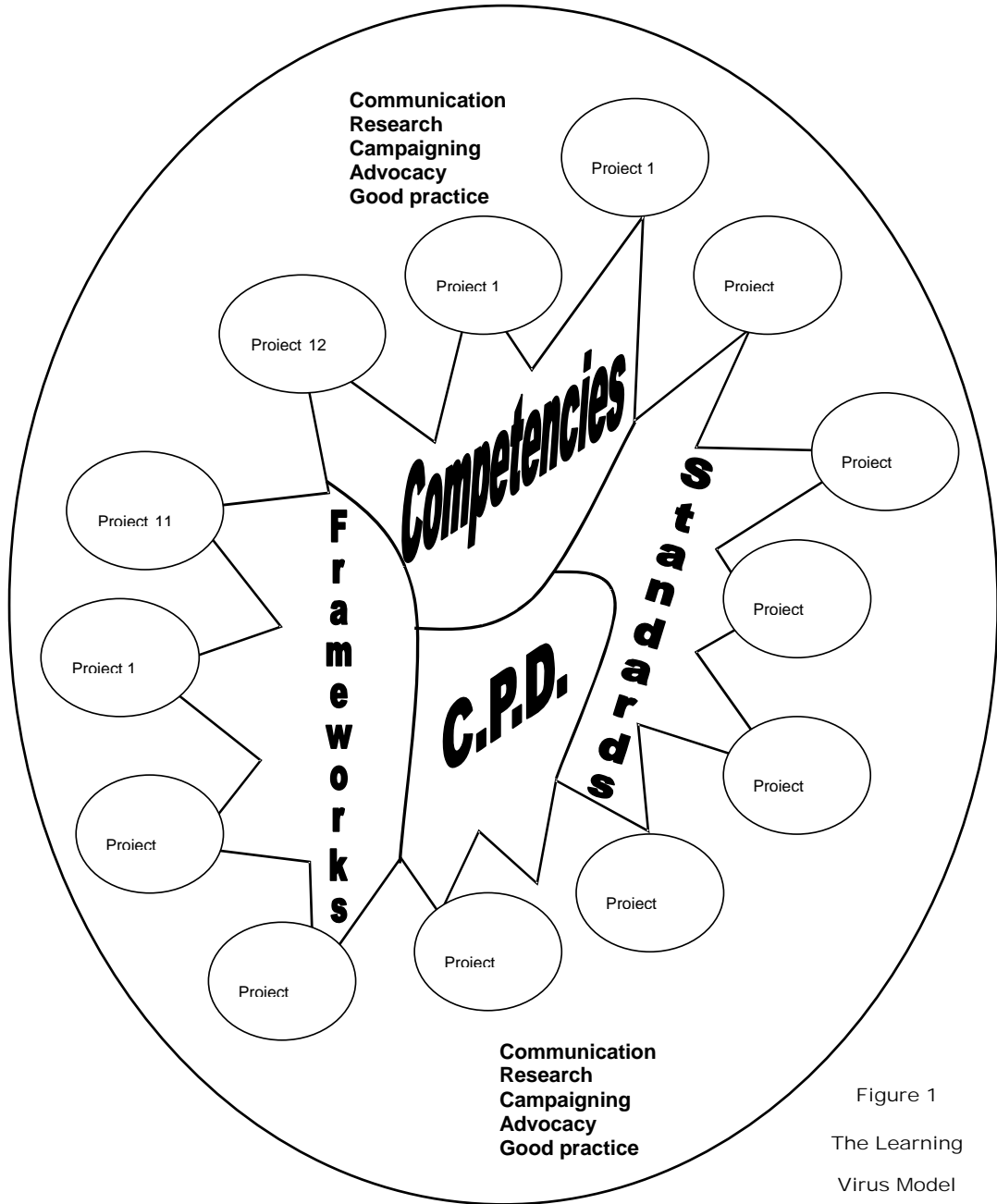


Figure 1  
The Learning  
Virus Model

## Section 3 Future plan

### Priorities for year 2

The following is a list of future projects/priorities that have been identified as of May 06

Work already agreed:

Learning Links

GMCVO

Action learning

SKILD

Work with Volunteering England to develop web based resources for managers of volunteers, mapped to the NOS for managing volunteers

Skills Research

Possible new work:

Review and evaluation of NOS for fundraisers and managers of volunteers to identify any revisions that need to be made

Evaluation of other ChangeUP funded workforce projects in order to extract good practice/lessons learnt and help other organisations apply them

Making Equality Simple – a guide to recruiting people of all ages

Support for regional WFD co-ordinators in partnership with external funders

Work with stakeholders to develop a structured career path into the VCS

Work with other hubs to develop dialogue with funders to inform future good practice

Desk research on economic impact of the sector

# Appendix 1 – Guidelines for submitting project proposals to the UK workforce hub

## Introduction

The purpose of these guidelines is to give an idea of the sort of information that is required by the UK workforce hub from organisations submitting project proposals. There is no set format and a concise application is much appreciated. Applicants should use their judgement as to additional information they wish to include that will inform hub staff and allow them to assess applications. We are happy to support innovative projects and are realistic that these can often fail; if this is the case it is important that any learning is clearly drawn from the experience and passed onto us through the final report.

## Information that needs to be included

The following headings are the minimum required information that we need to assess an application.

### Project description

This needs to give a clear description of the work that will be carried out

### Justification

What justification of need do you have for the project? Is there any evidence to indicate need? What research have you carried out to inform the project development?

### Consultation

It is essential that you have consulted with relevant stakeholders in your area and that you show who you have spoken with and their support for the project. Simple letters or statements of support would be useful.

### Partnerships

Is the project being carried out in partnership with anyone? If so please give details of their organisation and their role in the work.

### Aims, Objectives, Outcomes and targets

These must be clearly indicated. It is essential that these are measurable and that we are able to assess the success/failure of the project.

## Timetable

This must be clearly linked to the aims etc. It will be used to monitor longer projects to ensure spending etc. is on target.

## Budget

This needs to be comprehensive to allow us to see all costs including management fees. It is essential that you ensure that your budget covers the full cost of work. If you are including any budgets for staff costs these need to be broken down into salary costs, on costs (pension, national insurance etc.) and also a contribution to staff training. (This final area is important as we feel it is good practice to include this in total salary costs for staff.)

## Equality and Diversity

It is essential that you have considered the needs of all groups within your community especially

- Faith groups
- BME groups
- Groups in rural areas
- Refugee communities

Your proposal should include plans to address the special needs of the above groups or a clear indication of why your project is not relevant to the group.

## Final Report

All hub projects are about spreading good practice. It is therefore essential that you produce a detailed final report and that this includes the lessons (both good and bad) that you have learnt. Please remember that as much learning can be gained from a failure as a success and this is equally important to us.

The report should be in a format that allows the Hub to assess your work to ensure we get value for money, it should also be written in such a way as to be useful to other organisations considering implementing a similar piece of work. The final report should make particular mention of any learning from the diversity and equality themes.

Please note if you have to report on the project for other funders we are happy to accept that report as long as it covers our needs.

## Appendix 2 – revised letter of agreement and acceptance form

### GRANT AGREEMENT BETWEEN NCVO AND PARTNER

This agreement is for the financial year commencing 1<sup>st</sup> April 2006. It is between NCVO and

The purpose of the grant is..... You should regard the fund as restricted for accounting purposes. The money may be used only for the purpose as detailed in your budget and proposal received on.....

The total amount made available for the financial year ending 31<sup>st</sup> March 2007 is ..... This work needs to be completed by 31<sup>st</sup> March 2007. This is made up of £..... capital funding and £.....revenue funding.

This grant is subject to the terms and conditions set out below:

1. Your grant will be paid in advance.
2. You must complete, sign and return the enclosed acceptance letter agreeing to these terms and conditions.
3. Capital equipment bought under this grant must not be sold or otherwise disposed of without the written consent of NCVO whilst the equipment still has value. The date of purchase, price paid and date of disposal of such equipment must be made available to NCVO for its register of such assets.
4. You are required to retain all invoices, receipts, accounting records, and any other relevant documentation relating to the expenditure of the grant, for at least two years after completion of the funded activity, or two years after the end of the grant period, whichever is the longer.
5. You are required to provide a final report detailing your learning and evaluating the project on completion and no later than 31<sup>st</sup> March 2007. The workforce hub reserves the right to publish this report and share any learning in any way they deem appropriate.
6. You are required to provide a written statement, signed by your treasurer, of how the money was spent at the end of the project.



7. You will need to notify NCVO if it becomes apparent that there is likely to be any underspend on this project. Any portion of the grant that is not used in delivering this project will need to be returned to NCVO.
8. If VAT becomes payable on any part of the project work then the Grant shall be deemed to include all VAT payable.

Yours sincerely,

Janet Fleming

Head of the Workforce Hub in England



## Acceptance of Terms and conditions of UK Workforce Hub Grant

Name of Organisation

Title of project

Amount of Grant

Address

Phone

Email

- 
1. On behalf of the above named organisation I certify that I have read the conditions referred to in the grant letter dated
  2. I undertake that
    - The organisation will use the grant exclusively for the purposes stated in the grant letter
    - The organisation will repay to the Hub on demand any amount over-paid or not specifically used for the stated purposes: and
    - The organisation will observe all other conditions of grant specified in the offer letter.
  3. The person named below is to be responsible for the overall management of the grant-aided work and for reporting to the hub on progress of the work. If this person changes the hub should be notified immediately in writing.

Name

Position in Organisation

Telephone

Email

---

Signed on behalf of the organisation

Full name in block capitals

Date