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INTRODUCTION

The toolkit

This toolkit is an operational guide for everyone involved in delivering the Team programme. It outlines roles and responsibilities, programme processes, key resources and contains the minimum standards for the programme, the baseline for providing a quality delivery for young people.

The programme must be run in accordance with this toolkit and the defined minimum standards, and the National Programmes team should be notified of the reasons for any exceptions.

Supporting documents

Throughout the toolkit you will find tips and ideas for running your Team to a high quality. These tips are not exhaustive and you will find that your approach to the programme changes over time given the different groups of young people you are working with.

Essential resources, supporting documents and policies mentioned throughout the toolkit can be found on:

1. The Loop (for Trust staff only)
2. Team Online (for partners and secondees)

Throughout this toolkit, there will be references to our intranet, The Loop. This resource is a great source of materials, information and support to the wider Prince’s Trust community.

Trust staff must take time to familiarise themselves with The Loop so that they can make the most of all it has to offer and can use it to support our partners.

Please see below for a few helpful tips.

 Each programme has its own ‘resources’ page where you can find more information and links to support your delivery and administration tasks
 Use the search bar in the top right hand corner to locate documents, policies and programme information
 Click on Functions to direct you to pages for Programmes, Health and Safety, and other national functions such as Qualifications and Fundraising

Contacts

Your feedback and suggestions about the programme and this toolkit are important and very welcome. Please send your comments to the National Programmes team at team@princes-trust.org.uk.
OUR PROGRAMMES

What The Prince’s Trust does

The Trust works with young people aged 11-30 to remove any barriers they experience to get into work, education or training. We do this through a variety of different programmes, focusing on skill development, delivered by Trust staff, volunteers and delivery partners, or through our online platform. All our programmes are free and young people can continue to claim certain benefits while participating.

Our Education work is made up of the Mosaic secondary mentoring programme, our Achieve personal development programme in schools or alternative education settings, and the Enterprise Challenge for secondary school students. All these programmes aim to ensure that young people of school age can fulfil their potential, through a range of group and individual work.

We are now making a soft distinction between the Mosaic Initiative, which continues to focus on HRH's original and wider vision to help uplift young people from [disproportionately] disadvantaged Muslim communities, and the Mosaic suite of mentoring programmes, which are an important method of engagement through which we achieve this. The Mosaic Initiative comprises of the Mosaic Advisory Board, Mosaic Regional Leadership Groups and Mosaic Associates. Importantly, Mosaic's move into The Trust has opened up the ability to engage on issues at other age-points affecting Mosaic communities across the UK, and offer solutions to address these through the deployment of all Prince’s Trust programmes.

The Fairbridge programme works with 16-25 year olds who have complex needs and as such it is individualised for each young person. Young people go through an induction phase, an engagement course (Access, which includes a residential) before moving to a series of shorter courses focusing on life skills and personal and social development.

Get Started is delivered in partnership with external organisations. It includes a full-time week or activities based around one of about 30 themes covering sport, art, community, and STEM, before offering progression support through volunteer mentors.

Team is also delivered by partners. Running since 1990, Team is a 12-week programme offering young people aged 16-25 the chance to work on a range of different projects and activities, helping them to develop work experience as well as core skills like leadership, resilience and communication.

The Enterprise programme’s aim is to support young people interested in self-employment to explore and test their ideas, write plans and start their own businesses or achieve alternative outcomes in education, training, volunteering or work.

Development Awards are cash awards for young people aged 16-30 who are struggling to access education, work or training due to a lack of funds. Young people on other Trust programmes can access these through a Fast-Track process.

We run a huge range of work placement programmes known as Get into, in partnership with local and national employers. Get into programmes can include interview preparation and the development of employability skills, as well as giving young people the chance to gain work experience.

Young people can also access our online courses, which currently focus on employability and enterprise skills. They are supported throughout by e-mentors who help them to complete different activities.
ROLES AND RESPONSIBILITIES

This section covers the key roles and responsibilities of staff at both The Prince’s Trust and our Delivery Partner network, and the training available to support them.

Prince’s Trust staff

Programme Executive
This role is responsible for supporting the delivery of the programme in regions/countries to a specified number of young people as well as setting up, managing and supporting local and national Delivery Partners, maintaining client files on Frontline. Executives must also induct all new DP staff working on Team in line with national induction checklist, host regular meetings for DP staff to develop communication with regional/country network and share best practice, ensure DP staff are kept up-to-date on any relevant Trust information, such as new or updated policies, new initiatives and new staff, develop links with employers and other organisations in the broader community to promote and attend and support partner events.

Programme Manager
This role is responsible for operationally managing programmes in regions/countries according to the Toolkit and to region/country annual budgets. They are responsible for all aspects of programme delivery and quality management within the region/country, and for recruiting Delivery Partners. They are also responsible for managing the programme team and for supporting other local and/or central teams to resource, negotiate and deliver programme funding contracts.

The programme manager must also ensure partners comply with our legal and H&S procedures and SMS, effectively managing The Trust’s part of the Programme Delivery Agreement (contract), with particular emphasis on monitoring the quality of delivery, young people’s experience, outcomes and H&S management. They are also responsible for reviewing the quality of each programme alongside Delivery Partners and ensure DP Managers are kept informed of any issues.

(Senior) Head of Programmes
This role has overall responsibility for the management and delivery of the Team programme in regions/countries according to the toolkit and minimum standards and to region/country annual budgets. They are the programme representative for the region/country and line manage the Programme Managers/Heads of.

National Programmes team
This team is responsible for developing the strategic direction, policies and content of the Trust's programmes. They also provide advice and support to The Trust’s senior management team, central departments and regions and countries. The Trust's Mental Health Advisor is also part of this team as well as the Head of Credit who takes responsibility for compliance with financial regulation and quality of lending support to ensure regional staff make responsible lending decisions.

Qualifications, Literacy, Language and Numeracy team
This team is responsible for developing and awarding The Prince’s Trust Qualifications and ensuring that all qualification activities on programmes are compliant with the regulations imposed by Ofqual, Qualifications Wales, SQA Accreditation and CCEA Regulation, the qualification and examination regulators. They create and manage relationships with external awarding organisations, and lead on literacy, language and numeracy skill development across The Trust.

Volunteering and Secondments
This team is responsible for recruiting, training and managing sufficient volunteers and secondees to support targeted regional/country delivery. These can include Employed Participants, corporate volunteers from our patrons, and short and longer-term secondments. Programme teams and Volunteering and Secondments teams must work closely together to ensure volunteer support meets the needs of the programme. Programme teams have a responsibility to consult the V&S Team during business planning and throughout the year if delivery plans change. Programme teams are also responsible for managing and supporting volunteers where necessary and providing feedback where required.

**Outreach, Assessment and Outcomes**
This team supports young people through The Trust. They focus on finding the right young people, getting them onto the right programme, and increasing their opportunity of finding the right outcome once they have finished a programme.

OAO encompasses the National OAO team, Outreach teams and Outcomes teams in the regions and countries. The Outreach team is responsible for raising awareness of The Prince’s Trust in their communities. They focus on creating effective referral partnerships in key communities and engaging with young people. They recruit for The Trust’s programmes as well as signposting to external provision with the overall aim of moving young people into the appropriate support for them.

The Outcomes team engage with outcome providers to maximise the chances of our young people to achieve success by moving into training/education/employment. For more details, see Outreach, Assessment and Outcomes on The Loop.

**Training**
The Trust provides opportunities for staff to develop the knowledge, skills and behaviours required to undertake their roles. The Learning and Development team are responsible for creating, delivering and enabling learning and training opportunities across The Trust.

A variety of delivery methods, such as e-learning, assignments, workbooks and face to face delivery, are offered.

For more information please see the [Learning and Development pages](#) on The Loop.

If you have a particular training request that isn't addressed there, please speak to your line manager in the first instance, and they can raise this with Learning and Development.
**Delivery Partner staff**

The Delivery Partner Manager (DPM) has overall responsibility for the delivery and monitoring of the programme as set out in the Programme Delivery Agreement, with particular emphasis on quality of programme delivery, outcomes, H&S management and promoting the reputation of The Prince’s Trust. All DPMs should be given a Trust induction by their regional contact.

They must also:

- Negotiate and secure contracts with funders, with support from The Trust where necessary
- Employ staff as necessary to run the Team programme, implementation of safe recruitment procedures for all those working with young people during the Team programme, including obtaining references and appropriate disclosure checks and responsibility for all training required by The Trust and its associated costs
- Make provision to cover for absent members of staff to maintain the personal development experience of young people on the programme
- Be responsible for ensuring The Trust’s policies are followed
- Ensure management of and compliance with H&S, risk assessment and adverse event and safeguarding concern reporting
- Complete third party due diligence competency checks of all providers associated with Team delivery ie residential centre provider, work placement providers before they begin operation
- Sign off risk assessments completed by Team Leaders, or ensure that there is a suitably competent and qualified person to do so
- Agree an annual plan for delivery, including dates, with the programme manager, and consult with the manager before changing any dates or cancelling any Team
- Manage, support and regularly appraise Team Leaders and other staff – as Prince’s Trust staff will have observed their delivery, Trust input into this process should be sought
- Facilitate recruitment of mixed Teams of young people from the local community, building up a network of contacts to aid recruitment
- Maintain records as required by funding sources, regulatory bodies, employers and The Trust, and make these available as required
- Attend and support Trust events (meetings, workshops, conferences etc)
- Support the development of the programme by working with The Trust to trial programme initiatives as requested
- Ensure awareness of the legislative framework within which Team operates

**Team Leaders (TLs)** are responsible for the delivery of the programme, including recruitment and support for Team members, overseeing their development throughout the 12 weeks. This includes but is not limited to:

- Ongoing recruitment planning
- Marketing the programme
- Programme planning and completing a Scheme of Work
- Completing and returning all Trust paperwork on time
- Delivering the PT qualification
- Liaising with community organisations, employers, senior staff and other stakeholders
- Other administration and record-keeping

All Team Leaders should attend a Trust induction and Team Leader Training (TLT) including pre-work, a five-day residential course, and attending Youth Mental Health First Aid. The residential course must be completed before they lead their first programme. Before delivery, TLs should also complete risk assessment, safeguarding, first aid and basic food hygiene training and hold or be working towards at least a Level 3 Award in Education and Training (or be working towards). It is also recommended that TLs complete a refresher TLT after five years in post.
Deputy Team Leaders (DTLs) and Assistant Team Leaders (ATLs)
DTLs and ATLs should complete the same Trust induction as other staff. DTLs require the same training and disclosure checks as a TL so that they can stand in for them; ATLs are not required to attend Team Leader Training and cannot deputise for a TL in their absence.

Other roles

Partners can access a range of other support staff via The Prince’s Trust’s partnership network. Delivery Partners can find more details on each of these roles on Team Online, or from their Prince’s Trust Executive. If these extra roles are being filled, the DP must inform their Programme Executive as soon as possible.

Employed Participants
Employed Participants are individuals who work for one of The Trust’s patrons and are completing a 20-day placement on Team to support their learning and development at work. These individuals will submit an application to The Trust, receive an enhanced DBS check (or equivalent) and will be placed with a Team in their local area. They will support the Team Leader to support/deliver aspects of the programme. V&S teams will be responsible for placing individuals with a Team. Once the placement commences, the Team Leader will be responsible for the Employed Participant. The Employed Participant will decide together with the Team Leader which 20 days of the programme they will attend, depending on which skills they are looking to develop e.g. leadership, communication.

Corporate Volunteers
Corporate volunteers are employees of The Trust’s partner organisations who can come and deliver full-day or half-day workshops on Team. Materials for these workshops are pre-written and corporate volunteers use their own skills and experience to bring them to life. Workshops are focused on employability and life skills, bringing the young people closer to the world of work.

Student Social Workers
The Prince’s Trust wants to harness the talent and skills of student social workers to help support the wellbeing needs of young people on Team and relieve the pressure on Team Leaders. We want to encourage and support Team Delivery Partners to make students an integral part of their Teams.

Delivery Partners who have used Student Social Workers say that their Teams have been enhanced by:
- the extra capacity and skills
- the one-to-one support given to young people
- the time released for Team Leader’s to concentrate on planning and delivering the programme

Evaluations show that Team members have benefited significantly from the practical help students offer around welfare, personal and emotional issues. There are many examples of Team members who have said that without the support and belief of their Student Social Worker, they would have given up on the programme. Instead, they persevered because they were encouraged to talk about and address their problems.

Time on external placements forms a crucial part of the social work degree because it provides students with opportunities to practice social work skills, theory and values in real settings, such as the Team programme.

During their placement, students have to demonstrate their competence against the Professional Capabilities Framework for Social Work. Team Leaders will be responsible for providing relevant learning opportunities (through delegated tasks) to help Student Social Workers meet the required standards of the PCF. Placements on Team last 70 days and the university will pay the DP for hosting a student.
Students will either get in touch with The Trust directly to organize their placement or programme executives will go to local universities to present Team as an option.

**Frontline processes referenced in this section**
- Programme Executives should upload all relevant details of the Delivery Partner organisation and Team location to Frontline so that sessions can be created

**Materials referenced in this section**
- Student social worker handbook
- Team Leader training courses

**Minimum standards referenced in this section**

| 1a | All new Delivery Partners have passed the Partner Organisation Safety Management System Audit prior to recruitment and delivery of their first Team |
| 1b | SMS reviews are completed for all Delivery Partners annually and are in force at the start of a Team |
| 1c | All adverse events and safeguarding concerns are recorded and investigated in accordance with health and safety guidelines |
| 2a | A signed and up-to-date standard Programme Delivery Agreement is completed according to The Trust’s legal policies. The Agreement is in place for each Delivery Partner before recruitment of their first Team begins, and is renewed every three years |
| 2b | New Delivery Partners are set up in line with nationally agreed procedures |
| 3a | Region and country programme staff have been trained in accordance with the toolkit |
| 3b | Staff give all new Team Leaders and other relevant Delivery Partner a programme induction, using the Team Leader induction pack as the guide |
| 3c | All Team Leaders and Deputy Team Leaders must attend the Team Leader training before delivering Team. Additionally, |
| 3d | Each Team should be led by a full-time Team Leader and supported by Deputy Team Leaders, Assistant Team Leaders and other support staff and secondee where available |
| 3e | All delivery staff use up-to-date copies of the toolkit, Individual Learning Records and Team Leader support packs |
| 3g | When necessary, Employed Participants, secondee and Student Social Workers to be inducted by DP |
PROGRAMME OVERVIEW

The Team programme was set up in 1990 and originally called the Volunteers programme. Its aim was to bring together young people from different backgrounds and levels of achievement to work together in their local community. Over the years the programme has been developed to meet changing needs, including an increased focus on employability skills and the addition of nationally recognised qualifications and support for functional skills. In 2016 we celebrated our 200,000th young person on Team.

Throughout the years, Team has consistently been successful in developing a sense of achievement in young people, helping them to move on and get their lives on track. The success of the programme has led to its growth throughout the UK to reach over 8,000 young people each year.

Method of delivery

The Team programme is run and managed locally by partner organisations (known as Delivery Partners, or DPs). Our DPs range from further education colleges to YMCAs or youth charities to Fire and Rescue Services. A programme agreement is put in place between The Trust and the partner before delivery can begin. By signing this agreement, the partner agrees to run the programme in accordance with this toolkit and the supporting documents found on Team Online, our resource hub.

Delivery Partners employ the Team Leaders and other support staff that work on Team and support the young people throughout their time on programme. Each Team Leader must be trained by The Trust before they begin delivery.

Aims

Team is a full-time 12 week personal development programme which aims to increase confidence, motivation and skills. As a result, it enables young people to move into employment, education, training, volunteering or an apprenticeship. Here’s more about the programme:

- It is a challenging, structured 12 week programme for Teams of about 12-15 young people
- It begins with team-building activities, including a week away at a residential activity centre
- It then continues with planning and delivering real projects in the broader community, plus two weeks on work placements that the young people choose themselves
- Team culminates in a final celebration, where the young people present their achievements to an invited audience, and receiving their End of Programme Certificates
- Through building their confidence and motivation, young people are encouraged to think about and plan for their futures
During the course of the programme, young people:

- Uncover hidden talents
- Take on responsibility for tasks and projects
- Develop their team-working and communication skills
- Improve their employability through work placements and skills workshops
- Gain awareness of the broader communities in which they live, and how they can contribute to it
- Gain nationally-recognised qualifications
- Improve their Language, Literacy and Numeracy skills (LLN)
## Programme Aims, Content and Outcomes

<table>
<thead>
<tr>
<th>Situation and Target Groups</th>
<th>Aims</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Situation:</strong></td>
<td>Bring together young people from different backgrounds to work together to achieve goals</td>
<td>Team Leaders and other staff from the Delivery Partners run the programme, including:</td>
<td>Young people have:</td>
<td>Young people have developed the following life and employability skills:</td>
</tr>
<tr>
<td>There are young people who are unemployed who lack the life and employability skills needed to enter into education, employment or training.</td>
<td>Provide young people with experience of helping others within the community</td>
<td>a residential project and Team Challenge</td>
<td>undertaken a team building residential</td>
<td>Communication (inc. presentations and assertiveness)</td>
</tr>
<tr>
<td></td>
<td>Build sense of achievement through their contribution</td>
<td>work experience</td>
<td>taken part in at least two activities to help the community</td>
<td>Working with others (inc. tolerance)</td>
</tr>
<tr>
<td></td>
<td>Provide young people with work experience</td>
<td>planning for the future</td>
<td>undertaken work experience</td>
<td>Setting and achieving goals (inc. problem solving, planning and organising and motivation)</td>
</tr>
<tr>
<td></td>
<td>Help young people develop life and employability skills</td>
<td>a final presentation</td>
<td>a post programme plan, written a CV and undertaken interview skills work</td>
<td>Managing feelings</td>
</tr>
<tr>
<td></td>
<td>Help young people develop Literacy, Language and Numeracy and digital skills</td>
<td>Literacy, Language and Numeracy assessment and support</td>
<td>delivered a final presentation</td>
<td>Confidence (inc. self esteem and self worth)</td>
</tr>
<tr>
<td></td>
<td>Develop young people’s understanding of what work/education would suit them</td>
<td>the opportunity to achieve a qualification</td>
<td>completed the programme</td>
<td>Reliability (inc. time keeping and taking responsibility)</td>
</tr>
<tr>
<td></td>
<td>Help young people plan and organise for post-programme</td>
<td></td>
<td>achieved a qualification</td>
<td>Job search skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation:</th>
<th>Target Groups:</th>
<th>Situation:</th>
<th>Target Groups:</th>
<th>Situation:</th>
<th>Target Groups:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are young people who are unemployed who lack the life and employability skills needed to enter into education, employment or training.</td>
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<td>Young people who are:</td>
</tr>
<tr>
<td></td>
<td>aged 16-25</td>
<td></td>
<td></td>
<td></td>
<td>aged 16-25</td>
</tr>
<tr>
<td></td>
<td>unemployed</td>
<td></td>
<td></td>
<td></td>
<td>unemployed</td>
</tr>
</tbody>
</table>

Some of the young people may also be from one of the following target backgrounds:
- care leavers or looked-after children
- offenders and ex-offenders
- single parents
- refugees and asylum seekers
- young people with disabilities

### Short-term (at Week 12)

- [ ] Undertaken a team building residential
- [ ] Taken part in at least two activities to help the community
- [ ] Undertaken work experience
- [ ] Delivered a final presentation
- [ ] Completed the programme
- [ ] Achieved a qualification

### Medium-term (3 and 6 months)

- [ ] Undertaken work experience
- [ ] Delivered a final presentation
- [ ] Completed the programme
- [ ] Achieved a qualification

### Long-term (12 and 18 months)

- [ ] Undertaken work experience
- [ ] Delivered a final presentation
- [ ] Completed the programme
- [ ] Achieved a qualification

**Benefits to the local community**

- [ ] Benefits to the local community

**Young people have developed skills in:**

- Literacy
- Language
- Numeracy
- Digital literacy
Eligibility: how The Trust targets its support

The Prince’s Trust targets its support based on a combination of its eligibility criteria and young people’s target needs and backgrounds as detailed here:

These disadvantages, especially when they overlap, indicate who are the hardest to reach and as such identify them as the groups with whom The Trust most wishes to work.

To be eligible for the Team programme, young people must meet the criteria below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aged 16-25</strong></td>
<td>Young people must be aged 16 to 25 on the first day of the Team programme</td>
</tr>
</tbody>
</table>
| **Unemployed**    | Young people must be working fewer than 16 hours a week or in education for fewer than 14 hours per week. If the hours they are employed or in education vary, an average should be taken. Young people who are relatively advantaged, even if they are unemployed, should not be prioritised. Except in special circumstances, young people from the following groups are not suitable:  
  ➞ Gap year students  
  ➞ Recent graduates (graduated <6 months ago)  
  ➞ Those with a post-graduate degree  
  ➞ Those with a professional qualification eg teacher, chartered surveyor, lawyer |
| **UK residence**  | Young people must be resident in the UK                                                              |
Team mix

A key feature of Team is that it is for a broad mix of 16-25 year-olds. Ideally, this will include:

- a majority of unemployed young people, with one or two Employed Participants who are sponsored by their employer to take part
- a 50/50 mix of gender, where possible
- a broad spread of ages and ability levels
- a social, ethnic and cultural mix reflecting the demographics of the broader community

The variety of backgrounds and experience which make up a Team is a unique ingredient which contributes significantly to the development of young people while they are on programme. Exposing young people to sets of views and behaviours outside their ‘norm’ through a different peer group offers a chance to widen their perspective and gives them the freedom to change their own behaviours if they wish.

Skills and qualifications

The Team programme re-engages young people. Completing the programme activities builds a sense of achievement through which the young people develop their confidence, motivation and other skills, thereby increasing their employability.

Skills developed on the programme include:

- communication, including presentation and assertiveness
- working with others, including tolerance
- setting and achieving goals, including problem-solving, planning and organizing
- confidence, including self-esteem and self-worth
- managing feelings
- reliability, including time-keeping and taking responsibility
- job search skills
- money management
- leadership skills
- the chance to improve their literacy, language and numeracy (LLN)

All young people are enrolled as learners on a Prince’s Trust qualification via the Delivery Partner or a funder. A range of qualifications at different levels can be worked towards while on Team. For more information, see Team Online or the Qualifications site.

Any young person who needs it should receive support with their LLN and digital literacy skills while on Team. Assessment of English and maths ability is a condition of funding for the qualification in England.

A Prince’s Trust certificate, signed by HRH The Prince of Wales, is awarded to all young people who complete the Team programme.

Minimum standards referenced in this section

4a All young people participating in the programme are eligible for support and Team young people are recruited in a mix which reflects local demographics.

4c Every young person must complete an initial and diagnostic assessment of their English and maths skills at the start of the Team. Young people should be diagnostically assessed again at the end of the programme to capture distance travelled.
MINIMUM STANDARDS

The following minimum standards must be met in the management and delivery of the Team programme. These are the standards that Delivery Partners and Prince's Trust programmes teams will be reviewed against as part of annual quality review processes.

A minimum standard:
- describes a key process that has a direct impact on the quality of programme delivery
- must be followed, unless specific agreement is reached with the National Programmes team for a variation
- must be capable of being evidenced via either Frontline, Dash, shared drives or the Health and Safety portal
- is subject to review as part of the quality assurance process

<table>
<thead>
<tr>
<th>Standard</th>
<th>Prince’s Trust - evidence</th>
<th>Delivery Partner - evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>All new Delivery Partners have passed the Partner Organisation Safety Management System Audit prior to recruitment and delivery of their first Team</td>
<td>The H&amp;S DP SMS Tracker confirms all Delivery Partners have passed their SMS Audit AND Written confirmation from Health and Safety Team stating the Delivery Partner has passed the SMS Audit</td>
</tr>
<tr>
<td>1b</td>
<td>SMS reviews are completed for all Delivery Partners annually and are in force at the start of a Team</td>
<td>The H&amp;S DP SMS Tracker confirms an annual self-declaration OR A SMS review has been completed for all eligible Delivery Partners</td>
</tr>
<tr>
<td>1c</td>
<td>Adverse Events or any Safeguarding concerns are recorded and investigated in accordance with health and safety guidelines</td>
<td>Where significant accidents, complaints or other concerns have occurred, SMS reviews and appropriate investigations have been carried out</td>
</tr>
</tbody>
</table>

2. DELIVERY PARTNER SET-UP AND MANAGEMENT

<table>
<thead>
<tr>
<th>Standard</th>
<th>Prince’s Trust - evidence</th>
<th>Delivery Partners - evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>A signed and up-to-date standard Programme Delivery Agreement is completed according to The Trust's legal policies. The Agreement is in place for each Delivery Partner before recruitment of their first Team begins, and is renewed every three years</td>
<td>Signed copies of a Programme Delivery Agreement for each Delivery Partner, attached to the relevant set of schedules and saved to the organisation page on Frontline AND Delivery Agreements are signed by an authorised staff member as per Legal page on The Loop</td>
</tr>
<tr>
<td>2b</td>
<td>New Delivery Partners are set up in line with nationally agreed procedures</td>
<td>Signed Delivery Partner Appointment Sheet saved to the organisation page on Frontline</td>
</tr>
<tr>
<td></td>
<td>Year-round Quality Review</td>
<td>Programme Preparation and Training</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Annual Reviews and action plans completed via the organisation page on Frontline AND Under-performing partners are managed in accordance with action plans</td>
<td>Prince’s Trust - evidence Delivery Partners - evidence</td>
</tr>
<tr>
<td>2c</td>
<td>An Annual Quality Review is completed for all Delivery Partners, including agreed targets for year ahead, alongside a system to review and report on agreed actions</td>
<td></td>
</tr>
<tr>
<td>2d</td>
<td>Each Team receives at least one visit. This should increase on a risk basis</td>
<td>Team Review on Frontline confirms date of visit(s). Triggers for additional visits are checked - see toolkit for examples</td>
</tr>
<tr>
<td>2e</td>
<td>A Team Review is completed for each Team, with suitable supporting evidence</td>
<td>Team Reviews, including action plan, is completed on the session page on Frontline</td>
</tr>
<tr>
<td>2f</td>
<td>A minimum of two sub-region or country Delivery Partner Managers meetings held each year, unless agreed in advance with the National Programmes team</td>
<td>Copies of the agenda and minutes/action points saved in region’s quality file AND Any relevant feedback from DPs is recorded in the organisation’s Notes tab</td>
</tr>
</tbody>
</table>

### 3. PROGRAMME PREPARATION AND TRAINING

<table>
<thead>
<tr>
<th>Standard</th>
<th>Prince’s Trust - evidence</th>
<th>Delivery Partners - evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Region and country programme staff have been trained in accordance with the toolkit</td>
<td>Record of the appropriate level of Health and Safety training for all staff Record of national Team programme training attendance for all Executives and Managers</td>
</tr>
<tr>
<td>3b</td>
<td>Staff give all new Team Leaders and other relevant Delivery Partner a programme induction, using the Team Leader induction pack as the guide</td>
<td>Signed page of Team Leader induction pack AND All new delivery staff are tagged to sessions on Frontline before delivery begins</td>
</tr>
<tr>
<td>3c</td>
<td>All Team Leaders and Deputy Team Leaders must attend the Team Leader training before delivering Team. Additionally, at least one member of delivery staff should have completed training in risk assessment, first aid and basic food hygiene Team Leaders should hold or be working towards a Level 3 Award in Education and Training (previously PTLLS) qualification, or equivalent</td>
<td>L&amp;D confirm that Team Leaders have attended TLT via contact record on Frontline L&amp;D records indicate training dates AND L&amp;D records indicate completed YMHFA course within one year of start date AND Certificates provided for external qualifications</td>
</tr>
<tr>
<td>3d</td>
<td>Each Team should be led by a full-time Team Leader and supported by Deputy Team Leaders, Assistant Team Leaders and other support staff and</td>
<td>Frontline session has details of named Team Leader and other staff who will be on programme throughout</td>
</tr>
<tr>
<td>3e</td>
<td>All delivery staff use up-to-date copies of the toolkit, Individual Learning Records and Team Leader support packs</td>
<td>Frontline session includes PT staff contact</td>
</tr>
<tr>
<td>3f</td>
<td>Team base is suitable for delivery, including: access to a minimum of one computer between two young people, with internet access; a private room for 1:1s; access to suitable teaching resources; reasonable adjustments have been made in line with current equalities legislation</td>
<td>Programme Executive visits are listed on Team Review</td>
</tr>
<tr>
<td>3g</td>
<td>When necessary, Employed Participants, secondees and Student Social Workers to be inducted by DP</td>
<td>Induction Checklist signed by TL and EP, SSW or secondee</td>
</tr>
</tbody>
</table>

### 4. PROGRAMME PARTICIPANTS AND DELIVERY

<table>
<thead>
<tr>
<th>Standard</th>
<th>Prince’s Trust - evidence</th>
<th>Delivery Partners - evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>All young people participating in the programme are eligible for support and Team young people are recruited in a mix which reflects local demographics. Teams comprise young people who are: unemployed or working fewer than 16 hours per week (work commitments should be outside of delivery hours); 16-25 years old (16-24 in NI only); Teams should be mixed in terms of age, gender and ability, and represent an appropriate ethnic mix</td>
<td>Recruitment strategy plans added to session on Frontline</td>
</tr>
<tr>
<td>4b</td>
<td>The Team programme must run to the agreed national framework: Week 1: Induction, planning and target-setting; Week 2: Residential (some exceptions in Scotland and NI only); Weeks 3-6: Community Project; Weeks 7-8: Work placement; Week 9: Next steps; Weeks 10-11: Team Challenge</td>
<td>Team Reviews confirm that the standard programme is followed AND Schemes of work for 12 weeks saved to session page on Frontline</td>
</tr>
<tr>
<td>Week 12: Team review and presentation</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c</td>
<td>Every young person must complete an initial and diagnostic assessment of their English and maths skills at the start of the Team. Young people should be diagnostically assessed again at the end of the programme to capture distance travelled.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team Leader confirms bksb online submission or paper confirmation sent to LLN team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is a condition of funding in England. In other countries there is an expectation that assessments are completed and records shared with PT.</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>Except where agreed, Team programme delivery includes minimum of four days, three nights spent on Residential, with suitable evening activities planned – see Appendix for examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schemes of work saved to Frontline AND Residential details form completed and submitted</td>
<td></td>
</tr>
<tr>
<td>4e</td>
<td>Team programme delivery includes minimum of five days spent directly on site on Community Project, plus good quality fundraising activities prior to this, and evidence of supporting the local area – see Appendix for examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Project form completed and submitted AND Case studies (where required for reporting against funding) AND Team Review gives details</td>
<td></td>
</tr>
<tr>
<td>4f</td>
<td>Team programme delivery demonstrates that all young people complete high quality two-week work placements, of minimum 16 hours per week, including suitable learning opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work placement details submitted for all participants</td>
<td></td>
</tr>
<tr>
<td>4g</td>
<td>Team programme delivery includes a suitable range of next steps workshops and progression planning – see Appendix for examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schemes of work saved to Frontline AND Team Leaders confirm with Programme Executives</td>
<td></td>
</tr>
<tr>
<td>4h</td>
<td>Team programme delivery includes minimum of three days spent on site on Team Challenge, good quality fundraising activities and evidence of directly engaging with and supporting groups from the local community that are different to the Team’s own demographic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team Challenge form completed and submitted AND Team Review gives details</td>
<td></td>
</tr>
<tr>
<td>4i</td>
<td>Team programme delivery includes a final presentation completed to reflect a suitable sense of achievement to a wide audience – see Appendix for examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Presentation details</td>
<td></td>
</tr>
<tr>
<td>4j</td>
<td>All young people given the opportunity to gain a Prince’s Trust qualification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Learning Records OR</td>
<td></td>
</tr>
</tbody>
</table>
### 5. MANAGEMENT INFORMATION AND REPORTING

<table>
<thead>
<tr>
<th>Standard</th>
<th>Prince’s Trust - evidence</th>
<th>Delivery Partners - evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5a</strong></td>
<td>The Trust’s Feedback and Complaints policies and procedures are followed</td>
<td>Record of feedback report from The Prince’s Trust Evaluation team AND Complaints have been processed according to the Complaints Policy, responded to accordingly and outcomes reported to the Customer Services team AND Information gained from complaints is included in the annual Self-Assessment where applicable, e.g. future developments, good practice</td>
</tr>
<tr>
<td><strong>5b</strong></td>
<td>Young people are asked for feedback on their learning outcomes and progress, via My Journey, leaver questionnaires and text survey</td>
<td>Leaver questionnaires completed – paper or online AND Young people feedback included in Team Reviews and recorded on Frontline AND Feedback obtained via the Customer Services team is recorded on Frontline AND Record of feedback report from Evaluation team and evidence of follow-up where applicable AND Information gained from feedback is included in the Self-Assessment where applicable e.g. future developments, good practice</td>
</tr>
<tr>
<td><strong>5c</strong></td>
<td>Delivery Partners complete and return all required paperwork to agreed timelines and with good data quality, in particular: Team Start sheets (via online form) Profile forms Team Complete sheets My Journey record sheets All forms to be handled securely, in line with data</td>
<td>All young people have a signed and dated Profile form AND Media consent form (where relevant) AND Medical consent form (where relevant) AND Storage meets document retention guidance in Data Protection policy</td>
</tr>
</tbody>
</table>
protection guidelines. Young people data is collected appropriately and as required

| 5d | Data management obligations for Frontline are met | Key elements of the programme and trigger points are recorded on Frontline:  
→ Session start date and end date  
→ Forecast sessions  
→ Delivery Partner staff contact details  
→ Confirmed by ULN report from Quals team | ➔ Media consent form (where relevant)  
➔ Medical consent form (where relevant) |

| 5e | Region and country Prince’s Trust self-assessment process is completed annually, fed into business planning process and the action plan is completed within the agreed timescale | Annual Prince’s Trust self-assessment with action plan completed within the past 12 months  
AND  
Self-assessment reflects young people, volunteers and DP feedback, from Annual Quality Reviews and leavers’ questionnaires  
AND  
Evidence of feeding review findings into business planning process |

| 5f | Delivery of national and local funding contracts according to agreed region and country budgets and profiles, with evidence and reporting requirements as outlined in funding guidelines | Funding guidelines followed  
AND  
Performance reports on funding contracts reviewed and auctioned  
AND  
Delivery and claim evidence completed and tagged to sessions, young people or partners on Frontline |
PROGRAMME DELIVERY

This section gives an overview of the delivery stages involved in the Team programme. Specific details of the 12 weeks can be found in the Team Leader Support Pack on Team Online.

Programme structure

The Team programme is a structured, challenging programme that follows a standard framework.

It is important to follow this framework as it has been structured carefully to enable our young people to develop their skills and confidence as they progress through the weeks. It also ensures a consistent national programme is delivered by all partner organisations.
However, The Trust relies on its partners to deliver exceptional programmes for our young people, and we know that local need may dictate some changes to delivery structure. These should always be discussed in advance with regional programme managers to discuss any reasons to deliver using a non-traditional framework, and which potential solutions would work most effectively.

**Learning principles**

Young people join a Team of up to 15 others, typically comprising around 12-13 young people and 1-2 Employed Participants. This group work together as a team over 12 weeks. It is important that the programme is presented as a fresh start by creating an environment that allows young people to demonstrate their full potential. The 12 weeks should total 420 learning hours, an average of 35 hours per week. Delivery is supported by particular principles of learning. These include

- focusing on Kolb’s Plan-Do-Review-Apply cycle
- an emphasis on non-classroom-based, informal learning
- a supportive setting in which individuals can develop confidence and interpersonal skills
- a range of opportunities for young people to stretch themselves and set and achieve new goals
- a process of consciously reviewing goals and considering how to make improvements
- using a wide range of review techniques to help the Team identify what they have learned in fun, creative and varied ways

It is important that the programme is presented as a fresh start, by creating an environment which allows young people to demonstrate their real potential. All those involved in Team - staff, secondees and volunteers - should aim to establish relationships based on trust with all young people on the programme. This helps make it possible to start talking to participants about long-term goals and to focus on personal development.

**By engaging young people in an informal learning environment for 12 weeks, supporting their various learning styles and needs, it is hoped that they will progress onto further education, training, employment or voluntary work.**

The Team programme is designed so that the level of responsibility each individual can take increases as they progress through the programme, as illustrated below:
Participants take more personal responsibility for tasks as they progress through the programme. In turn, this enables them to develop from a state of dependence, where they rely on others, to independence, where they are able to perform tasks on their own (with some supervisory support), to interdependence, where they are able to work effectively on their own and as part of a team, supporting others and asking others for support as necessary. This culminates in the young people being ready and able to complete the Team Challenge in Weeks 10-11.

There is more detail on week-by-week activities in the Delivery Activities section and in the Appendix to this toolkit.
## Setting up the Team programme

<table>
<thead>
<tr>
<th>Pre-programme planning</th>
<th>Prince’s Trust responsibilities</th>
<th>Delivery Partner responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify and recruit Delivery Partners</strong></td>
<td>Trust staff should identify the potential DPs in their area that can benefit most from Team, as well as delivering the best possible programme. The Marketing team provides flyers, brochures and other promotional material to give to prospective partners</td>
<td><strong>Staffing</strong>&lt;br&gt;The DP is responsible for recruiting appropriate staff to act as DPM and Team Leaders. Running successful programmes is demanding, and requires a high level of commitment, organisation and other skills. The Trust stresses that a sole Team Leader is insufficient for delivering a high quality programme, and that TLs must be supported by at least one other staff member on delivery, as well as other administrative or support staff.</td>
</tr>
<tr>
<td><strong>Appointing Delivery Partners</strong></td>
<td>A legal DP Agreement must be in place before delivery begins, and a Safety Management System audit (SMSA) must take place before that can be signed. SMSAs must be approved by the Trust’s H&amp;S team. Once the DP Agreement has been signed, both organisations must keep a copy.</td>
<td><strong>Team Leader selection</strong>&lt;br&gt;Trust staff can support the recruitment of suitable TLs by joining interview panels and inducting them into The Trust’s work. Appointments of seconded Team Leaders who are nominated by The Trust can be vetoed by DPs. Team Leaders should be in post for approximately five weeks before delivery is due to start, to accommodate requirements of their post and to recruit a full first Team.</td>
</tr>
<tr>
<td><strong>Agree programme delivery</strong></td>
<td>After the Agreement has been signed, staff must work with the DPM to agree the number and schedule of Teams for the next year, before adding them to the Trust’s database.</td>
<td><strong>Requirements for Team Leaders before delivery</strong>&lt;br&gt;A new TL must not be confirmed in post until:&lt;br&gt;→ a satisfactory enhanced disclosure has been received and copy sent to PT&lt;br&gt;→ they have completed the TL training&lt;br&gt;→ satisfactory references have been received&lt;br&gt;→ confirmation that they hold or are willing to work towards the AET Level 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Before Team delivery</th>
<th>Meetings</th>
<th>Preparing Team premises</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meetings</strong></td>
<td>Staff should be available to meet the Team Leader and DPM to prepare for delivery, and respond to all queries&lt;br&gt;<strong>Materials</strong>&lt;br&gt;A range of resources and materials are supplied to all Teams</td>
<td><strong>Preparing Team premises</strong>&lt;br&gt;The Team should be able to meet in a place of safety, comfort and support, where young people are welcomed. The premises, transport and delivery resources used for Team must comply with all relevant legislation relating to health and safety and the welfare of young people, staff, volunteers and visitors. A risk assessment of the premises must be carried out.</td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td>The DP is responsible for providing appropriate transport for the Team and staff.</td>
<td></td>
</tr>
</tbody>
</table>
Young people may only use their own vehicles for private use such as travelling to the Team room from their home. The preferred form of transport is a minibus – DPs must ensure that all vehicles and drivers comply with all legislative requirements and that all journeys are appropriately risk assessed.

### Planning Team delivery

<table>
<thead>
<tr>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ All Team staff trained</td>
</tr>
<tr>
<td>→ All necessary documentation, materials and programme resources have been ordered</td>
</tr>
<tr>
<td>→ Risk assessments received</td>
</tr>
</tbody>
</table>

### Recruitment

**Guidance**

Trust staff should support with recruitment via contacts with local Outreach teams and passing on Frontline referrals. Pass on marketing materials and use social media where possible.

Link the Team session on Frontline to a start date so that the programme will appear on the Trust’s website.

**Guidance**

Careful recruitment is a major factor in the success of a Team, as well as good attendance and retention. Be aware that:

→ Teams should have a range of abilities, come from a variety of background and as wide a geographic and age spread as possible

→ young people may be reluctant to commit to the programme so make an effort to follow up and aim to recruit more than will actually start

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* The Team Leader is responsible for booking a suitable residential site. In particular, they should
  a) check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales (note that these arrangements may be subject to change in the future)
  b) identify any special needs and medical conditions – these must be taken into account when planning activities and the residential provider should be informed of these before arriving on site
  c) check access to mobile signal and communications to ensure support can be requested if an adverse event occurs
you should work with a wide range of referral agencies to access young people who will benefit most and avoid recruiting a high number of people from the same source

young people aged 16-18 and 19+ will need different recruitment strategies

social media guidance is available on Team Online

avoid recruiting young people who already know each other to lessen the likelihood of cliques forming – this includes couples and siblings

Late recruitment should only be in exceptional circumstances and not beyond the third day of Week 1. After this point there may not be sufficient time to induct the young person, begin team-building or assess them for the residential week.

### Marketing and referrals

The Delivery Partner Manager should identify and train those who are going to recruit for the Team, particularly the Team Leader, Assistants and young people who have completed the programme before. Any marketing or press releases produced should follow the guidance on Team Online and be signed off by The Trust's Marketing and Communications team.

When planning marketing, the Team Leader should consider:

- Identifying and building a network of referral agencies
- Identifying target groups of young people and where best to contact them eg JobCentre Plus, homeless and housing support, probation and CRCs, social services
- Giving presentations or running drop-in sessions with these organisations regularly
Identifying a list of target on and off-line youth focused, local media titles, and engaging news and feature stories to excite young people to sign up

Using social media channels where possible, ensuring a staff member is available to respond to queries

- Please refer to the social media guidelines for Delivery Partners on Team Online for consistency

Running taster days for young people

Accessing JobCentre Plus referrals
The Trust has a close relationship with the DWP and JCPs. One element of this is that young people are able to continue claiming benefits while they participate on our programmes, including Team. This is a complex partnership therefore regional programme managers should support partners and staff to build, maintain and strengthen relationships with local JCPs.

Receiving referrals
If a young person is referred to The Trust, it is important to ensure that they want to participate voluntarily and are not part of any conditions or treatment programmes. It is wise to ask what sort of assessments the young person has already been through to ensure that they have been recommended to Team for appropriate reasons. Staff responsible for recruitment take the final decision on whether or not to accept them.

Young people with an offending background are one of the target groups for Team. Responsibility for risk assessment of offenders being referred to Team lies solely with the Delivery Partner, working with any relevant agencies. Some placement providers may require a young person to have a disclosure check prior to commencing a work placement. If a young person wishes to undertake such a placement then applying for a disclosure early on in the programme is recommended. More information about how The Trust works with young people with an offending background can be found on the Policies page of Team Online.

The key to retention is a strong and diverse recruitment strategy, and involving young people through the 12 weeks in planning the activities ahead. Targets for retention will be set by Trust together with Delivery Partners in line with national standards. Every effort should be made for all young people to complete the Team. If numbers do fall to a low level, so that Team activities are no longer viable (usually six or fewer), the Team Leader must talk to The Trust before disbanding the Team, and seek alternative solutions for young people who want to continue.

The Trust recommends that no young people join the programme after Wednesday of Week 1.

Frontline processes referenced in this section

- Programme Executives should upload Team courses as ‘forecast’ sessions on Frontline
- Young People interested in Team programme should be recorded on Frontline with enquiry and assessment completed to allow for effective recruitment
- Ensure address information for young people on Frontline is accurate to aid effective recruitment to the right Team programmes.
- Profile forms and start sheets must be submitted by Delivery Partner staff
- Details of community project, Team Challenge and work placements submitted via Team webforms by Delivery Partner staff

Minimum standards referenced in this section

4a All young people participating in the programme are eligible for support and Team young people are recruited in a mix which reflects local demographics.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4b</strong></td>
<td>The Team programme must run to the agreed national framework</td>
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<td><strong>4d</strong></td>
<td>Except where agreed, Team programme delivery includes minimum of four days, three nights spent on Residential, with suitable evening activities planned</td>
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<td>Team programme delivery includes minimum of five days spent directly on site on Community Project, plus good quality fundraising activities prior to this, and evidence of supporting the local area</td>
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<td>Team programme delivery demonstrates that all young people complete high quality two-week work placements, of minimum 16 hours per week, including suitable learning opportunities</td>
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<td>Team programme delivery includes a suitable range of next steps workshops and progression planning</td>
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<td><strong>4i</strong></td>
<td>Team programme delivery includes a final presentation completed to reflect a suitable sense of achievement to a wide audience</td>
</tr>
<tr>
<td><strong>4j</strong></td>
<td>All young people given the opportunity to gain a Prince’s Trust qualification</td>
</tr>
</tbody>
</table>
**DELMERY ACTIVITIES**

The following section is a summary of the activities for each week of the Team programme. Please refer to the Team Leader Support Pack, Resource Pack and to Team Online for a full breakdown of activities and a Scheme of Work for each week, as well as guidance and resources for planning the Team. There is an Appendix at the end of the toolkit which outlines some of the additional tasks which Team programme staff will look for as they quality assess Team programme delivery.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Theme</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **1: Induction** | General housekeeping | ➔ Contact list  
 ➔ Registration paperwork  
 ➔ Health and safety training |
| | Induction activities and team building | ➔ Induction activities  
 ➔ Team contract  
 ➔ Attendance and time-keeping  
 ➔ Introducing Employed Participants to the Team |
| | The learning journey | ➔ Identifying targets  
 ➔ My Journey  
 ➔ Qualifications  
 ➔ My Learning Records  
 ➔ Progress reviews  
 ➔ LLN and digital literacy support |
| | Planning ahead | ➔ Choosing a residential site  
 ➔ Food safety and first aid training  
 ➔ Preparing young people for progression |
| **2: Residential** | Induction | ➔ Health and safety and risk assessments  
 ➔ Residential contract |
| | Residential activities | ➔ Adventurous activities  
 ➔ Evenings and ‘down time’ activities |
| | Planning ahead | ➔ Preparing young people for their work placements and progression |
| **3-6: Community Project** | Planning and carrying out the Community Project | ➔ Choosing a suitable Community Project  
 ➔ Health and safety and risk assessments  
 ➔ Fundraising*  
 ➔ Time on site |
| | Planning ahead | ➔ Work placement preparation  
 ➔ Preparation for the Team Challenge  
 ➔ Preparing young people for progression |
| **7-8: Work Placements** | Planning and carrying out work placements | ➔ Health and safety and risk assessments  
 ➔ Placement support and monitoring |
### 9: Next Steps
**Reviewing work placements**
- Consolidating learning and practising presentation skills

**Choosing careers and action planning**
- Job search skills
- External session providers eg World of Work tours and CV/interview workshops

### 10-11: Team Challenge
**Planning and carrying out the challenge**
- Choosing a suitable Team Challenge
- Health and safety and risk assessments
- Fundraising*
- Time on site
- Celebration of Team Challenge achievements

### 12: Final Presentation
**Team presentation**
- Preparing for the presentation
- Carrying out the presentation

**Closing the Team**
- Finalising My Learning Records
- Progression plans
- Completing My Journey
- Leaver questionnaire
- Text survey reminders
- Completing and submitting Trust paperwork

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**Additional activities available: corporate partners**
Team Leaders can also request the following corporate volunteer-led workshops to fit in with their delivery schedule. These full-day workshops will complement the young people’s learning on the programme and can be delivered on-site where the programme is being delivered or at the corporate partners’ premises.

- Finding a Work Placement
- Money Management
- Presentation Skills
- Project Planning and Budgeting
- CV & Interview Skills

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* Note that there must be clarity about who the money is being raised for; this must be promoted as either specific to the project or for "local projects and challenges". Fundraising should not be started until the Community Project choice is made, and the money must go to the project not to the DP.
World of Work tours
Team Leaders can also request a World of Work tour, where one of The Trust’s corporate partners will host the Team at their premises for the day. These tours showcase a potential future employer to young people on the programme, and is also shows them how a business functions and potential career options they might want to pursue. The young people will receive a tour of the premises, hear from an inspirational individual within the company who will talk about their journey in to employment and have the opportunity to take part in an employability session. Teams will need to arrange transport to the premises.

The regional Volunteers team will work together with the corporate partner to organise the day, planning the content for the session, completing a Risk Assessment and discussing any dietary requirements for the group.

Monitoring Outcomes

Team Programme Executives are responsible for recording any movement towards or into an outcome on Frontline. Any noticeable change in a young person’s circumstances constitutes a ‘Positive Step’ and should be recorded as follows:

<table>
<thead>
<tr>
<th>Positive Steps</th>
<th>Positive Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Restricted to the outcomes below:</td>
</tr>
<tr>
<td>Can be any of the outcomes below:</td>
<td>Education</td>
</tr>
<tr>
<td>➔ Education</td>
<td>➔ Training and apprenticeships</td>
</tr>
<tr>
<td>➔ Training and apprenticeships</td>
<td>➔ Volunteering</td>
</tr>
<tr>
<td>➔ Volunteering</td>
<td>➔ Employment</td>
</tr>
<tr>
<td>➔ Employment</td>
<td>➔ Further support*</td>
</tr>
<tr>
<td>➔ Further support*</td>
<td>➔ Other Prince’s Trust programmes*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When</th>
<th>Real time, at the point that a young person moves into the outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>Programme Executive finds out that a young person has moved into an outcome (this might be word of mouth from the young person or an update from their referrer) and records the date and details on Frontline under the Progress Tracker. The notes field should be as precise as possible and detail the outcome source i.e. Delivery Partner or Outcomes team</td>
</tr>
<tr>
<td></td>
<td>Positive Outcomes Text Survey: young people respond to a text survey using their mobile phone. Those young people who do not have a mobile, will be interviewed on their landline number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Team Programme Executive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation team</td>
</tr>
</tbody>
</table>

*Education, training, apprenticeships, volunteering and employment outcomes are self-explanatory. For the purposes of this toolkit, ‘Further Support’ and other Prince’s Trust programmes that count as valid local outcomes are defined below:

**Further Support:**

➔ Educational support
➔ Numeracy / literacy / IT skills support
➔ Careers advice services
➔ Work experience
➔ Mental health services / counselling
➔ Family / community support agency
➔ Another voluntary agency
➔ Housing support
➔ Youth / sport / other diversionary agency
➔ Drug / alcohol support agency
➔ Health / disability services
**Frontline processes referenced in this section**

- Details of community project, Team Challenge and work placements submitted via Team webforms by Delivery Partner staff
- Early leavers recorded, including any early outcomes, submitted by Team webforms by Delivery Partner staff

**Materials referenced in this section**

- Team Leader Support Pack
- Team Resource Pack
- Team Online
- SAR Qualifications pack

**Minimum standards referenced in this section**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2d</td>
<td>Each Team receives at least one visit. This should increase on a risk basis</td>
</tr>
<tr>
<td>2e</td>
<td>A Team Review is completed for each Team on the standard form, with suitable supporting evidence</td>
</tr>
<tr>
<td>3b</td>
<td>Staff give all new Team Leaders and other relevant Delivery Partner a programme induction, using the Team Leader induction pack as the guide</td>
</tr>
<tr>
<td>3d</td>
<td>Each Team should be led by a full-time Team Leader and supported by Deputy Team Leaders, Assistant Team Leaders and other support staff and secondees where available</td>
</tr>
<tr>
<td>3e</td>
<td>All delivery staff use up-to-date copies of the toolkit, Individual Learning Records and Team Leader support packs</td>
</tr>
</tbody>
</table>
| 3f | Team base is suitable for delivery, including:  
  - access to a minimum of one computer between two young people, with internet access  
  - a private room for 1:1s  
  - access to suitable teaching resources  
  - reasonable adjustments have been made in line with current equalities legislation |
PROGRAMME ADMINISTRATION

This section includes additional information to support delivery.

A. Team facilities

The Team room should include the following facilities, or be sufficiently close to a location where these are available:

→ One-to-one space for individual meetings
→ A group room large enough for 15 Team members, including tables and chairs, projector and screen, flipchart and stands, a desk for the Team Leader
→ IT facilities, including a minimum of one computer or tablet between two Team members, internet connection, equipment for the Team Leader and space for the young people to have group sessions
→ A communal sitting area for the Team, with display boards showing information about the programme, and photos of young people doing a wide variety of activities
→ Suitable parking for Team vehicles (as appropriate)
→ Kitchen with cooking equipment and a separate eating area if possible
→ Secure storage for safety equipment, young people and staff belongings, funds raised for projects and challenges, IT and AV equipment, paperwork and qualification records and resources

Delivery Partner Managers must ensure that there are suitable and necessary access adjustments made for anyone with a disability and is responsible for ensuring that the Team premises comply with all and any relevant legislation referring to health and safety or the welfare of Team members.

B. Accessibility, practical needs and risk assessments

The Trust and its Delivery Partners must ensure accessibility for all young people on the programme. As such, a risk assessment should be completed for all young people, dependent on their personal circumstances or needs as disclosed on their Profile Form. Team Leaders must then decide on making any reasonable necessary adjustments to the programme.

Team is a big commitment for young people and before signing up they may well have a range of practical concerns that need sorting out, such as benefit payments, caring responsibilities or court orders. The Team Leader should work through any issues with each young person and make sure that solutions have been found so that they can attend Team without worry.

For more information, please see the Diversity and Inclusion policy on Team Online.

C. Managing Volunteers and Secondees

During Team, the Delivery Partner has full responsibility for volunteers and secondees participating in programme delivery. The process varies between roles:

For all volunteer and secondment roles, the Delivery Partner should:

→ Provide a full health and safety briefing before they start on Team, covering all emergency procedures and providing contact numbers
Notify the Trust Volunteering executive if the volunteer/secondee does not attend when expected
Discuss any serious concerns arising during Team regarding the volunteer/secondee with the Volunteering Executive

For ATLs and DTLs, the Delivery Partner should:
- Complete a DBS, PVG or Access NI check (it is the DP’s responsibility to pay for and carry out these checks)
- Ensure that all DTLs complete Team Leader Training

Corporate volunteers:
- Should not be left unsupervised at any point during their sessions

Employed Participants:
- DBS, PVG or Access NI checks are optional for Employed Participants, however if a check is not completed, EPs must not be left unsupervised with other Team participants at any time
- It is important that DPs offer separate sleeping accommodation to EPs for the residential

Mentors:
- All Mentors working with young people aged under 18 must complete a DBS, PVG or Access NI check
- It is the responsibility of the Volunteering Executive to ensure that checks are completed for volunteers recruited by The Trust

End of Team presentations
Volunteers and secondees on Team should have the opportunity to deliver their own speech at the final presentation. In particular, any Employed Participants and Assistant Team Leaders should play an active part in the presentation, receive a certificate, and be part of the photos.

D. Delivery Partner administration

A Delivery Partner Agreement must be in place with Delivery Partners before delivery of the programme begins; this can only be completed once the SMS audit is complete. A Delivery Partner Agreement is a contract that has been drafted to ensure that standards of delivery and support are consistent throughout the network.

The contract sets out the various tasks and responsibilities of each of the parties involved in running the programme. It aims to ensure that the welfare of the young people involved is a priority and that each party is committed and able to satisfy the minimum standards required, as laid out in the 'Minimum standards' section of this toolkit. Once the Agreement has been signed, the Delivery Partner and the local Prince’s Trust representative must each keep a copy.

Contracts
A contract is required with any partner organisation delivering an aspect of the programme where they will be responsible for the health and safety of young people.

Which Agreement and where?
The Team Delivery Partner Agreement should be used for Delivery Partners. The Service Agreement should be used for an organisation that is simply providing elements of the programme.
For each agreement the Schedules must be adapted for the specific programme, or programmes, which the partner is delivering. The Schedules set out the programme dates and location, exactly what the partner and The Trust will be delivering and the payment details. The Schedules are not a legally binding document without the rest of the contract and therefore should only be signed if they are attached to the Agreement or an Amendment Letter.

When is an Agreement needed?
A new contract with Schedules should be issued:
- for new Delivery Partners
- for a new programme with the same Delivery Partner which is not covered by the original agreement
- to renew an existing agreement at the end of its term

How to amend an Agreement
Where a change needs to be made to an existing contract, an Amendment Letter should be sent to the Delivery Partner to amend the Schedules of the contract. If a large number of amendments are required, new Schedules can be issued to replace the old ones, provided they are attached to the Amendment Letter which must be signed by both parties.

Multiple programmes under one contract
If a single Delivery Partner will be delivering a number of Team programmes, they can all be covered by one contract provided each programme is listed in the Schedules. If the exact dates/venues of all of the programmes are not known, the Schedules can just state the names of the programmes and how many of them will be run over a particular period and say that the dates/venues will be agreed in writing between the parties. Template agreements, Schedules and an Amendment Letter, as well as guidance on how to amend the Schedules and who should sign the contract on behalf of The Trust, can be found on the Legal page of The Loop.

Invoicing and payments
The Trust will pay Delivery Partners and Service Providers according to the terms in the payment schedule in the Agreement. The Trust will provide partners with a purchase order number which must then be quoted on all invoices. Payments will normally be made within 30 days of receipt of invoice.

Frontline processes referenced in this section
- Delivery Partners and volunteers or secondees who are involved with Team delivery should be recorded on Frontline

Materials referenced in this section
- Delivery Partner Agreement and Schedules
- Services Agreement and Schedules
- Amendment Letter

Minimum standards referenced in this section
2a A signed and up-to-date standard Programme Delivery Agreement is completed according to The Trust's legal policies. The Agreement is in place for each Delivery Partner before recruitment of their first Team begins, and is renewed every three years
2b New Delivery Partners are set up in line with nationally agreed procedures
2c An Annual Quality Review is completed for all Delivery Partners, including agreed targets for year ahead, alongside a system to review and report on agreed actions
2d Each Team receives at least one visit. This should increase on a risk basis
2e A Team Review is completed for each Team, with suitable supporting evidence
E. Health and Safety

Health and Safety
The Prince’s Trust is committed to ensuring the health, safety and welfare of Trust employees and voluntary staff and anyone else that may be involved in, or affected by, Trust activities.

Safeguarding
The Trust recognises that all young people have the right to freedom from abuse. In all work with young people the Trust will ensure that the welfare and safety of the young person is paramount and that the programme’s environment is free from abuse through the implementation of appropriate policies and guidelines. More details on the Trust’s Safeguarding Policy can be found on The Loop.

The Partner Organisation Safety Management System Audit (SMSA)
Safety management system checks must be completed with all delivery partner organisations to ensure they have appropriate systems in place to manage the health and safety elements of the programme for which they are responsible. The Trust has a legal duty (due diligence) to check these before signing a Programme Delivery Agreement.

New Delivery Partner Process
The H&S Service Level Agreement states that submissions will be processed within 3 weeks once all completed documentation and required evidence has been received. To avoid any unnecessary delays, Trust staff must undertake the following steps to complete a new partner safety management system audit:

➔ Partner organisation SMS audit with covering letter sent to partner organisation
➔ Partner organisation completes SMS audit and returns it, together with the supporting documentation
➔ SMS audit checked to ensure all necessary information has been supplied. If insufficient information has been supplied, the SMS audit must be returned to the partner organisation with a request for further information
➔ Once completed and verified, the SMS audit and supporting documentation must be sent to the Health and Safety Team via the H&S Inbox
➔ The Health and Safety Team assesses the submission and confirms in writing whether the delivery partner has met the health and safety criteria or not and what if any actions require addressing. The result is published on SMS audit tracking tool on the ‘Health and Safety’ pages of The Loop

Frontline
You will have the ability to add information on progress to the ‘Notes’ tab of the Organisation if you would find this helpful to the management of your Delivery Partners. The Health and Safety team will continue to log the results and details of audit types, due dates etc. on their own system.

Service Provider competency checklists
The Prince’s Trust has a legal duty to ensure that any organisation providing short term services to assist with either the delivery of Trust Programmes (eg enrichment providers, suppliers of service for adventurous activity, events, maintenance etc), is competent and has systems in place to ensure health, safety and welfare are effectively managed. The completion of a
Competency Review Form must be requested by The Trust prior to engaging in a service agreement or supplier contract.

The following actions need to be taken to complete a new Service Provider competency checklist:

- Competency checklist with covering letter sent to the Service Provider
- Service Provider completes competency checklist and returns it, together with the supporting documentation
- Checked to ensure necessary information has been supplied. Any questions left blank, or answered with ‘no’ will indicate that they are potentially not competent. If insufficient information been supplied, or a ‘no’ has been selected, competency checklist must be returned with a request for further information
- Once completed in full, answers must be reviewed to ensure the Service Provider has demonstrated competency

Safety Management System Review
The Prince’s Trust undertakes Safety Management System Reviews of Delivery Partners at the agreed frequency (normally once per year), except where they are currently within the Self-Declaration process (as detailed further below).

If a Delivery Partner is demonstrating poor safety behaviour (identified through risk assessment reviews, accident investigations and general observations etc), the SMS Review will be prioritised and possibly undertaken before planned. The SMS Review is designed to be a proactive and positive check that the Delivery Partner is doing what it says in its Safety Management System and commitments for safeguarding. It is a set of questions intended to prompt enquiry on the key areas of safety performance consistent with The Trust’s contractual standards, minimum standards, and statutory requirements at the date of preparation. The Delivery Partner will be asked to provide evidence of compliance for each question and the Health and Safety team will advise on partial and non-compliances and provide an opportunity for a Delivery Partner to improve.

Continued Due Diligence Self-Declaration
Eligible Delivery Partners will be sent a self-declaration form annually, to seek assurances that the SMS continues to be managed as stated in the SMS audit, and evidenced through review. All Partners are eligible for self-declaration following their Year 1 SMS Review, which is undertaken on the annual anniversary of delivery where:

- The Partner meets defined criteria evidence through the SMSR process
- No major H&S performance concerns have been raised during delivery
- The Partner has not been prosecuted for a H&S related offence

Risk Assessments
Trust programme staff must establish who is responsible for each session of the programme and risk assessments for every activity must be completed by the relevant organisation.

Risk assessments must:

- Be completed by a competent person
- Cover all hazards that are significant and foreseeable, including the circumstances of individual young people (eg relevant referral info, pregnancy, disability, etc)
- Environmental factors, eg room size, lighting etc
- Identify control measures
- Be reviewed if the activity changes, or if the risk assessment is no longer valid
→ Be reviewed, checked and signed off by a suitably competent member of staff responsible for running the activity
→ Recorded and kept for five years

For activities jointly organised by The Trust and the Delivery Partner, it must be agreed prior to the programme starting who is responsible for each session (‘the responsible party’). The responsible party must complete the risk assessment. As a guide, if the session requires expertise, knowledge or technical experience out of the sphere of experience of The Trust programme team, the Delivery Partner must take the lead. Further guidance can be found in the Health and Safety toolkit on The Loop.

**Adverse Events and Safeguarding**
Both The Trust and Delivery Partners have responsibility for the reporting of all accidents, incidents or near misses (‘adverse events’) or safeguarding concerns involving young people on the Team programme.

The Trust requires Delivery Partners to provide copies of any locally completed adverse event reports and to inform the Trust of any safeguarding concerns that occur during the programme, as soon as possible after the event.

Trust staff must record all adverse events or safeguarding concerns that happen during a programme on the Health and Safety Portal (HSP), and make a record of its reference number on Frontline. All locally completed adverse event or safeguarding concern forms should be kept by the Trust or delivery partner for a period of five years.

**Adventurous Activities**
The Delivery Partner holds responsibility for health and safety during adventurous activity and residential sessions on Team. Please note the policies and procedures within the Health and Safety Toolkit of particular importance to these programmes are as follows:
→ Adventurous Activities Policy and Procedures
→ Vehicle and Trailer Policy and Procedure
→ Risk assessments for location/venues and activities
→ Nominated Point of Contact Policy and Procedure
→ Accident and Incident Reporting
→ Staff competency and health and safety training

**Procedure for Emergency Situations**
In the event of a major incident, or other emergency, the procedure outlined in The Trust's Incident Management plan should be used.

Each Region/Country has a local incident management procedure in place and an incident contact number for use if a local incident occurs. All staff must make themselves familiar with this Incident Management Plan. In the event of an incident taking place, each and every staff member involved should keep a record of their own involvement in the incident.

The Trust also has two key contact numbers which can be called if local contacts are not available. These are:
→ National Emergency Number (24hrs): 0207 543 1237
→ Press Office (24hrs): 07990 503 366
F. Qualification and Accreditation

Appropriate qualifications and accreditation can be of enormous benefit to young people. The Trust has a number of accredited qualifications for young people on our programmes to access.

The Prince’s Trust Employability, Teamwork and Community Skills and Personal Development and Employability Qualifications

Activities on the Team programme lend the opportunity for young people to work towards a qualification in either Employability, Teamwork and Community Skills (England and Northern Ireland) OR Personal Development and Employability Skills (Wales and Scotland). Every Team programme must offer this opportunity but please bear in mind that not all young people take it up. The qualifications are offered at Entry Level 3 to Level 2 and can be delivered at Award or Certificate size.

Full guidance on becoming an approved centre, delivering the qualification, assessment and verification can be found in the Prince’s Trust Qualification Guidelines on The Loop, together with a range of resources to support young people, staff and Delivery Partners.

External accreditation

It is also recommended that external qualifications, for example food hygiene and first aid certificates, are regularly incorporated into the programme, representing an excellent and diverse offer for young people.

Materials available on the Qualifications pages of Team Online:

- Prince’s Trust Qualification Guidelines
- Evidence Tracking Sheets for each unit, plus best practice examples
- Internal moderation materials
- External moderation materials
- Centre approval materials

G. Other administration

Policies

All Trust staff and Delivery Partners involved in programme delivery should be familiar with, and adhere to, The Trust’s policies relevant to the programme. All policies are available on the Young people policies page on The Loop.

The Trust expects Delivery Partners to have appropriate policies in place. Delivery Partners should check that their policies meet, as a minimum standard, the criteria laid down in The Trust’s policies.

Feedback and Complaints

The Trust aims to provide all its customers with a high standard of service and will gather and learn from any feedback provided by young people or other stakeholders. see the complaints policy and process for more information. a lot of feedback is received from young people through the text surveys and there is a set centralised process in responding to each type of request e.g. complaint, support request, safeguarding concern. a feedback report compiling all feedback is also circulated to the programme staff every 6 months.

Data Protection
The collection, retention and storage of programme and young person data must comply with Data Protection. See the Data Protection policy for more information.

Staff might find it useful to explain to young people why we collect information and what we do with it. Please refer to the following guidance:

- **Their information is safe:** Measures will be taken to prevent unauthorised processing or disclosure of data and accidental loss or damage.
- **Information is kept to what we know, not what we believe:** Care is taken when writing opinions or beliefs about young people. Notes are based on fact and young people have a right to access this information on request at any time.
- **As a rule, information will not be shared:** Confidential or personal information will not be shared with anyone outside of relevant operational staff. Staff must take care to explain to young people any circumstances in which they would be required to share confidential information.
- **What we do with their information:** Personal information will only be used for the purpose for which it was requested (running, funding and evaluating the programme).
- **Updating information:** The Prince’s Trust has an obligation to try and keep the information it holds as up-to-date as possible and therefore may request updated contact details.
- **Consent:** Any personal data that is being collected requires the young person’s explicit consent.

**Young Ambassadors**

Some of the young people that have been through a Prince’s Trust programme are keen to contribute back to the work that we do. Motivating supporters by sharing their personal experience of our programmes. They support The Trust in a range of ways, from inspiring other young people, to influencing public decision-makers, engaging donors and the media.

Young Ambassador Volunteers are a supported and structured way of involving young people in our work. If you know a young person who might be interested in becoming a Young Ambassador you can find out more on The Loop.

**Prince’s Trust Awards**

Prince’s Trust Awards is the annual award ceremony which celebrates young people who have changed their lives with the support of The Trust, and recognises those individuals who have played an exceptional role in supporting our work. Region/Country awards take place in the autumn and winter, and the shortlisted winners are invited to attend the national final which takes place in the spring. To review the full list of award categories and to find out how to nominate, please visit: [www.princes-trust.org.uk/awards](http://www.princes-trust.org.uk/awards)

**Case studies**

Case Studies are an important tool for publicising and promoting the programme and are also used by fundraisers when writing bids to potential funders. If the case study includes a photograph or information which could identify the young person, a Publicity Consent Form must be completed in order for this information to be reproduced in any way eg website, local media and social media etc as per the guidelines.

Please note that from a social media perspective, once a young person has signed a publicity consent form for that particular programme / activity, they are covered for the duration of that programme / activity. However, for every social media mention, on the spot verbal consent must be sought – and if a young person changes their mind for any reason you must remove the post immediately.
Fast Track Development Awards
A Fast Track Development Awards allows staff to apply for a small grant (depending on available funding) to support a young person who is already engaged with The Trust to enable them to achieve a positive outcome. The maximum award is £500. As the young person is already working with the Trust, the application can be fast tracked which will skip the enquiry, assessment and profiling stage. A Fast Track Award application will be submitted by the Programme Executive currently working with the YP, who will make a recommendation for support to be approved by the DA Executive.

Eligible Development Awards should remove the financial barrier that prevents a young person having the resources or skills they need to access an education, training or employment opportunity. There must be proof of this positive outcome before an Award is given – for more information please check the Awarding Guidelines.

Broadly, the Awards will fall into one of the following categories:
1. Qualifications, certificates or licences
2. Vocational or technical skills
3. Equipment or clothing needed for education, training or employment
4. Travel costs for education, training or employment
5. Costs associated with structured volunteering or work placement opportunities
6. Childcare costs for short-term education or training

Other costs may also be eligible, so long as there is evidence to show how it will support the young person into education, training or employment.

Development Awards cannot be used to fund:
1. Qualifications that are level 4 and above (see Awarding Guidelines)
2. Alleviation of hardship, i.e. basic living costs, clothing or furniture
3. Where a young person’s benefits would cover the cost
4. Costs which are the responsibility of a statutory provider
5. Medical treatment or care
6. Costs towards overseas trips
7. Political causes
8. Religious teaching and learning
9. General appeals
10. Loans or help to pay back debts
11. Third party applications or organisations
12. Retrospective Awards
13. Self-development opportunities – if a young person is looking for self-development please consider signposting them to our other programmes

Applying for a Fast Track Development Award
Development Awards are awarded from a regional budget and regional or contractual obligations may apply. Always speak to your local Development Awards Executive to ensure that there is sufficient funding and to find out about local variances before starting the application.

The Development Awards Fast Track Step by Step Guides give step-by-step guidance on the process to follow on Frontline in order to create an application and send it for approval.

The Development Awards Executive will progress the application and, if the conditions have
been met and the Award approved, will process the application as per the information in the Grant Breakdown tab.

If the decision is either; not approved, don’t progress to payment or withdrawn the Development Awards Executive will log this and once this has been communicated to the Young Person and/or the Programme Executive they will close this interaction
MONITORING AND EVALUATION

The evaluation systems of The Trust monitor programme performance through a variety of indicators, materials and processes; the main ones are outlined in this section. Evaluation data is important for performance monitoring, supporting learning and improvement and demonstrating how The Trust’s programmes help young people. More information is available on the monitoring and evaluation page of The Loop.

The system relies on collecting accurate data. It is therefore essential that programme staff support young people to disclose true information which is accurately captured on the relevant forms and transferred to Frontline in a timely manner. It is the Data Quality Manager’s role to ensure compliance to data protection legislation (GDPR) and lead a culture of effective data management through driving continuous improvement of data quality. You can find out more about managing GDPR at the Trust on The Loop.

Participation
The Trust monitors the number of young people it supports and compares this to its plan for the financial year. Participation in Team programmes is measured by the number of young people that fill in a Profile Form and remain on the programme on Day 1 of Week 2.

Profile
The Profile Form gathers information about the eligibility of young people and monitors the proportion of young people from The Trust’s target backgrounds, their demographic profile (e.g. age, ethnicity) and their target needs. The Profile Form is completed by all young people on Prince’s Trust programmes. Guidance on how to complete the Profile Form can be found on the Profile Forms pages of The Loop.

Soft outcomes
The Trust collects data to evaluate the personal and social skills that young people develop whilst being on our programmes, namely:

- Communication: speaking, listening, paying attention
- Working with others: teamwork, getting on with people, respecting others
- Setting and achieving goals: motivation, planning and organising, problem-solving, hard work
- Managing feelings: dealing with issues, coping, managing problems
- Confidence: self-esteem, self-belief, self-respect, self-awareness, dealing with nerves
- Reliability: time-keeping, meeting deadlines, taking responsibility, attendance

In addition, young people on Team are supported to improve leadership and job search skills.

To collect this data, young people will be asked to complete a My Journey record sheet at the start and then again at the end of a programme to determine the change in their skills. Also during the programme, young people are given the opportunity to reflect and change their starting score during My Journey Sessions. Through this the young people are able to track and consider their journey as they learn more about themselves and their skills.
**Hard outcomes**
For all programmes, positive outcomes include entry into education, employment, training, apprenticeship, traineeship and volunteering outcomes and are collected at three and six months after a young person finished a Prince’s Trust programme.

Data collection is centralised to the Evaluation team. Regional staff have responsibility for collecting and maintaining accurate contact details and pre-informing young people of the outcomes survey process.

Young people are primarily surveyed through a series of automated text messages to their mobile phone. If young people cannot text or do not have a mobile phone they will be surveyed over the telephone.

Programmes staff, volunteers and corporate services teams should work together to ensure that contact details are as accurate and up to date as possible and young people are reminded of the text survey where there is continued support.

**Performance reports**
The M&E team produce a range of monthly performance reports on Dash, our internal Business Intelligence system. It takes data from Frontline (and in some cases, TrustonTrack) and converts this data into performance reports and other useful management information for The Trust.

Every Trust staff member should be able to access Dash, if you are having trouble please contact MIS to ensure your account is set up appropriately and activated. For further help and guidance notes about performance reporting and Dash check the ‘Policy and Evaluation’ pages of The Loop. Webinars to help you get to know how to use Dash are also available.

**External evaluation**
At times, the Trust's internal evaluation system is complemented by independent evaluation projects. The findings are reviewed by the Evaluation and Programmes and Development teams who will also ensure any recommendations are addressed.
QUALITY MANAGEMENT

The Prince's Trust Quality Management System (QMS) enables us to continuously improve to ensure the young people we work with achieve the best results. This diagram summarises our Quality Management System.

We have different processes in place to try to assure the quality of our programmes and improve our delivery. These include:

- Minimum standards
- Quality audits
- End of programme reports
- Annual reviews of delivery partners
- Self-assessments

First, each programme has minimum standards – these are checklists of the basic elements required to provide the right type of experience for young people. The minimum standards cover every element of preparation for programmes, including health and safety, what should happen on delivery, and ensure young people have the opportunity to share their feedback or any complaints. Each standard has different sorts of evidence listed against it, which should be saved or recorded in Frontline, the H&S portal or on your regional shared drive.

For indirect delivery programmes like Team, minimum standards should be checked during and after each programme (based on programme visits, calls, young people feedback etc) and noted in your end of programme reports.

There are regular audits of evidence against minimum standards. These are undertaken by the National Programmes team and are based on sampling a certain number of programmes within a time period.

We also ask each regional team to produce a self-assessment report each year, which means that you get the chance to reflect on your practice, and explore what’s gone well or could be improved, across several different categories. We ask DPs to contribute to these reports.

You will also complete end of programme reviews and annual partner reviews – these usually follow the same categories as inspection frameworks such as Ofsted. They go far beyond minimum standards – instead they challenge us to hold partners accountable so that young people on Trust programmes get the best possible experience while they are with us, no matter where they are based.

You can find out more about quality management processes and the guidance documents, including template Annual Quality Reviews, are uploaded to both The Loop and Team Online.
ESSENTIAL MATERIALS

The National Programmes team is responsible for producing and maintaining all programme materials, apart from the Profile Forms that are produced by the Monitoring and Evaluation team. The full list of programme materials available can be found on the Loop under National Programmes.

Marketing materials

The Marketing team provides printed materials and letter or email templates to help with programme outreach and fundraising. The materials are paid for centrally and are provided free of charge to regions/countries. If regions/countries want to produce their own literature they must use the letter or email templates available. Please seek advice from a Marketing Manager if you have any questions. To do this, refer to the account list on The Loop to find out who is responsible for what. Any additional programme marketing requests should be directed to the National Programmes team in the first instance.

Film
Any official Prince’s Trust film production or photography commissioning must come through the Marketing team (unless it is press-related). It must not be produced locally.

Programme paperwork

Links to additional programme resources on Team Online and the Qualifications portal can be found on the Loop under National Programmes.

The next page contains a list of programme paperwork and submission dates for Team Leaders to manage.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Name</th>
<th>Description</th>
<th>Returned To</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week prior to Team start</td>
<td>12-week Scheme of work</td>
<td>Indicates session plans across the 12-week programme delivery.</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td></td>
<td>Recruitment Strategy</td>
<td>Details process of recruiting young people onto the Team programme.</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td>Monday of Week 2</td>
<td>Profile Form</td>
<td>Standard form used to capture background info for young people on all Prince’s Trust programmes. This is completed by each young person (including employed participants), with TL’s guidance.</td>
<td>Submit online, via webform or return paper form to your executive</td>
</tr>
<tr>
<td></td>
<td>Team Starts form</td>
<td>Must record all Week 1 starters, even if they drop out, and those starting residential on Week 2.</td>
<td>Submit online, via webform</td>
</tr>
<tr>
<td>At any point before end of Week 12</td>
<td>Residential Details</td>
<td>Details and Contract information for the residential week.</td>
<td>Submit online, via webform</td>
</tr>
<tr>
<td></td>
<td>Community Project Details</td>
<td>Full details of the client, project, and venue.</td>
<td>Submit online, via webform</td>
</tr>
<tr>
<td></td>
<td>Team Challenge Details</td>
<td>Full details of the client, project, fundraising materials, and venue.</td>
<td>Submit online, via webform</td>
</tr>
<tr>
<td></td>
<td>Work placement details</td>
<td>Full details of the placements that the young people have undertaken</td>
<td>Submit online, via webform</td>
</tr>
<tr>
<td></td>
<td>End of Team presentation details</td>
<td>To include the invitation and details of date, time and venue.</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td>Friday of Week 12</td>
<td>Team Completers form</td>
<td>Records all young people that started the programme, reasons for any early departures and any outcomes known at this stage.</td>
<td>Submit online, via webform</td>
</tr>
<tr>
<td></td>
<td>Employed Participant report</td>
<td>A report for Employed Participants to take back to their managers in the workplace.</td>
<td>Prince’s Trust CVS Executive</td>
</tr>
<tr>
<td></td>
<td>Leaver questionnaires</td>
<td>To be completed by each Team member, and sent to local Prince’s Trust staff</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td></td>
<td>My Journey forms</td>
<td>Measures young person’s skills development on the programme, and is completed by each young person (excluding employed participants).</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td></td>
<td>Mobile Phone Contact Details</td>
<td>If, after the end of Team, Team Leaders become aware of any new numbers, please forward them to your executive</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td></td>
<td>Risk assessments</td>
<td>Evidence of risk assessments undertaken where necessary (e.g. Community Project, Team Challenge etc).</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td>ASAP after incident</td>
<td>Accident and Incident Report Forms</td>
<td>To inform The Prince’s Trust of any incidents with a health and safety impact. See Health and Safety section in this toolkit for more information.</td>
<td>Prince’s Trust executive</td>
</tr>
<tr>
<td>Where relevant</td>
<td>Publicity Consent Form</td>
<td>Without a signed consent form, PT cannot use the young person’s story, quote and/or photograph for any purpose. For young people under the age of 18, The Prince’s Trust must get consent from a parent or guardian as well.</td>
<td>Prince’s Trust executive</td>
</tr>
</tbody>
</table>
**APPENDIX: BREAKDOWN OF PROGRAMME ACTIVITIES**

This list provides an overview of many additional activities that Team Leaders and other DP staff may complete throughout programme delivery, over and above the minimum standards. This list is neither exhaustive and nor prescriptive, but hopefully will give you some tips on how you can improve and enhance your delivery.

<table>
<thead>
<tr>
<th>Pre-Programme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a detailed Scheme of Work - including qualification assessment information and embedding of LLN – and sent to programme executive</td>
<td></td>
</tr>
<tr>
<td>Programme activity booked, where possible: residential, next steps agencies, social awareness session contacts, short training options (H&amp;S, Food Hygiene, First Aid)</td>
<td></td>
</tr>
<tr>
<td>Complete recruitment strategy, including selection criteria and differing strategies for under and over 18s</td>
<td></td>
</tr>
<tr>
<td>Ensure Team room is a good learning environment, including storage for materials, tools, PPE etc</td>
<td></td>
</tr>
<tr>
<td>Review/update programme risk assessments (which should be signed off before week 1)</td>
<td></td>
</tr>
<tr>
<td>Info/taster day held</td>
<td></td>
</tr>
<tr>
<td>All young person paperwork completed and checked - profile, enrollment, NOK, consent forms, in-confidence forms, medical info</td>
<td></td>
</tr>
<tr>
<td>Complete individual risk assessments based on need/disclosure</td>
<td></td>
</tr>
<tr>
<td>Consider any necessary adjustments to the programme based on special needs/conditions of the young people - then communicate this to all relevant parties (residential provider, trainers, DP, support networks etc)</td>
<td></td>
</tr>
<tr>
<td>Keep PT informed of recruitment progress and highlight difficulties in a timely manner so that a decision can be reached regarding postponement/cancellation and/or further support to be provided</td>
<td></td>
</tr>
<tr>
<td>Source 3 suitable community projects which are checked for viability and are suitable for the Team</td>
<td></td>
</tr>
<tr>
<td>Source up to 3 organisations for possible Team Challenge</td>
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</tr>
<tr>
<td>Pre-entry meeting to discuss selection, special needs, potential projects and challenges etc.</td>
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<table>
<thead>
<tr>
<th>Week 1 – Induction</th>
<th></th>
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<tbody>
<tr>
<td>Induction activities reflect the whole programme and adequately prepare young people for the rigours of the programme</td>
<td></td>
</tr>
<tr>
<td>Robust induction programme including breaking the ice, energisers, team building activities, DP and PT policies made clear, YP-led behavioural contract completed and signed by all</td>
<td></td>
</tr>
<tr>
<td>Feedback provided to referrers regarding starts</td>
<td></td>
</tr>
<tr>
<td>Complete residential preparation activities - cooking, cleaning rota and menu planning</td>
<td></td>
</tr>
<tr>
<td>Team and photo evidence files created</td>
<td></td>
</tr>
<tr>
<td>Introduce work placements</td>
<td></td>
</tr>
<tr>
<td>Confirm date/time for presentation and inform contacts with a &quot;save the date&quot; e-mail</td>
<td></td>
</tr>
<tr>
<td>Plan diverse, inclusive activities which accommodate the needs of the young people</td>
<td></td>
</tr>
<tr>
<td>Separate accommodation for male and female young people and staff/EPs - but all within the same building/within earshot</td>
<td></td>
</tr>
<tr>
<td>Concept of Plan, Risk Assess, Implement, Review introduced</td>
<td></td>
</tr>
<tr>
<td>Any incentives aimed at the Team and not individuals</td>
<td></td>
</tr>
<tr>
<td>Activities build in intensity during the week to provide a residential journey</td>
<td></td>
</tr>
<tr>
<td>Transfer of programme ownership from TL towards the Team</td>
<td></td>
</tr>
<tr>
<td>Meaningful evening activity (and minimal downtime)</td>
<td></td>
</tr>
<tr>
<td>Begin planning for Community Project: overview plan, fund-raising to be discussed planned and timetabled</td>
<td></td>
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<table>
<thead>
<tr>
<th>Week 2 – Residential</th>
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</thead>
<tbody>
<tr>
<td>Begin planning for work placements, Team Challenge and presentation eg 3 placement options identified for each young person, Team Challenge brainstorms, presentation considerations such as theme and venue</td>
</tr>
<tr>
<td>121s held with all young people, and goals and specific SMART targets confirmed</td>
</tr>
<tr>
<td>Week 3 - Planning and Awareness</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Week 3</strong> - Planning and Awareness</td>
</tr>
<tr>
<td>Draw up a plan for the project and set fundraising target</td>
</tr>
<tr>
<td>Meeting with project provider to discuss plans and agree any work to be completed</td>
</tr>
<tr>
<td>Plan, organise, risk assess and finalise fundraising activity</td>
</tr>
<tr>
<td>Consider other resourcing eg local business sponsorship or donations, mentions in press articles, name on show on project or at handover etc</td>
</tr>
<tr>
<td>If doing sponsored event, produce sponsor forms</td>
</tr>
<tr>
<td>Team understand legalities around fundraising (permits and rules for street collections, counting and banking)</td>
</tr>
<tr>
<td>Work placements considered and applications made</td>
</tr>
<tr>
<td>Visit to Team Challenge providers - familiarisation with the client group and idea generation</td>
</tr>
<tr>
<td>Presentation considerations - confirm date and time, find a venue, design invitation and send for printing (e-mail out to those we can), confirm theme if any, create a guest list (populated as the programme progresses to include donators, family, placement providers, project provider, referrers etc.)</td>
</tr>
<tr>
<td>Additional social awareness activities eg mental health, sexual health, drugs and alcohol etc</td>
</tr>
<tr>
<td>All qualification evidence collected and referenced</td>
</tr>
<tr>
<td>Feedback to referrers regarding progress and completion of residential week</td>
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</tbody>
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<thead>
<tr>
<th>Week 4 - Delivery</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 4</strong> - Delivery</td>
</tr>
<tr>
<td>Good quality varied fundraising activities which clearly develop the personal skills of the Team</td>
</tr>
<tr>
<td>Tools, materials and expertise to be gathered in preparation for on-site work</td>
</tr>
<tr>
<td>121s completed with all to review targets for weeks 1-3 and confirm for weeks 4-6</td>
</tr>
<tr>
<td>PPE requirements for project work considered</td>
</tr>
<tr>
<td>Placement interviews completed, paperwork in place and all placements confirmed</td>
</tr>
<tr>
<td>Review/update Risk Assessments based on young people disclosure and planned activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 5-6 - Community Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 5-6</strong> - Community Project</td>
</tr>
<tr>
<td>Project meets an identified community need ie it has been requested by members of the community, rather than created for the Team</td>
</tr>
<tr>
<td>Offers varied skill development opportunities</td>
</tr>
<tr>
<td>Must be a risk that it might fail (challenging)</td>
</tr>
<tr>
<td>Enough work to keep the Team busy for allocated time</td>
</tr>
<tr>
<td>Welfare considered (weather, toilets, tea/coffee available?)</td>
</tr>
<tr>
<td>On-site support from the project provider to deal with any venue related issues</td>
</tr>
<tr>
<td>No funding attached to project (if there is they don’t need the Team!)</td>
</tr>
<tr>
<td>Project chosen, planned, resources and completed by the Team (with them in charge)</td>
</tr>
<tr>
<td>Asbestos survey checked</td>
</tr>
<tr>
<td>Any EPs’ line managers invited to visit the project</td>
</tr>
<tr>
<td>Conduct regular reviews of project progress</td>
</tr>
<tr>
<td>Organise positive press coverage for the project/Team</td>
</tr>
<tr>
<td>Opening ceremony/handover event held</td>
</tr>
<tr>
<td>Before and after photos taken to highlight the work of the Team</td>
</tr>
<tr>
<td>Consider the project venue as a possible presentation venue to show off the project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 7-8 - Work Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weeks 7-8</strong> - Work Placements</td>
</tr>
<tr>
<td>Placements closely linked to personal job goals</td>
</tr>
<tr>
<td>All Team members visited by DP staff during work placement and regularly telephoned to support young person and placement provider</td>
</tr>
<tr>
<td>Young people fully inducted into the evidence requirements for the qualification</td>
</tr>
<tr>
<td>Young people given meaningful work to do</td>
</tr>
<tr>
<td>Placements have potential for positive outcomes</td>
</tr>
<tr>
<td>Placements provide a reference for the young person</td>
</tr>
<tr>
<td>Agreement in place with provider</td>
</tr>
<tr>
<td>No young person to have unsupervised access to young children or vulnerable adults</td>
</tr>
</tbody>
</table>
**Week 9 - Next Steps**

<table>
<thead>
<tr>
<th>Expectations clear on both sides</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varied progression options introduced eg work, training, education and voluntary work</td>
</tr>
<tr>
<td>CVs updated or completed</td>
</tr>
<tr>
<td>Young people complete a practical, realistic mock interview, including constructive feedback</td>
</tr>
<tr>
<td>Real application forms completed (job, college/training course, voluntary work)</td>
</tr>
<tr>
<td>Review work placements</td>
</tr>
<tr>
<td>Smart post-programme action planning</td>
</tr>
<tr>
<td>Focus on jobsearch skills</td>
</tr>
<tr>
<td>Social media guidelines introduced to young people (jobsearch specific)</td>
</tr>
<tr>
<td>Presentation preparation eg script started, photo boards, programme, seating/room plan (possible visit to venue), guest to present certificates identified and contacted</td>
</tr>
<tr>
<td>Feedback to referrers regarding project and placements</td>
</tr>
<tr>
<td>Use of external agencies to deliver sessions</td>
</tr>
<tr>
<td>Sessions to include (but not be limited to) CVs, interview planning, body language, covering letter, application forms.</td>
</tr>
<tr>
<td>Host or attend event for outcome providers to recruit Team members post-programme</td>
</tr>
</tbody>
</table>

**Weeks 10-11 – Team Challenge**

| Challenge(s) chosen, confirmed and introduced to the Team (if not done previously) during week 10 |
| Team resource or fundraise for the Challenge(s) during week 10 |
| Team plan activity for week 11 during week 10 |
| Planning meeting held with Team Challenge provider(s) to discuss activity during week 10 |
| Team should have an element of choice: choice of who to work with and/or choice of activity |
| The Challenge(s) should be a test of skills developed during the previous 9-10 weeks (communication, tolerance, teamwork, responsibility etc.) and should push boundaries |
| Should be inclusive and ensure participation by all Team members |
| Young people are given the opportunity to support and care for people in the community |
| Evidence collected and referenced for the qualification |
| Risk assessments completed and signed off |

**Week 12 - Final Review and Presentation**

| Comprehensive review of the programme and post-Team action plans confirmed |
| Comprehensive presentation rehearsals held and scripts completed in advance |
| Presentation includes guest speakers from: DP, PT, project provider and Team Challenge provider(s) |
| Presentation highlights the achievements and developments of the Team and individuals |
| Presentation is a high energy celebration event |
| Audience size 50+, including referrers, any seconding organisations, volunteers etc |
| Each young person to contribute to presentation and should state: what they were doing before the programme, why they signed up, what they’ve gained and their next steps |
| Each young person has a good idea of a realistic progression destination which can be stated at presentation |
| Final 121 completed with all young people including SMART planning and signposting |
| Text surveys mentioned alongside completion of My Journey forms |
| Feedback to referrers regarding Team challenge, completion of the programme and/or qualification and post team progression plans |
| Limit visual presentation (IT based) to a handful of slides per programme section to avoid it being the main part of the presentation |
| Vary the time of the presentation to allow different groups to attend |