

SIVSEN

Social Enterprise Comparison Survey

UK National Context Report

2021



Co-funded by the
Erasmus+ Programme
of the European Union

SIVSEN Social Enterprise Comparison Survey is part of the SIVSEN (Social Innovation through VET and Social Enterprise Networks) project, which is developed under the Erasmus+ programme by five partner organisations based in the UK, Italy, Sweden and Romania: City College Plymouth, Plymouth Social Enterprise Network (UK), Foreningen Urkraft (Sweden), Materahub (Italy) and Fundatia Danis (Romania).

The SIVSEN project learns from the social enterprise sector to ensure that the knowledge, skills, and mindsets applicable to working in a social enterprise are embedded in Vocational Education to create enhanced opportunities for growth and internationalisation of social enterprises.

SIVSEN Social Enterprise Comparison Survey is coordinated by



UK National Context Report is developed by



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Introduction

The SIVSEN Comparative Analysis, respectively Social Enterprise Comparative Survey are aimed to explore the transition from education (e.g. vocational college, universities) into a social enterprise workplace, including international programmes that exist within the partner organisations, other sectors, VET and higher education institutions.

During the spring and summer of 2021, the SIVSEN partners conducted research on the social enterprise sector and their interaction with the education system and work placement programmes run for learners by VET and higher education institutions, with a special focus on work placement programmes in social enterprises.

First, the partners researched already available data, reports, and studies on the topics mentioned above. They prepared four reports on their national contexts and one comparative analysis for the UK, Sweden, Italy, and Romania. Further, they wanted to explore the relationship between the social enterprise sector and the VET and higher education organisations in more depth. Thus, they organised focus groups and online surveys with 51 social entrepreneurs or representatives of social enterprises and 46 representatives of universities, high schools, public or private VET providers, etc.

This report here presents the national context for the UK, looking at three key areas relevant for the SIVSEN research and its objectives: 1) the educational system; 2) the apprenticeship system; 3) insights into education and apprenticeships in the social entrepreneurship sector.



1. Educational system in the United Kingdom

Overall responsibility

Overall responsibility for the education system in England lies with the UK Government's Department for Education (DfE). Unlike Scotland, Wales and Northern Ireland, England does not have its own devolved government.

Responsibility for participation

It is the parent's responsibility to ensure a child of compulsory school age (5 to 16) receives efficient full-time education suitable to his age, ability and aptitude, and to any special educational needs s/he may have, either by regular attendance at school or otherwise.

Although education is compulsory, school is not, and parents may educate their child at home without seeking approval.

There is also a legal requirement on the young person (not the parent/carer) to do one of the following until 18:

- stay in full-time education
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training.

Local authorities have a duty to help children who are missing education get back into education. They must also promote the effective participation in education and training of 16 and 17-year-olds in their area and identify those who are NEET (Not in Education, Employment or Training).

Governance and accountability

Reforms in the 1980s and 1990s changed the balance of responsibilities for publicly funded education outside of higher education. Schools became more autonomous as responsibility for staffing and budgets was delegated to each school's governing body. Further education colleges were incorporated as autonomous bodies. A national accountability framework was developed, with outcomes for learners, based on attainment in externally provided tests and qualifications a major element. The other major element is external inspection by Ofsted, first established in 1992. A common inspection framework is used to inspect early childhood education and care providers, schools, colleges, work-based learning and adult education providers. Inspection reports are published. If inspection identifies important areas for improvement, the provider may be subject to intervention.

For schools, there have been further reforms since 2010. Academies now form a substantial minority of primary schools and a majority of secondary schools. For many of these schools, the multi-academy trust (MAT) model of governance has shifted accountability from the local governing body to a central trustee board. The role of regional schools commissioner was created to provide oversight of academies and has since expanded to cover underperforming state maintained schools.



Although their role as a middle tier of management has greatly reduced since the 1980s, local authorities retain a duty to ensure a sufficient supply of school places, to support school improvement and to support vulnerable children and young people.

There is a strong tradition of private education in England. Independent schools, other than academies, receive no direct public funding.

School curriculum

The school curriculum is framed by broad aims to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and to prepare pupils for the opportunities, responsibilities and experiences of later life. Beyond these aims, first established by the Education Act 1944, there was no government control over the curriculum until a National Curriculum was introduced under the Education Reform Act 1988. This aimed to give pupils an entitlement to a broad and balanced curriculum and to set standards for pupil attainment. Re-enacted by the Education Act 2002, and last revised in 2014, the National Curriculum specifies compulsory subjects, programmes of study and entitlement areas for ages 5-16. It is not the whole school curriculum and sits alongside requirements for religious education, sex education and careers education. It does not prescribe teaching hours. It is compulsory for maintained schools, but not for academies.

Pupils are organised into year groups according to their age but may be taught for some subjects according to ability. Grade repetition and early tracking into different study programmes are not features of the school system.

Qualifications

From age 14, the curriculum is framed by external qualifications, provided by independent awarding organisations and regulated by Ofsted. Qualifications are assigned one of nine levels of difficulty on the Regulated Qualifications Framework (RQF), which accommodates all regulated general and vocational qualifications outside of higher education.

As they are external, qualifications can be taken at any age, thus providing a structure for progression from school to adult learning. Both general and vocational qualifications have undergone considerable reform since 2010, with the aim of improving relevance and rigour.

Higher education

Higher education institutions (HEIs) are private bodies that, subject to their degree-awarding powers, are free to design their programmes and awards and to determine the conditions on which they are awarded. There is no system for the accreditation of institutions, but institutions' capability to manage their own quality and standards is assessed by the Quality Assurance Agency for Higher Education (QAA), with the UK Quality Code as the reference point. Under the Higher Education and Research Act 2017, a new regulatory framework is being established, to be overseen by the Office for Students (OfS). The new framework seeks to facilitate new high quality providers to start up and achieve degree awarding powers, and subsequently secure university title. The OfS will operate the Teaching Excellence Framework (TEF) to recognise and reward high-quality teaching in HE.

There has been a shift from direct public funding for teaching to tuition fees backed by public loans, with new fee regimes introduced in 2006 and 2012.



1.1 Regulatory frameworks

Learning stages and qualifications of the education system in the United Kingdom

ISCED 0

Part-time provision is free of charge to parents for all children from age 3 and for disadvantaged children from 2. For children of working parents, the entitlement was raised from 15 to 30 hours a week in 2017.

From age 4 to 5, most children attend a primary school reception class full time.

A common statutory framework regulates provision from 0 to 5 across all settings, including nursery schools, maintained primary schools and academies, private and voluntary settings and registered childminders.

ISCED 1

Full-time education is compulsory from the term following a child's 5th birthday. Primary education consists of Key Stage 1 for ages 5 to 7 and Key Stage 2 for ages 7 to 11. Primary schools are either maintained schools or academies. Almost all are mixed-sex and more than a third are faith schools.

National tests in English and maths at 11 are important for school accountability but do not influence admission to secondary school.

ISCED 2

Key Stage 3 is for ages 11 to 14. It is provided in secondary schools, catering for pupils from 11 to 16 or to 18/19. Secondary schools are either maintained schools or academies. They can be mixed- or single-sex and around a fifth are faith schools.

The great majority admit pupils without reference to academic criteria. In a few areas, grammar schools select their pupils on the basis of performance in an exam. There are no national tests in Key Stage 3.

ISCED 3

Key Stage 4 Pupils normally continue at the same secondary school for Key Stage 4, which is for ages 14 to 16. Attainment at the end of Key Stage 4 is measured mainly through GCSEs, which are single subject qualifications. Vocational qualifications including technical awards may be offered alongside GCSEs.

These qualifications are important for school accountability as well as for individuals' progression in education/training and transition to the labour market.

16 to 18/19

From age 16 to 18/19, young people must be in full- or part-time education or training. Depending on the local offer and their own preferences, they may continue at the same



secondary school in the sixth form, transfer to another school sixth form, transfer to a sixth form college or a further education (FE) college or start an apprenticeship or traineeship.

Most academic routes lead to three A levels (Level 3). FE colleges typically offer a wider range of vocational options. Vocational options include applied general qualifications at Level 3 in a vocational area and new technical qualifications (T levels) at Level 3 in a specific recognised occupation. Study programmes can contain a mix of general and vocational qualifications. For pupils not yet ready for study at Level 3, technical certificates, which relate to a specific industry, occupation or occupational group, can be studied at Level 2

ISCED 2

Lower level (Level 1 and Entry Level) qualifications are also available. Apprenticeships are work-based training programmes, open to all aged 16 and over and not in full-time education. Apprenticeships can be completed at different qualification levels, including advanced apprenticeships at Level 3 and intermediate apprenticeships at Level 2. Traineeships are available for young people not ready to start an apprenticeship.

Adult learning

Adult learning includes provision to raise achievement in basic skills, which focuses mainly on English and Maths qualifications, and apprenticeships. Most publicly funded programmes lead to a regulated qualification on the RQF. Other programmes aim to encourage the hardest-to-reach adults back to learning and employment.

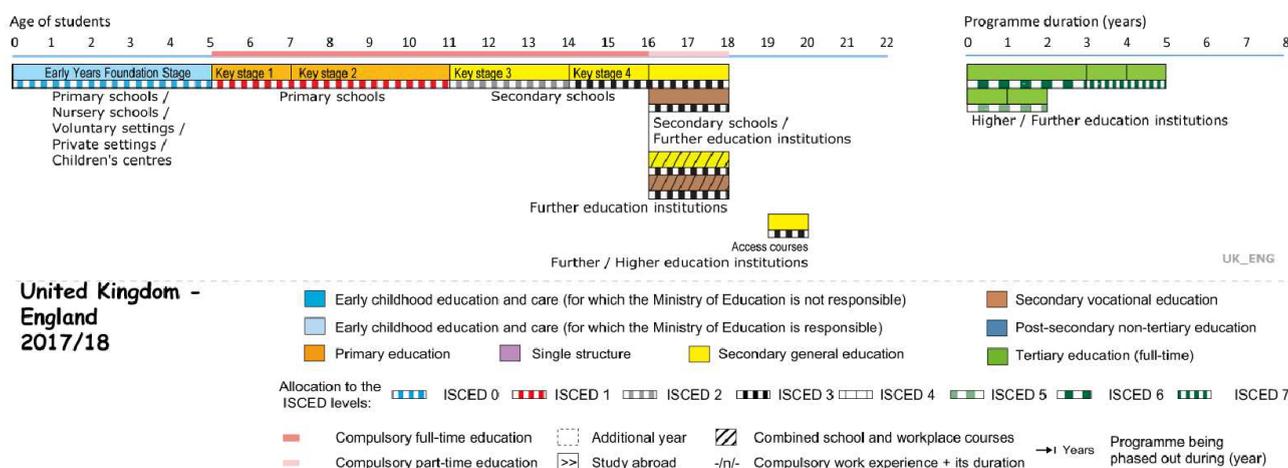
ISCED 5,6,7,8

Programmes are structured on a five-level framework, which aligns with the five highest RQF levels and with three cycles of bachelor's, master's and doctoral studies. The framework includes short programmes, e.g. foundation degrees and postgraduate certificates.

Programmes are offered by HEIs, FE colleges, and alternative providers. Institutions determine their own admissions policies and there are wide variations in terms of competition for places. A levels are the most common entry qualification for young entrants to bachelor programmes, but other qualifications may be accepted. There are well established routes, such as Access programmes, for mature learners who lack formal qualifications.



Structure of the National Education System



Article last reviewed December 2017

Source:

https://eacea.ec.europa.eu/nationalpolicies/eurydice/file/ukeng201718_enUK_ENG_2017_18

1.2 Alignment to labour market needs

There are lots of different ways to get work experience. Some might be more useful or only available at certain points in a person's education or career. They include:

School or college work experience placement

Usually, 1 or 2 weeks in year 10, 11 or 12. School or college staff may help to organise it or a young person might have to fix it up for themselves.

Placements on work-related courses

Courses like T-Levels, BTECs and some degrees include work experience as part of the course. It might be one day a week over a few months or full time for a few weeks. Colleges and Universities normally have a placement officer or tutor who can help students to find work experience during their course.

A traineeship

A traineeship is a course with work experience that gets you ready for work or an apprenticeship. It can last up to 12 months and is normally arranged directly with the employer who will advertise the traineeship or work with schools/colleges to identify potential candidates.

Work shadowing

A chance to watch someone doing a job for a day or a few days to find out about a new job. Often used as a means to explore opportunities for personal development or promotion when already working within a company/organisation. It gives an idea of what might be involved in a job rather than hands-on experience.



Internships

Paid periods of work experience lasting around 2 to 3 months in the summer. Mostly aimed at undergraduates and newly qualified graduates with some opportunities for school leavers. Information is usually readily available from the University careers service. There may be internship schemes dedicated to students at the different Universities, related to their sectors of learning/local area key employers.

Year placements

This is a paid year in the workplace as part of a higher education course and are applied for in the same way as graduate jobs. University careers services help students to find opportunities relevant to their course.

Insight events

Usually organised by companies or careers organisations – consisting of a day or a few days finding out about a specific sector such as Social Enterprise or finance, law or IT. It could include networking, career presentations and hands-on activities.

Gap year and year abroad experience

Gap year and work abroad experiences can be organised by commercial organisations and charities or something that students set up for themselves.

Virtual work experience

Sites like Accenture's Skills to Succeed Academy and Barclays Lifeskills can help develop skills to deal with situations in the workplace, without having to go out on a placement. FutureLearn has a virtual work experience course for exploring the work of a vet. You can search online for other online work experience, virtual internships and insight-into-work opportunities.

Other ways to get work experience

There are other useful ways of gaining work experience, like:

- volunteering
- part-time jobs
- going to company events, real and virtual and open days
- helping friends or family with a business
- setting up their own small business
- entering competitions and skill challenges like World Skills

Guidance for Colleges UK government guidance for Further Education providers highlights work experience as one of the four main components of education for 16 to 19 year olds [16 to 19 study programmes: guidance \(2020 to 2021 academic year\)](https://www.gov.uk/government/publications/careers-guidance-for-colleges-2) . Expectations and guidance in relation to work experience is set out in a separate document on careers guidance <https://www.gov.uk/government/publications/careers-guidance-for-colleges-2>.

Colleges are required to work to the Gatsby Benchmarks for careers guidance and Benchmark Six is the benchmark relating to work experience. It states:



“Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.”

There are a range of toolkits and resource packs available to colleges to support good practice in achieving Gatsby Benchmark Six, such as this from the Government-established Careers and Enterprise Company [Gatsby Benchmark 6](#)

The most recent UK Government initiative is called “Skills for Jobs”. This maintains a reference to Gatsby Benchmarks, and introduces Traineeships and T levels. These both position work experience as a significant element of 16-19 education.

Guidance for Students

Guidance is available via the UK Government National Careers Advice which sets out various but generalised topics around work experience:

<https://nationalcareers.service.gov.uk/careers-advice/how-work-experience-can-help-you>

UCAS (the Universities and Colleges Admissions Service in the UK) supports young people making post-16 choices, as well as those applying for undergraduate and postgraduate courses and offers advice on work experience:

<https://www.ucas.com/careers/getting-job/10-ways-get-most-out-work-experience>

The Department for Work and Pensions (DWP) offers a range of support across the country to get people off benefits and into jobs through its network of over 700 Jobcentres.

<https://www.gov.uk/find-a-job> These include:

- work experience
- employer-led training
- work placements
- skills training
- the Work Programme

Securing a placement

It is often the case that students have to find their own work placement. This means they have more choice and control over where they go, which also demonstrates their organisational skills.

To start, young people will reach out to:

- the work experience/careers coordinator or teacher/school careers adviser
- Job Centre Plus <https://www.gov.uk/find-a-job>



- their family and families network, if someone in their family works somewhere interesting, they can ask them if they will contact their human resources department
- ask neighbours and family friends if their work would consider work placements
- their teacher
- organisations of interests - web search for their contact details
- employers in the local area by looking on www.yell.com or www.thomsonlocal.com - type in postcode and the kind of company looking for
- job adverts in the local newspaper to find employers in the area
- companies they pass on their way to school or out shopping. Many students think of shops and local hairdressers as good placements, so there may be lots of trying to go to the same place. Try to think of some different companies too

1.3 Quality Assurance

Currently in the UK work experience is arranged by the young person and employer with QA procedures being aligned to the employer organisations policies, procedures and working practices. This would include Safeguarding protocols, especially for young persons undertaking work experience in an employer site.

Where the young person is also learning at a school, College or University whilst undertaking work experience then the educational establishment Health and Safety and Safeguarding policy/procedures take precedence over the employer protocols which would have been thoroughly checked (including an onsite visit) as part of the Due Diligence (DD) process in advance of the work placement taking place. The DD process would then lead to the creation of a bespoke 'agreement' between the employer and the educational establishment/young person that sets out all aspects of the placement and will include areas such as placement days and timings, content, and activity that will be undertaken, agreed expectations of employer and educational establishment, site rules, preparation to be done in advance, dress codes (where relevant) and certification/accreditation.

Work experience is not just for young people. It can be useful for career changers and people looking to get back into work. It can help to gain skills and decide what to do. Barriers for access are associated with securing a placement relative to career/future vocational/higher level training with an employer/workplace willing and/or able to devote resources to supporting the process and duration of the placement.



2. Apprenticeship system in the United Kingdom

Work experience is time spent in a workplace learning about a job role, a company or a career sector. Most work experience is unpaid though there are some types of opportunities where you can earn money.

As a result of the Covid-19 pandemic restrictions, companies are starting to develop 'virtual' placements, where you work remotely using digital technology, without having to go into the workplace.

Work experience is not just for young people. It can be useful for career changers and people looking to get back into work. It can help to gain skills and decide what to do.

Doing work experience gives participants the chance to:

- try out their career ideas
- find out more about what is involved in a job and see if it suits
- learn new skills or build on those they already have
- meet new people and grow their network of contacts
- boost their confidence and soft skills such as communication and independence
- get back into a work routine if they have never worked or have been out of work for a while
- show employers what they can do so they are considered as a valued candidate when a job is available
- identify any reasonable adjustments that may be needed because of a disability or long-term health condition

Data

The most recent data available is set out below and is taken from figures published today on 25 February 2015.

Note that more recent data has not been published since this date for the period pre or during Covid demonstrating the lack of frameworks/governance in place for work experience/placement.

This validates the absolute necessity for our SIVSEN project outputs to offer a tested, sustainable, certified programme for use by all SIVSEN project partners, their partner networks and all interested parties in the UK, Italy, Sweden and Romania.





WORK EXPERIENCE OR A SECTOR-BASED WORK ACADEMY
CAN IMPROVE YOUR CHANCES OF FINDING A JOB THANKS
TO THE SKILLS IT CAN ALLOW YOU TO DEVELOP

Since 2011 almost **500K** people have been involved in **training placements**
– see how many have been active in your region:

» TOTAL: Over 469,000 «



If you are interested
in doing **work experience** or
a **sector-based work academy** then
speak to your Jobcentre Plus work coach



Department
for Work &
Pensions

#GETBRITAINWORKING

[Map showing how work experience or a sector-based work academy can improve your chances of finding a job](#)



The figures show:

- jobseekers have taken part in over 300,000 work experience placements organised through Jobcentre Plus, which is a voluntary scheme where people can do a placement of between 2 to 8 weeks with a local employer
- over 169,000 places on sector-based work academies have been picked up – these are voluntary employer-led schemes run in conjunction with Jobcentre Plus, made up of pre-employment training, work experience placements and a guaranteed job interview
- in total over 469,000 opportunities have been picked up by claimants of all ages
- nearly 24,000 of the opportunities have been picked up by people over 50, showing how valuable work experience and learning new skills are for a career change
- over 84,000 opportunities have been taken up by people with disabilities

Surveys have shown that the schemes were proving successful in helping young people get jobs. Findings include:

- more than 80% of young people felt they were more attractive to employers following work experience or an employer-led placement
- around 75% of work experience participants said it had provided them with new skills and increased their confidence
- 42% were offered a job at the end of their placement – around two thirds of people who got a job with a different employer said the sector-based work academies helped them get the job
- more than 40% of young people who took part in a work experience placement had got a job since the placement
- work experience participants are 16% more likely to be off benefits than similar non-participants 21 weeks after starting a placement
- nearly a quarter of people who finished a work experience placement were offered a job by the employer who gave them work experience.

2.1 Information, Advice and Guidance

Guidelines for partners

While filling in this section, try to answer these 2 questions:

- *How are the work experience placements defined, agreed and managed in partner countries?*
- *Is there a procedure to match the placement with the apprentices? If yes, who is responsible?*

There is no national defined programme for work experience placements in the UK. The onus is placed on the person looking for a work experience placement. There are various internet sites that offer information, advice and guidance, generally they all start by recommend asking:

- what am I good at?
- what are my interests and hobbies?
- what jobs have I seen other people do that I think look interesting?



- make a list of the top 10 placements you would like
- imagine the kinds of things you might do on your placement
- try to be realistic
- remember that you will not be given a lot of responsibility
- ask yourself if the placement is realistic for someone your age
- expect to do some repetitive and easy tasks
- start your search

2.2 Employment outcomes

Guidelines for partners

While filling in this section, try to answer this question: are there benefits for employers and interns regulated by national norms?

There is no standard UK or industry specific Work Experience Framework, instead each participating organisation will develop their own guidelines/timetable or framework to address the challenges of their own organisation/sector whilst aiming to ensure that the benefits to young people, themselves and any associated educator are maintained.

This will differ each time but should provide a structure to ensure meaningful activities for work placements to support elements of the employer business whilst they in turn develop wider employability skills. It should also include easy to follow guides for facilitators, reducing the preparation and time commitment to deliver a meaningful encounter and various risk assessments to ensure the ability to safely deliver in the workplace, education setting or a combination. It would also normally ensure flexibility to allow virtual, face-to-face or blended engagements to take place.

The benefits to young people from engaging with employers and experiencing the workplace include:

- young people can explore careers helping them to make informed choices
- develops their understanding of the workplace and expectation of employers
- enables them to develop specific skills
- opens further opportunities with employers
- can lead to jobs or apprenticeships

The employer also benefits through:

- connecting with young talent and shaping the future workforce
- developing and highlighting skills that employers require
- opportunity for employees to develop their interpersonal, supervisory and leadership skills
- young people bringing a new perspective to the business and potential challenges

The common challenges and concerns that employers face include:

- time and other commitments required from the workforce
- ensuring the experience is meaningful for all involved



- ensuring young people are sufficiently prepared for the experience
- balancing fluctuating business demands with supervision of the young people
- implications relating to young person's age, health and safety or safeguarding
- geographical location

2.3 Certification and accreditation

Currently in the UK work experience is certified by the employer with a paper certificate and reference given to demonstrate work experience. Certification is an accepted form to be presented as experience to prospective employers.



3. Insight into Education and Apprenticeships in Social Entrepreneurship sectors in the United Kingdom

In the United Kingdom, there is no standard (governed by law/regulations) or social sector specific work experience framework/programme, instead many organisations have developed their own guidelines/timetable or framework. It is likely that these have organically grown to address the challenges of their own organisation/sector whilst aiming to ensure that the benefits to young people, themselves and any associated educator are maintained through adherence to Safeguarding policies and procedures.

There are small mentions in Government publications which touch on work placements, these further refer to a document on careers guidance - guidance for FE colleges on careers guidance and mention Gatsby benchmarks. Interestingly for our project a reference is made to Social Action projects and the value of these but there are no further links to take to any established projects or governance as examples.

<https://www.gov.uk/government/publications/16-to-19-study-programmes-guide-for-providers/16-to-19-study-programmes-guidance-2020-to-2021-academic-year>

and

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks/gatsby-benchmark-6>

Future government initiatives which are yet to be fully defined/released refer to Gatsby benchmarks, plus Traineeships, T levels (including work experience as part of these) and "sectoral apprenticeships". However these do not yet relate to what is happening on the ground.

In this context, the examples presented in the tables below do not include formal training initiatives for work experience placements social enterprises, but only non-formal programs organised on a local level.

Formal training initiatives for work experiences placements in SE sectors

| Name of promoting / provider organisation / network (e.g. high schools, universities) | Type of training initiative (courses, programmes, projects, case studies, etc.) | Objective/s of the training initiative | Links / references | Notes |
|---|---|---|---|---|
| Plymouth University Business School | Inspiring Futures - Consultancy projects where a group of undergraduate | Improve employability skills and support local businesses | https://www.plymouth.ac.uk/schools/plymouth-business-sch | The consultancy projects are often located within social enterprises or |



| | | | | |
|---------------------|---|---|---|--|
| | students work on a time limited project for a local business | | ool/inspiring-futures | small businesses and bring specific skills, often digital or media skills. |
| Low Carbon Devon | Fully funded three month internship for a student or recent graduate to work on a low carbon project in a small business or social enterprise. Supported by Leadership for Sustainability learning programme. | Increase skills and knowledge for carbon reduction among local businesses. Build CV and develop employability and leadership skills for the young person. | https://www.plymouth.ac.uk/research/institutes/sustainable-earth/future-shift | |
| Virtual Internships | A scheme to enable work placements to go ahead despite pandemic lockdown regulations. | Work experience for undergraduates | https://www.plymouth.ac.uk/uploads/production/document/path/17/17099/iMayflower_Virtual_Internships_2020-21_Information_for_Students_FINAL.pdf | Undergraduates can participate from anywhere in the world. |

Non-formal (VET) training initiatives for work experiences placements in SE sectors

| Name of promoting / provider organisation / network | Type of training initiative (courses, programmes, projects, case studies, etc.) | Objective/s of the training initiative | Links / references | Notes |
|---|--|---|---|-------|
| Rank Foundation | Time to Shine - The Rank Foundation covers the cost of a one year paid internship with a social enterprise or charity. Leadership skills | Develop leadership skills among young people and support talented individuals from all backgrounds to take up | https://rankfoundation.com/engaged-philanthropy/time-to-shine/ | |



| | | | | |
|---|---|---|---|---|
| | development is also provided. | careers in the social purpose sector. | | |
| Bikespace | Bikespace is one example of a social enterprise providing work experience as an alternative to school for young people at risk of exclusion. | Providing a supportive alternative to school, and a place to develop practical (bike maintenance) skills alongside soft skills for employability or future study. | https://www.bikespace.org.uk/uploads/1/3/3/2/133259900/bikespace_-_final_impact_report_-_2021.pdf | This is paid for by schools |
| Sewing courses at Maker HQ | A Level One qualification in sewing and pattern making delivered in a social enterprise workplace | An entry level course aimed at people who do not have formal qualifications. Participants are also expected to develop skills for the workplace. | https://www.makershq.co.uk/levelcourse | Government funded, and only available to unemployed people. |
| Game Changer (Real Ideas Organisation) | One to one support for unemployed 15 - 24 year olds which includes a day long taster session with a Cornish employer such as the Eden Project | CV writing, skills development, volunteering opportunities and taster days with employers. | https://realideas.org/about-us/our-work/game-changer/ | |

