



Skills Bootcamps Funding and Performance Management Rules (FPMR)

2024/25 1st April 2024 - 31st March 2025

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This document sets out the funding and performance management rules that apply to all Providers of education and training who receive Skills Bootcamp funding for South Yorkshire residents.

southyorkshire.ca.gov.uk

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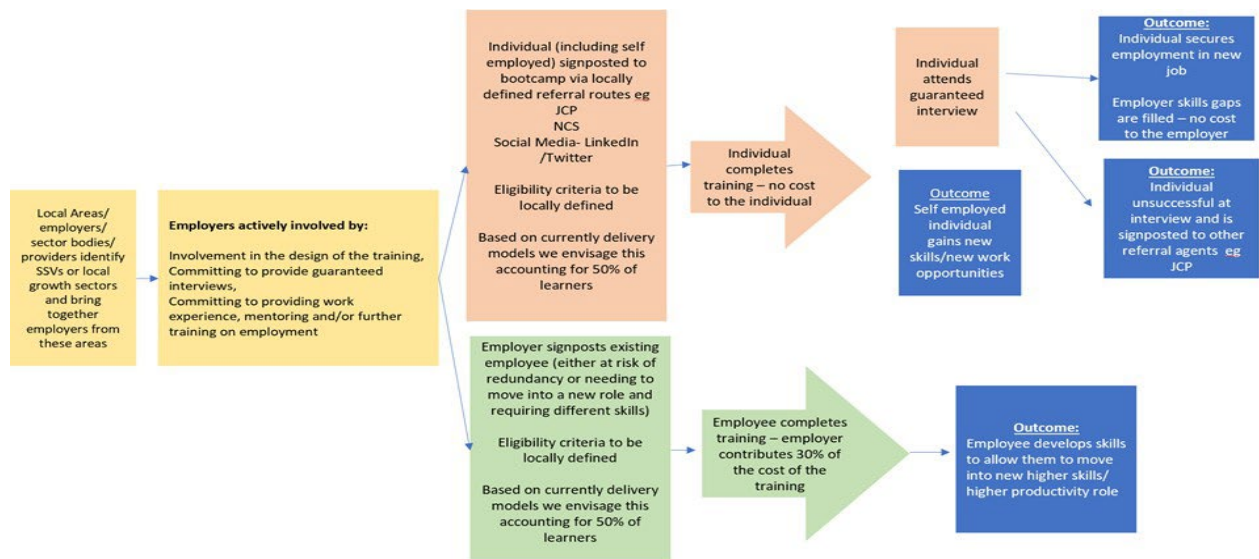
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Background to Skills Bootcamps

- a. Skills Bootcamps aim to secure benefits for adults by giving them access to in-demand skills training and a guaranteed interview for a more sustainable, higher-skilled job and higher wages over time. The benefits for employers include helping them fill specific skills shortage vacancies, enabling them to become more productive, more quickly.
- b. The overall aims of the Skills Bootcamps are:
 - to deliver *flexible training programmes lasting up to 16 weeks, based on employer / sector 'in-demand' skills needs which may be either regulated (i.e. qualification based) or non-regulated (e.g. based on alignment with industry standards) enabling adults to do training around work and other commitments, looking to gain work, additional responsibilities, or access new opportunities and will offer a guaranteed job interview (in the case of a new job) to individual participants on completion of the course.
 - to address the needs of adults (19+) who are full-time and part-time employed, unemployed, returning to work after a break or self- employed, and provide individuals with wider access to opportunities to retrain, update or formalise their skills or acquire specialist skills.
 - to address the needs of employers and the wider economy, to deliver targeted interventions to meet short-medium term demand to fill vacancies and drive productivity. They will help fill medium- higher level vacancies and bring individuals closer to better jobs, by linking them with line of sight to a job/ different role, additional responsibilities or new opportunities/contracts.
 - to help fill vacancies and bring individuals closer to better jobs (including those currently in employment), by linking them with line of sight to a job / different role, additional responsibilities or new opportunities / contracts.

The Skills Bootcamp Delivery Model

Skills Bootcamps are intensive, Level 3-5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (in the case of a new job), which equip adults with technical skills that enable them to access in-demand jobs, apprenticeships, new opportunities and an increased level of income over time (including for the self-employed).



All Skills Bootcamps must meet the requirements posed in the mainstream **Skills Bootcamp Delivery Model** to be considered for funding.

Skill Areas

Skills Bootcamps are flexible training courses up to 16 weeks, with a guaranteed job interview (where a candidate is being recruited to a new job) or new opportunities. Skills Bootcamps equip adults with technical skills that enable them to access in-demand jobs, apprenticeships, and new opportunities (including for the self-employed) leading to increased income and productivity.

Skills Bootcamps are being delivered through a contract(s) specific to the Lots described in the table below. Only Learning Organisations that have been awarded a Skills Bootcamps contract can deliver Skills Bootcamps.

Table 1: Sector split by Lot

Lot	Possible Skills Bootcamp Subjects	Permitted Delivery Levels
Lot 1 - Digital	<p>Across the SY region, there is evidence of a strong, and inter-connected Digital and Tech sector that is paving the way for the development and adoption of new technologies and data analytics capabilities.</p> <p>SYMCA is seeking Skills Bootcamp proposals which provide skills/training from level 3+ in areas which there is demand and will support growth and innovation in our regions Digital and Tech sector as well as to address the shortage of digitally skilled workers in the SY region.</p> <ul style="list-style-type: none">• Software Development• Web Development• Digital Marketing• Telecoms Field Operations• Cyber Security• Data Analytics	3-5 or equivalent

<p>Lot 2 – Green Skills</p>	<p>SYMCA is seeking Skills Bootcamp proposals that provide Level 2+ skills in Green Skills. The programmes must be developed to support skills demand from local employers in SY.</p> <p>We aim to fund Skills Bootcamps in the areas listed below:</p> <ul style="list-style-type: none"> • Insulation installation • PV installation/electrical wiring and fitting • Glazing or Window fitting • Heat and Air conditioning installation • Retrofit and Domestic Energy Assessor • Renewable energy installation (heat-pumps, solar energy, EV charging points). 	<p>Level 2 – 5 or equivalent</p>
<p>Lot 3 – Construction and the Built Environment</p>	<p>SYMCA is seeking Skills Bootcamp proposals that provide Level 2+ skills in Construction skills. The programmes must be developed to support skills demand from local employers in SY.</p> <p>We aim to fund Skills Bootcamps in the areas listed below:</p> <ul style="list-style-type: none"> • Plastering • Bricklaying • Carpentry • Introduction to Retrofit. 	<p>Level 2-5 or equivalent</p>
<p>Lot 4 – Business and Administration Services</p>	<p>SYMCA is seeking Skills Bootcamp proposals that provide Level 3+ skills in Business Administration Services. The programmes must be developed to support skills demand from employers.</p> <p>We aim to fund Skills Bootcamps in the areas listed below:</p> <ul style="list-style-type: none"> • Project Management • Business Analysis. 	<p>Level 3-5 or equivalent</p>

Lot 5 - Creative	<p>SYMCA is seeking Skills Bootcamp proposals that provide Level 3+ skills in Creative skills. The programmes must be developed to support skills demand from employers.</p> <p>We aim to fund Skills Bootcamps in the areas listed below:</p> <ul style="list-style-type: none"> • Live Production • Event Management 	Level 3-5 or equivalent
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A start is defined as: a learner having registered and attended a Skills Bootcamp on Day 1 and remains on programme on Day 14 (calendar days). Note for reporting purposes within your contract monitoring plan and data sheet, you must report all learners based on their first day of training, even if they did not go on to attend for 14 qualifying days.

A completion is defined as: successful completion of the training programme including passing any required assessments and one of the following dependent on learner circumstances:

- Offer of a job interview which must be intended to be continuous employment for at least 12 weeks or an Apprenticeship) that utilises the new skills acquired through the Skills Bootcamp.
- New role and/ or responsibilities that utilises the new skills acquired through the Skills Bootcamp.
- Written confirmation/plan from learners of how the new learning has been/will be applied to acquire new opportunities/contracts which utilise the new skills acquired on the Skills Bootcamps.
- Or offer of an accelerated apprenticeship interview linked to the new skills acquired on the Skills Bootcamp.

A positive outcome is defined as: offer of a new job or an apprenticeship, new role/ enhanced role or obtaining new opportunities/contracts utilising the new skills acquired on the Skills Bootcamp depending on the status of the learner. Specific criteria apply to learners on the Pathway to Accelerated Apprenticeships Skills Bootcamps.

Learner Eligibility

To be funded, learners must meet all the following criteria:

- **Have the right to work in the UK.** This can be checked on [gov.uk/view- right-to-work](https://gov.uk/view-right-to-work) **and**
- **Meet residency requirements.** Providers should refer to the [Residency Eligibility](#) section of the AEB funding rules before accepting an individual onto a Skills Bootcamp **and**
- **Live in England**, further detail is provided below.

Learning Organisations are reminded that, to receive payment, they must only enrol learners who are aged 19 or older, on 31 August within the ESFA funding year. This means:

Learners must be aged 19 or older:

on or before 31 August 2023 for bootcamps starting between 01 April 2024 and 31 July 2024

on or before 31 August 2024 for bootcamps starting between 01 August 2024 and 31 March 2025.

Delivery outside of South Yorkshire

You must not actively recruit learners who live or work outside of South Yorkshire.

The Authority will fund an individual who does not live in South Yorkshire if specialist skills training is only available in South Yorkshire and the individual intends to work in South Yorkshire as a result of the Skills Bootcamp. We do not expect these numbers to be significant.

For learning delivered at an employee's workplace, we will fund individuals whose main employment or normal place of work is in South Yorkshire.

Learning Organisations located close to the borders can deliver Skills Bootcamps to learners who are not resident in South Yorkshire if the learner intends to work in South Yorkshire as a result of the Skills Bootcamp. Delivery must take place in South Yorkshire. We do not expect these numbers to be significant.

Target Groups

All Skills Bootcamps must be open to all eligible adults within the communities they serve, including those employed, not in work or self-employed, serving prisoners due to be released within 6 months of completion of a Skills Bootcamp and those on Temporary Release.

Skills Bootcamps aim to support participants to improved employment outcomes. Learning Organisations should consider how their Skills Bootcamp will support these participants effectively into a positive employment outcome.

Prior Attainment and Experience

No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies offered are situated. Learning Organisations should screen potential learners and select those who will benefit from enrolling onto a Skills Bootcamp, including by checking that the potential Learner does not already have a significant proportion of the knowledge, skills and behaviours that the Skills Bootcamp is designed to help them acquire. Learning Organisations should signpost to other opportunities where a Skills Bootcamp is not appropriate for a potential Learner including a referral to the website of the National Careers Service (<https://nationalcareers.service.gov.uk>).

However, Learning Organisations may define their own selection processes and/or assessments as part of their approach to recruitment of learners.

Funding conditions

You must not transfer funding between the following budgets:

- Skills Bootcamps
- ESFA funded Adult Skills Fund (ASF)
- ASF funding received from devolved budgets to combined authorities
- 19 to 24 traineeship programmes
- Free Courses for Jobs
- Apprenticeships
- Advanced learner loans bursary fund
- Advanced learner loan facility
- Multiply.

Learning Organisations should not claim funding for any learner's learning aim or programme that duplicates provision they have received from any other source.

We have adjusted learner eligibility so participants enrolled on DWP's Restart programme can access Skills Bootcamps, recognising differences in provision. However, if Learning Organisations are delivering both a DWP Restart programme and a DfE Skills Bootcamp, they must ensure that they are delivering two separate sets of activities to receive funding from both programmes for an individual learner.

An adult may only undertake one Skills Bootcamp per funding year (1 April to 31 March) and must not be on more than one Skills Bootcamp at any one time. However, where an individual starts a Skills Bootcamp and then realises that it is not suitable for them for whatever reason, they may start, and be funded for, another Skills Bootcamp so long as the first milestone payment has not been reached.

Providers have an obligation to ask prospective learners whether they have already undertaken a Skills Bootcamp in that financial year and if they are currently undertaking a Skills Bootcamp.

Learners may transfer between Skills Bootcamps within a financial year but only under the following conditions:

- The learner must have left their first Skills Bootcamp before the first payment milestone cut-off.
- The learner may only start a maximum of two Skills Bootcamps within a financial year.

Where an employer is training an existing employee, they must contribute to the cost of the course. In the case of large employers, the Authority will cover 70% of the cost of the Skills Bootcamp with the remaining 30% of the agreed learner rate to be funded by the employer. Existing employees are defined as someone directly employed by the employer, not a temporary worker, self-employed and contractor, director or officeholder. However, where a director or office holder is also an employee the employer will be expected to contribute. Further information on [employment status](#) is available.

In the case of small and medium employers, the Authority will cover 90% of the cost of the Skills Bootcamp, so the employer contribution is reduced to 10%. A small or medium sized employer is defined as having fewer than 250 employees.

Learning Organisations are free to agree further funding contributions from employers should they want to enhance the content of the Skills Bootcamp.

Learning Organisations are responsible for ensuring they collect, and maintain evidence of, payment of the employer's contribution.

Courses are fully funded by the Authority for independent learners (individuals not being co-funded by their employer), and for the self-employed.

Individuals must not be charged for any element of the Skills Bootcamp.

Contract Period

Learning Organisation contracts will be awarded and run for a 12-month term. They will be awarded at Lot level and capped as per the overall contract value. Within the contract there will be a description of the contracted services to which you are expected to deliver as part of your contractual fulfilment obligations. The Learning Organisation can move contracted provision between different Skills Bootcamps within their contract including learner volumes which may be flexed across the specified services to be delivered, however, such movement can only be within the scope of services outlined within the contract and should be within the overall contract value. All movement of provision between Skills Bootcamps must be discussed and agreed with the Authority in advance.

Milestones 1 and 2 must be completed by 31 March 2025 (see table below for further detail). Learner outcomes must be achieved within six months after the end of the Financial Year, i.e., by the end of September 2025.

The Learning Organisation must deliver against the individual contracted services that constitute the overall contract - this is both in terms of type of service to be delivered as well as the associated learner volumes.

There are three payment milestones associated with a learner on a Skills Bootcamp. Payments will be made on the following basis.

Payment Milestones

There are three payment milestones associated with a learner on a Skills Bootcamp. Payments will be made on the following basis:

Table 2: Payment Milestone details: This is a summary; for detailed advice on what must be provided to obtain a milestone payment, please see the evidence section.

Commencement	Contract Delivery	Outcome
	Course completion and interview offered	On job offer (or equivalent)
40%	30%	30%
<p>Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements). We expect the 14 qualifying days of the training course to include a minimum of 10 guided learning hours.</p> <p>Learning Organisations must achieve Starts by 31st March 2025 in line with delivery plans and in time to achieve Completions by this deadline also. The Learning Organisations should report on the next monthly reporting cycle any new learner Starts via the Contract Monitoring Plan and Learner Datasheet.</p>	<p>Course completion and interview offered:</p> <p>Completion of the training and completion of a final assessment (final assessment as set out in the service requirements), and;</p> <p>For the independent learner: an offer of an interview for a vacancy which meets the criteria set out in the service requirements;</p> <p>For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation which meets the criteria set out in the service requirements</p> <p>For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out in the service requirements</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.</p>	<p>For the independent learner: An offer for a job which meets the criteria set out in the service requirements</p> <p>For the co-funded learner: the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements</p> <p>For the self-employed learner: Learner has secured new work/new contracts which meet the criteria set out in the service requirements</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.</p> <p>Learning Organisations should note that the learner must have finished the training element of the Skills Bootcamp for the Learning Organisation to be able to claim a Positive Outcome payment.</p>

	<p>Learning Organisations must achieve Completions by 31st March 2025 and in line with delivery plans. The Learning Organisation should report on the next monthly reporting cycle any new learner completions via the Contract Monitoring Plan and Learner Datasheet.</p>	<p>Learning Organisations must achieve Positive Outcomes within the six months after the training finishes.[Please note this is not six months after the full Completion milestone, but after the training element has finished.] The Learning Organisation should report on the next monthly reporting cycle any new learner Positive Outcomes via the Contract Monitoring Plan and Learner Datasheet.</p>
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Pathways to Accelerated Apprenticeships

Commencement	Contract Delivery	Outcome
	Course completion and interview offered	On job offer (or equivalent)
<p>Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements). We expect the 14 qualifying days of the training course to include a minimum of 10 guided learning hours.</p> <p>Learning Organisations must achieve Starts by 31st March 2025, in line with delivery plans and in time to achieve Completions by this deadline also. The Learning Organisation should report on the next monthly reporting cycle any new learner Starts via the Contract Monitoring Plan and Learner Datasheet</p>	<p>Course completion and interview offered:</p> <p>Completion of the training and completion of a final assessment (final assessment as set out in the service requirements), and;</p> <p>For the independent learner: an offer of an interview for an accelerated apprenticeship or other job (which is not an apprenticeship) vacancy which meets the criteria set out in the service requirements;</p> <p>For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation which meets the criteria set out in the service requirements</p> <p>For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out in the service requirements</p>	<p>For the independent learner: An offer for an accelerated apprenticeship or for a job (which is not an apprenticeship) that meets the criteria set out in the service requirements.</p> <p>For the co-funded learner the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements</p> <p>For the self employed learner: Learner has secured new work/new contracts which meet the criteria set out in the service requirements.</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become</p>

	<p>If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.</p> <p>Learning Organisations must achieve Completions by 31st March 2025 and in line with delivery plans. The Learning Organisation should report on the next monthly reporting cycle any new learner Completions via the Contract Monitoring Plan and Learner Datasheet.</p>	<p>employed can achieve an independent learner outcome.</p> <p>The offer of an apprenticeship that has not been accelerated cannot be used to claim for the Outcome payment in this model. Learning Organisations should note that the learner must have completed the training element of the Skills Bootcamp to be able to claim an outcome payment.</p> <p>Learning Organisation must achieve Positive Outcomes within the six months after the training finishes. Please note this is not six months after the full Completion milestone, but after the training element has finished. The Learning Organisation should report on the next monthly reporting cycle any new learner Positive Outcomes via the Contract Monitoring Plan and Learner Datasheet.</p>
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The Authority recognises that there may be instances where a learner has changed their status part way through their Skills Bootcamp, e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected completion/outcome has changed. Where that is the case, you should discuss this with your Grant Manager to confirm what evidence requirements are expected to enable a claim to be made.

Course Length

The Provider must offer Digital Skills Bootcamps at a minimum of 100 Guided Learning Hours (unless it is a Pathway to Accelerated Apprenticeship, in which case 60glh is acceptable) and all other sectors at a minimum of 60 Guided Learning Hours (GLH) over a maximum of 16 weeks.

GLH are the time a Learner spends being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training, whether online or in person.

Pre-recorded content does not count towards GLHs.

Course Content & Flexibility

The Provider must ensure that the Skills Bootcamps:

- can be reasonably delivered to a Learner concurrently employed in either a full-time or part-time role or around other commitments.
- are accessible to Learners.
- Training Providers must make reasonable adjustments, as appropriate for those Learners with Protected Characteristics (as defined by the Equalities Act (2010)).
- The Authority will not fund any part of any learner's learning aim or programme that duplicates provision they have received from any other source, known as double funding.

The Provider must deliver a 'wraparound service' of Learner support (for example, using a coaching and mentoring approach, from programme application stage, during, and post programme, to move people into jobs/new roles and opportunities).

This should include upfront screening of applicants, soft skills (or work readiness) training to support the occupational skills training, vacancy/role/opportunity identification, providing pastoral services to help participants complete the Skills Bootcamp and follow-up services to participants and employers to support job placement mentorship, pastoral support) and high-quality advice and guidance to support the learner into a positive employment outcome (for example, CV writing support, mock interviews).

We expect all Independent Learners (not co-funded by their employer, and not self-employed) to progress on to a guaranteed job interview upon the completion of the Skills Bootcamp. This should be a genuine vacancy related to the skills gained through the Skills Bootcamp and the job must be expected to last at least 12 weeks. Providers should ensure interviews are offered to all independent learners; without the offer of an interview the Skills Bootcamp is not complete.

The Provider may deliver Skills Bootcamps remotely, online or face to face or through a blended approach.

Employer Engagement & Involvement

Learning Organisations must engage employers from the outset in the design and / or delivery of their Skills Bootcamp provision and to gain commitment to interview candidates from the Skills Bootcamps for relevant vacancies, or to establish what the impact will be if they are training their own employees. Learning Organisations may be required by the Authority to provide evidence of its work with employers. This could include the provision of behavioural skills support, coaching and mentoring, design and / or the delivery of content as well as evidence of interviews taking place and where participants have been recruited by the employer.

We have a target of 60% of employers involved in Skills Bootcamp being SMEs.

Data Reporting Requirements

The Learning Organisation must supply accurate data in accordance with the following:

- in line with agreed audit arrangements
- in adherence with the UK GDPR and DPA 2018
- to support payments to be made
- to enable reconciliation to take place
- to support the grant management process; and
- to respond to any reasonable written request

The Learning Organisation must:

- Submit performance management information defined in the contract on a monthly basis, via the Contract Management and Delivery Plan
- Submit data sheets in relation to all applicants, learners and employers (your nominated Contract Manager will provide this)

In order to ensure the timely reporting of data the Learning Organisation should report on the next monthly reporting cycle:

- New learner starts
- Learners completing (course and initial assessment)
- Learner drop-outs
- Job outcomes for Learners following an offer of a job by an employer to a learner; and
- New opportunities/contracts for the self-employed

Claims will be supported by a cover sheet, outlining the number of Milestones 1, 2 and 3 being claimed that month, with values assigned, to enable accurate reconciliation of claims. A separate list, naming each Learner being claimed for under each Milestone should also be provided.

You must not report inaccurate information that would result in an overstatement of the funding claimed. Where your data does not support the funding claimed, the Authority will take action to correct this, and we will recover funds you overstated.

Where we are concerned about the quality of the data provided by you, including the completeness or accuracy of the data, we may require you to supply data more frequently for such a period as we deem appropriate and agree how you will improve the quality of your data. We may audit your data and controls, including to gain assurance that the quality improvements have been made.

Data Returns

Data sheets must be submitted to the Authority in a secure manner, to be outlined by the Authority. Your Contract Manager will provide this.

A separate data return template must be used for each Skills Bootcamp delivered.

Multiple cohorts of the same Skills Bootcamp must be captured on the same data return.

The Learning Organisation must issue appropriate privacy notices to learners and employers to enable data collection, sharing and reporting.

Breaks in Learning

The Learning Organisation and the learner can agree to suspend learning while the learner takes a break from learning. This should be discussed with the Authority before final agreement with the learner.

The Learning Organisation must record the date a learner starts a break in learning and the date they restart their learning.

The Learning Organisation must have evidence that the learner agrees to return and continue with the same learning aim; otherwise the Learning Organisation must report the learner as withdrawn. When the learner returns to learning, the Learning Organisation must re-plan and extend the remaining delivery as required.

The Learning Organisation must not use a break in learning for short-term absences, such as holidays or short-term illness.

Evaluation

The Learning Organisation will be required to work with the Authority and its appointed Evaluators to ensure that the data collected for this contract can contribute to the end-of-project evaluation. This will require the Learning Organisation to provide full, accurate and timely Skills Bootcamp data submission sheets to support these aims and participate in up to two qualitative interviews with research contractors acting on behalf of the Authority.

The Learning Organisation must inform participating employers of the evaluation and the research activities. Employers will be asked to take part in up to two qualitative interviews and up to two surveys to understand the impact of Skills Bootcamps on employers and the workforce.

The Learning Organisation will be required to take part in online interviews lasting up to one hour with the person or persons responsible for implementing Skills Bootcamps. The interviews will cover implementation issues including choices of and rationale for delivery methods, and the structure of training content.

The Learning Organisation will also be required to take part in outcome interviews to discuss the delivery of Skills Bootcamps over the lifetime of the programme and their thoughts on the outcomes achieved by learners and employers. This would include a focus on three main measures: skills development, employment, and wages.

Evidence

The Learning Organisation must maintain a quality management system and must have in place appropriate processes to generate an evidence pack for each learner. Evidence must be accurate and provide an audit trail for each output claimed, in line with the requirements listed below and must be available to the Authority on request.

The evidence pack for a Skills Bootcamp must contain evidence to support the funding claimed and must be available to us as requested. In reviewing this evidence, we are seeking assurance that the learner exists and that they have undertaken the activities claimed for. You should refer to [AEB funding rules](#) on the use of electronic evidence, including electronic/digital signatures.

The evidence pack must contain:

For each Skills Bootcamp:

- Full details of all the aspects of the learning to be carried out, including supporting evidence of the number of planned guided learning hours.
- Evidence that all employers engaged with the Skills Bootcamp have received the Skills Bootcamp Employer Privacy Notice and agreed to the collection and sharing of data as set out in the Notice.

For each individual learner:

- evidence that a learner is not currently undertaking, or has undertaken, an additional Skills Bootcamp in this financial year (self-declaration). All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document. The learner must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.
- evidence of employer contributions (as appropriate).
- evidence that learning is or has taken place including completion of any assessments.
- evidence of the time spent on, as well as pastoral support provided as well as employability skills delivered during the Skills Bootcamp, and
- evidence of receipt of the Skills Bootcamp Privacy Notice (to be provided your nominated Contract Manager).

To support claims for the Learner Start payment:

- Learner enrolment documentation; and
- Registers, signed by both the learner and the tutor, confirming the learner has attended for at least 14 qualifying days of the training course, including a minimum of 10 guided learning hours.

To support claims for the Learner Completion payment either:

- fully funded/independent learners' evidence of an offer of job interview for a role that matches the new skills acquired through the Skills Bootcamp, or
- where the learner has been trained by their own employer, evidence that they have been offered a new role and/or responsibilities that matches the new skills acquired through the Skills Bootcamp, or
- where the learner is self-employed, written confirmation/plan from the learner indicating how the new learning has been/will applied to acquire new opportunities/contracts.

To support claims for the Learner Outcomes payment either:

- fully funded/independent learners - evidence of an offer of a job which utilises the skills gained through the Skills Bootcamp which must be intended to be continuous employment for at least 12 weeks, or an Apprenticeship, or

- where the learner has been trained by their own employer evidence of progression to a new job role or their existing role but with additional responsibilities, or
- where the learner is self-employed, evidence that they have procured new contracts or secured new opportunities.

Construction only:

For individuals within a cohort who are unable to achieve job outcomes aligned to the occupational level being delivered in construction skilled trades Skills Bootcamps (Level 2 and above), we will allow a job outcome at a lower level than the Skills Bootcamp is delivering (i.e. Level 1 labourer or trainee role). For these roles we require assurance that the employer will support them to progress into a 27 skilled trade and evidence will be required from the employer of their intention to offer a progression pathway into a skilled trade role.

- In addition to the job offer evidence for a Level 1 role, one (or both) of the following two routes must be utilised and provided as evidence at Milestone 3:
 1. Registration on the CSCS red card scheme – an Apprentice card or the Trainee card.
 2. An employer development plan as evidence of a commitment to ongoing on-the job training and development which will enable progression.

The Authority recognises that there may be instances where a learner has changed their status part way through their Skills Bootcamp e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected outcome has changed. Where that is the case, the Learning Organisation should discuss this with your Contract Manager to confirm what evidence requirements are expected.

As part of the initial contract mobilisation the Authority will formally agree with you what forms of evidence are acceptable taking into consideration your existing processes, and the Lots you are contracted to deliver.

Sampling of evidence will be done throughout the Contract Period to verify evidence to support claims submitted by the Learning Organisation. In cases where irregularities are identified, the Authority reserves the right to carry out further checks and other remedial action.

If, on review, the evidence provided by the Learning Organisation is deemed insufficient to substantiate a data submission by the Learning Organisation, or the data submitted by the Learning Organisation is otherwise found to be incorrect, the Authority will look to reclaim any funds which were paid out based on that data submission. This may be done through making adjustments to subsequent payments to the Learning Organisation. The Authority also reserves

the right to suspend payments to the Learning Organisation where data quality gives rise to concern about the accuracy of the data provided by the Learning Organisation.

Confirmation and Signatures

The learner or employer must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.

We accept electronic evidence, including digital signatures, but you must have wider systems and processes in place to assure us that residents exist and are eligible for funding.

Both electronic and digital signatures are acceptable, we do not specify which should be used, only that a secure process to obtain and store signatures is followed:

- an electronic signature is defined as any electronic symbol or process that is associated with any record or document where there is an intention to sign the document by any party involved. An electronic signature can be anything from a check box to a signature and/or
- a digital signature is where a document with an electronic signature is secured by a process making it non-refutable. It's a digital fingerprint which captures the act of signing by applying security to a document. Usually documents which have a digital signature embedded are extremely secure and cannot be accessed or amended easily.

Performance Management

The Learning Organisation must submit a delivery profile for each Skills Bootcamp at the start of the contract which will be used to monitor delivery performance.

The Learning Organisation must attend as a minimum monthly performance review meetings with the Authority and will be required to present relevant/requested Learning Organisation management information, to include, but not restricted to, delivery performance, subcontractor performance, delivery risks and mitigations. This will include a review of performance against the following Key Performance Indicators outlined in your contract.

The Learning Organisation must attend provider briefing sessions, ran quarterly.

We will review delivery progress against the delivery profile on a monthly basis. We may if applicable, adjust the planned values accordingly where delivery is predicted to vary from delivery profile. We will use our approach to funding to make sure learning provision is of a high quality. This means a Learning Organisation's Call-Off Contract value may be reduced in year if delivery is behind profile.

We will use your track record to assess your ability to deliver education and training to the required standard.

We will not increase your allocation through our performance-management process and may reduce or remove your allocation if one or more of the following is true:

- Your overall Ofsted grade is inadequate.
- You are in formal intervention for performance measures.
- You have significantly under delivered against your contract value in previous years.
- You are subject to an investigation for breach of contract and/or failed audit.

As part of our funding assurance work, we will continue to monitor compliance with these funding rules. We will carry out audits to check compliance and report on areas that require attention and areas of good practice.

There will be a programme review in the 2024-25 financial year – taking place at the end of November/December 2024 and in 2025-26 financial year – taking place at the end of November/December 2025. This is to allow the Authority to maximise spend and meet unexpected or changing demand in the Skills Bootcamps programme. At these points we may adjust values based on delivery to date and planned delivery.

You must engage with the Quality and Compliance team to support continuous improvement of your Skills Bootcamp delivery.

You must demonstrate that you have addressed and acted on any actions raised as part of the Audit, Quality Assurance and Improvement process.

You must demonstrate you have considered any recommendations raised.

Learning Organisations should note that failure to make reasonable efforts to achieve good outcomes for learners will be considered a breach of contract.

Table 3: Key Performance Indicators (KPIs)

Key Performance Indicator	Descriptor	Minimum expected level of achievement
Guaranteed interview for each learner on the Skills Bootcamp	Interview must be for a job (which can be an Apprenticeship) (or access to new opportunities in the case of the self-employed). The interview must be for a job that matches the skills acquired by the Learner through the successful completion of the Skills Bootcamp.	100%
Career progression	<p>Learners not in work/independent Learners: Should get a new job (which can be an Apprenticeship) within 6 months of completion of their Skills Bootcamp, that utilises the skills acquired in the Skills Bootcamp</p> <p>Employed Learners being supported by their employers: Should get a new or different role with additional responsibilities within 6 months of completion of their Skills Bootcamp, that utilises the skills acquired in the Skills Bootcamp.</p> <p>Self-employed Learners: Should secure new opportunities/contracts within 6 months of completion of their Skills Bootcamp, that utilises the skills acquired in the Skills Bootcamp</p>	75%
New skills	Learners who successfully complete a Skills Bootcamp will have acquired new skills within the scope of the Skills Bootcamp programme.	100%
Referral to alternative opportunities	Learners who are unsuccessful at post completion interview should be referred to other job and training opportunities.	100%
Learner drop-out rates	Robust recruitment and Learner support processes must be in place to minimise Learner drop-outs.	<= 20%

Key Performance Indicator	Descriptor	Minimum expected level of achievement
Employer engagement	Every Skills Bootcamp should be able to evidence Employer Engagement at the Design Stage, during the Delivery Stage and Post Skills Bootcamp Stage, supporting the Learner into the improved outcome.	100%
Employer co-funding	<p>Where they are training their own existing employees*, all employers must co-fund the training with a cash contribution.</p> <p>*Existing employees are defined as someone directly employed by the employer, not a worker, sub-contractor freelancer, director or officeholder. However, where a director or office holder is also an employee the employer will be expected to contribute. Further information on employment status is available.</p> <p>** SME defined as an employer with less than 250 employees.</p>	<p>=/30% of Skills Bootcamp Cost</p> <p>=/10% of Skills Bootcamp cost if the employer is an SME**</p>
Social value	<p>Total percentage of full-time equivalent (FTE) people from groups under- represented in the Learning Organisation workforce employed under the contract, as a proportion of the total FTE contract workforce</p> <p>Contractor to declare percentage position at contract start and achieve a 10% improvement on that starting position by contract end. i.e., If at contract start the 20% are from under-represented groups, a 10% improvement would mean that by contract end 22% are from under- represented groups.</p> <p>Under-represented groups include, but not exclusively ethnic minority background, disability, female, veterans, prison leavers.</p>	10% Improvement within the lifetime of the contract from the starting position

The Authority will review delivery progress against the delivery profile on a monthly basis. The Authority may, if applicable, adjust the planned values accordingly where delivery is predicted to vary from delivery profile.

You must engage with the Authority to support continuous improvement of your Skills Bootcamp delivery and demonstrate that you have taken action against their recommendations.

The Learning Organisation should note that failure to make reasonable efforts to achieve good outcomes for learners will be considered a breach of contract.

Subcontracting

Learning Organisations must select their subcontractors fairly and without discrimination and must comply with any procurement rules that apply when doing so, including the Public Contracts Regulations 2015. Learning Organisations must have a written contract with their subcontractor before the subcontractor commences the delivery of the proposed subcontracted services it must set out the respective responsibilities of both the institution and the subcontractor. The contract must entitle the institution to exercise management controls over the subcontractor's activity including access by auditors appointed by either the institution or the funding body.

Learning Organisations are responsible and liable for all delivery through their subcontractors. This includes any omissions or errors that may occur. It is the responsibility of the Learning Organisation to review their own supply chain relationships and put in place their own contractual agreements for how they will manage their supply chain. The contracting lead Learning Organisation should decide if any party delivering any element of Skills Bootcamps is a subcontractor or not (see for useful guidance <https://www.gov.uk/employment-status/selfemployed-contractor>). The Learning Organisation may enter into one or more Sub-Contracts provided that it does so in accordance with Clause 18, Contract Schedule 1 (Service Requirements) and Contract Schedule 14 (Sub-Contracting) in the call off.

We recognise that arrangements in relation to sub-contracting may be subject to future change. You must alert your contract manager in advance of any planned changes to your subcontracting model including any plans to bring in new delivery partners. We reserve the right to reject any proposed subcontractors for any reason.

Learning Organisations must provide details of all delivery partners and their performance as part of their monthly Contract Monitoring Plan (CMDP) return. Learning Organisations must ensure that its subcontractors do not subcontract any of the services further to other Learning Organisations unless the Authority has given its permission for further subcontracting. Learning Organisations must not enter into any agreement for brokerage in relation to the service under this contract. Where the Authority requests it, the Learning Organisation must obtain an annual report from an external auditor if the aggregate total of services for which the Learning Organisation has entered into sub-contracts, exceeds or is anticipated to exceed £50,000 in any single contract year for service under a call off contract to deliver Skills Bootcamps.

Employer Engagement Performance Measure

Mobilisation

This will be measured at or before mobilisation.

The Learning Organisation will list on the learner datasheet the employers engaged with each of the Learning Organisations Skills Bootcamps (updated from bid stage) within that call off contract with the role of each employer and contact details provided. Learning Organisations must include satisfactory explanation of the differences between employers cited in bids or letters of support, and an updated list where some employers have dropped out with an explanation of any dropouts and replacement employers identified to ensure sufficient engagement and interviews for vacancies can be secured further on.

Point 1 - Understanding skills needs and learner screening This will be measured at or before commencement payment.

This will be measured at or before commencement payment.

Evidence confirming how at least one employer contributed to the learner screening process and that employer skills need informed the learner recruitment process, such as (but not limited to) one of the following learner screening activities:

- Confirming agreement with the employer regarding which learner eligibility requirements are needed in addition to the standard Skills Bootcamps eligibility requirements, to ensure successful completion of the Skills Bootcamp OR
- Confirmation that no further eligibility requirements are needed as agreed with the employer based on their skills needs; co-designing recruitment criteria, interview criteria, or pre-interview recruitment assessments (for example situational judgement tests if applicable) with the employer; and/or the employer conducting learner recruitment activities, including interviews.

Depending on the form of employer engagement from the list examples of acceptable forms of evidence for this stage may include:

- Email/written statement or confirmation from the employer.
- Photograph of the employer engaging with the learner screening process with supporting email/written confirmation from the Learning Organisation explaining what the photo indicates.

The authority reserves the right to amend/expand this list as necessary and where it does so will confirm the requirements in the further call for competition.

Point 2 – Course content agreement

This will be measured at or before commence payment.

Evidence confirming that at least one employer engaged in at least one of the ways below to ensure effective course content alignment with existing skills need:

- Engagement on the part of the employer in the co-design or co-development of the Skills Bootcamp to ensure that course provision will meet their existing skills need and what form this engagement took.
- Contribution of feedback by the employer on the course design process regarding ensuring that the Skills Bootcamp's course design would meet their existing need with confirmation of how this was implemented.
- Course content was approved by the employer as meeting the requirements of actual vacancies they hold or expect to hold within the next 12 months, or that the Skills Bootcamp meets their needs to train their own employees for a new role or new responsibilities

Depending on the form of employer engagement from the list examples of acceptable forms of evidence for this stage may include:

- Email/written statement or confirmation from the employer.
- Photograph of the employer engaging with the course content agreement process with supporting email/written confirmation from the Learning Organisation explaining what the photo indicates.
- The authority reserves the right to amend/expand this list as necessary and where it does so will confirm the requirements in the further call for competition.

Point 3 – Course Delivery

This will be measured at or before completion payment.

Evidence confirming that at least one employer was engaged in the delivery of the Skills Bootcamp and what form this took, for example via (but not limited to) one or more of the following activities:

- Employer presentation(s).
- Employer panel talk(s).
- Employer-delivered course content.
- Employer-led visit(s) to a workplace.

- Learner mentoring or coaching session(s) providing learners with feedback on their work/performance.
- Employer-led insight day(s).
- Employer-led interview training and/or mock interview(s).

Depending on the form of employer engagement from the list examples of acceptable forms of evidence for this stage may include:

- Email/written statement or confirmation from the employer confirming they participated in one or more of such course delivery activities.
- Photograph of the employer engaging with the course delivery process via one or more of the above course delivery activities or equivalent with supporting email/written confirmation from the Learning Organisation explaining what the photo indicates.

The authority reserves the right to amend/expand this list as necessary and where it does so will confirm the requirements in the further call for competition.

Point 4 – Course and Candidate Suitability Review

This will be measured at or before outcome payment.

Evidence via an employer survey (employer satisfaction questionnaire), confirming the level of satisfaction held by at least one employer on:

- The course's overall effectiveness in upskilling or reskilling learners to the required standard in the required skills, knowledge and behaviours as outlined in the original tender.
- The suitability of learner candidates who attended guaranteed interviews provided by the employer.

Acceptable evidence format for this stage:

- Completion of a Skills Bootcamp employer satisfaction questionnaire by the employer, which is then submitted as evidence via the Learning Organisation.

The authority reserves the right to amend/expand this list as necessary and where it does so will confirm the requirements.

OFSTED Inspection

OFSTED may, at any time during the Contract Period, undertake an inspection of the Learning Organisation.

When the Learning Organisation receives notification from OFSTED that the Services are going to be inspected, the Learning Organisation:

- Shall on request provide the Authority with details of its quality improvement activity, and any other relevant information at the same time as it submits it to OFSTED in accordance with the timescale specified by OFSTED.
- Must notify the Authority in writing of the date of the meeting at which OFSTED will give feedback on the inspection and allow the Authority' nominated representative to attend the meeting.
- Must confirm to the Authority in writing the outcome of the inspection within 5 working days of receiving OFSTED's report.

DfE Learner and Employer Evidence Checks

The DfE may conduct random sampling checks of learner and employer evidence throughout the duration of the grant period aligned to reporting periods. The DfE reserve the right to vary the volume and cadence of checks over the lifetime of the contract.

Publicity and Comms

Learning Organisations are required to publish course marketing information to the National Careers Service Course Directory.

Learning Organisations will use a self-service system to publish to the Course Directory to keep course information up to date. You will be able to publish new courses, make changes and remove courses in real time.

Skills Bootcamps are marketed as part of the Skills for Life campaign which will signpost people interested in Skills Bootcamps to this page. This will provide a greater reach to a larger and more informed audience, benefiting recruitment to Skills Bootcamps and increasing the diversity and readiness of the citizens applying to you.

We will provide full training and guidance and you will be supported by the Publish to the Course Directory Help Desk going forwards. Learning Organisations must adhere with DfE's communications guidance and Skills Bootcamps should be advertised, marketed and delivered in accordance with the specified naming convention and branding.

Your nominated contract manager will provide you with a pack that outlines the mandatory requirements along with some optional guidance to support you. Learning Organisations must promote Skills Bootcamps in such a way as to recruit an eligible, diverse group of learners:

- Opportunities should be promoted to eligible learners through a variety of channels based on those which are more likely to encourage applications from a wide range of adults, including those with protected characteristics.
- By making clear in communications the eligibility criteria for the Skills Bootcamp and that the training is free to learners.
- By making clear in communications the requirements and expectations of the Skills Bootcamps including the objective of moving to a new/better job.

Complaints

Learning Organisations, and where appropriate sub-contractors, must ensure that all applicants, learners, and staff linked to Skills Bootcamps delivery are aware of the Authority's Whistleblowing and [Complaints](#) policies and processes.

This will be monitored as part of the contract monitoring process.

A complaint is defined here as an expression of dissatisfaction with the services provided.

The primary responsibility for receiving feedback and investigating complaints in respect of the services will rest with the Learning Organisation (and where applicable, their subcontractors). Learning Organisations (and where applicable, their subcontractors) should have procedures in place to gather and act upon feedback and complaints. This should be well-advertised and an accessible mechanism (for example, a published webform, an email address or a phone number) to raise a formal complaint through for all applicants, learners, staff and others (e.g., engaged employers) linked to Skills Bootcamps delivery. This should be signposted as part of the onboarding process, alongside The Authorities Complaints procedure for Skills Bootcamps. The published procedures should outline the process, including any appeals process and timeframe for response. The Learning Organisation (or their subcontractor) will be responsible for resolving complaints in accordance with their own procedures and any guidance issued by The Authority. Once the Learning Organisation (or their subcontractor) has concluded its investigations, including any appeals process, it should inform the complainant in writing (letter or email) of the final outcome. The Learning Organisation (or their subcontractor) should ensure it has in place and complies with an effective whistleblowing procedure, whereby staff may raise in confidence concerns about possible malpractice without fear of victimisation, subsequent discrimination, or disadvantage. This will be monitored as part of the contract monitoring process.

Learning Organisations (or their subcontractors) should ensure they retain a record of complaints received.

At a minimum this includes:

- Date received.
- Complainant name.
- Summary of complaint.
- The Provider (or their subcontractor) response to complaint at each stage of their published complaint procedure, including any appeal process. If the Authority requests a record of the Learning Organisations (or their subcontractors) complaints log, it should be provided within 5 business days from the date of request.



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