South Yorkshire Mayoral Combined Authority
Skills Bootcamps 2025/2026
Funding and Performance Management Rules Version 1

Contents

Introduction

The purpose of Skills Bootcamps is to support adult learners to gain skills which will lead them to meaningful, sustained and relevant employment. South Yorkshire commenced procurement and delivery of Skills Bootcamps in 2023 and the South Yorkshire **Skills Strategy** sets out a clear framework for how we will support residents undertaking Skills Bootcamps across South Yorkshire to succeed.

In addition to our Skills Strategy. there are a number of other national, regional and local plans which will inform how we focus the ways we deploy Skills Bootcamps funding for 2025/2026 and beyond.

Connect to Work, Growth Accelerator, UKSPF and the Economic Inactivity Trailblazer under the programme **Pathways to Work** will support economically inactive residents across South Yorkshire to access work or move closer to the labour market and develop skills to support them into employment with consideration of longer-term career progression.

Our **Local Skills Improvement Plan** (LSIP) has a focus on the need for improved levels of baseline digital skills as well as the need for specific digital skills to allow working residents to be able to adapt to new technologies and ways of working in order to access and safeguard good quality jobs locally.

The **Plan for Change** target to build 1.5million homes across the country will mean we need to ensure that South Yorkshire residents have the right skills fit for the future in expanding the building workforce to support this ambition.

The SYMCA **Plan for Good Growth** highlights four growth areas within South Yorkshire where SYMCA aims to increase regional income and investment with a view to securing more high paid jobs locally.

The **National Industrial Strategy** has identified a number of sectors which resonate with the targets SYMCA have set out to government including Advanced Manufacturing, Clean Energy, Defence, Digital and professional and business services.

The focus of our delivery in 2025/2026 will be to align Skills Bootcamps provision with our skills strategy mission areas and to increase provision across both DfE's priority sectors, and our local priority sectors.

SYMCA Skills Strategy Mission Areas

1. Moving those far from the labour market into work or ready for work.
2. Raise attainment of core knowledge and skills.
3. Increasing the supply of a high skilled workforce.

Whilst Skills Bootcamps support all three missions, the programme is the most strategically aligned to Mission 3 with a focus on upskilling and partnership with employers

for employment opportunities.

SYMCA Target Sectors

At the end of 2024 SYMCA confirmed the following priority areas with government:

1. Advanced Manufacturing and Engineering, with particular application and nationally specialised clusters in Clean Energy, Defence and Aerospace;
2. Life Sciences, with particular application in preventative health, sport science, food engineering, precision medical devices, workforce health and wellbeing; and
3. Tech, digital and creative, in service of local industrial strengths, as well as in EdTech, MedTech, and hardware.

   Additionally, SYMCA considers local LMI to inform programme commissioning aligned to skills gaps and job vacancy demand.

1.   Background to Skills Bootcamps

1.1.   These rules contain conditions of funding for the delivery of Skills Bootcamps in South Yorkshire.

1.2.   The content and requirements set out in this document apply to all learning organisations delivering Skills Bootcamps provision to both residents and those working for South Yorkshire employers funded by the Authority.

1.3.   The principal purpose of Skills Bootcamps aims to secure benefits for adults aged 19+ 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.

1.4.   The Authority is focused on securing positive outcomes for residents and as such it places significant importance on the quality of the initial assessment and prior attainment, enabling residents to meet their current and future goals.

1.5.   These rules do not apply to:
   - Apprenticeships
   - Advanced Learner Loans
   - UK Shared Prosperity Fund (UKSPF)
   - Pathways to work
   - Adult Skills Fund
   - Free Courses for Jobs (FCFJ)
   - Skills Bank
   - Any other government or MCA funded programmes unless explicitly confirmed by the Authority

1.6.   This document forms part of the terms and conditions of funding and must be read in conjunction with the funding agreement and/or contract. Learning organisations must operate within the terms and conditions of the funding agreement/contract and the ILR specification. Failure to do so is a breach of the funding agreement with us.

1.7.   The Skills Bootcamps funding rates and rules will be regularly reviewed, and learning organisations will be notified of any changes. Learning organisations must have due regard to the Authority's priorities as informed by the SYMCA Skills Strategy (Skills-Strategy-March-2024.pdf (southyorkshire-ca.gov.uk) and the Local Skills Improvement Plan (Local Skills Improvement Plan - Doncaster Chamber (doncaster-chamber.co.uk). Learning organisations should read these core documents and familiarise themselves with our ambitions and priorities.

1.8.   All information, including hyperlinks were correct when this document was published, and the Authority reserves the right to make changes to these rules.

Understanding the terminology

1.9.   The term 'we' is used in this document it is referring to the South Yorkshire Mayoral Combined Authority (SYMCA).

1.10.   When we refer to 'you' or 'learning organisations', this includes Colleges, Higher Education Institutions, Training Organisations, Local Authorities, and other organisations who will receive funding from us to deliver education and training to residents of South Yorkshire. We will use the generic term 'you' or 'learning organisation' unless the requirements only apply to a specific learning organisation type.

1.11.   We use the term 'funding agreement' to include:
- Grant Funding Agreements (grant agreements with locally based colleges and Local Authorities within South Yorkshire and certain other learning organisations with a base in South Yorkshire that are s.28 designated with a proven track record of delivery);
- Contracts;

1.12.   We use the terms 'resident' and 'learner' to cover those South Yorkshire residents whose provision is funded by the Authority. Eligible Residents will have a post code which confirms they reside in Barnsley, Doncaster, Rotherham, or Sheffield for the duration of their learning. The DfE will release a file with eligible postcodes here https://www.gov.uk/government/publications/uplift-factors-and-postcode-files

1.13.   We use the term 'provision' or 'learning' to refer to all learning that we fund, whether it is a regulated qualification or non-regulated qualification as detailed in the Find a Learning Aim Service - https://submit-learner-data.service.gov.uk/find-a-learning-aim/ or as agreed with the Authority.

1.14.   If we refer to 'learning aims', we mean a single episode of learning which could be a regulated qualification, a component of a regulated qualification or non-regulated learning.

1.15.   You can contact us at skillsbootcamp@southyorkshire-ca.gov.uk or you can contact your nominated Grant/Contract Manager as detailed in your contract.

1.16.   We may refer to this document as 'funding rules' or 'the rules'.

2.   Principles of funding

2.1   The overall aims of 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.

2.2   These funding rules apply to all learners starting Skills Bootcamps provision. You must check the eligibility of the learner as we will not fund learning for an individual whilst they remain ineligible. You must not fund a learner who is unable to complete a learning aim or programme of study in the time available.

2.3   You must not transfer, cross or double fund learning supported by Skills Bootcamps for learners with:
- Skills Bootcamps from national DfE funds;
- Skills Bootcamps from other devolved / ringfenced budgets;
- Apprenticeships;
- DfE funded 19+ Free Courses for Jobs;
- SYMCA funded 19+ Free Courses for Jobs;
- Any other Combined Authority Free Courses for Jobs;

- Advanced learner loans bursary fund;
- Advanced learner loan facility.
- DfE funded Adult Skills Fund;
- SYMCA funded Adult Skills Fund;
- Any other Combined Authority Adult Skills Funding:
- UK Shared Prosperity Fund (UKSPF);
- Any other training provision funded by SYMCA or the Government unless explicitly confirmed by the Authority.

2.4 DfE 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 (SYMCA) Skills Bootcamp, they must ensure that they are delivering two separate sets of activities to receive funding from both programmes for an individual learner and must inform their SYMCA contract manager that the individual is engaged in the delivery of both programmes.

2.5 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.

2.6 Learning Organisations have a contractual 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.

2.7 Learners may transfer between Skills Bootcamps within a 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 two Skills Bootcamps maximum within a year.

2.8 You must complete learner records accurately, including the resident's Unique Learner Number (ULN) field, in order to access Authority funding. it is particularly important that, as part of your initial assessment, you ensure the resident's postcode relates to where the individual resides or works at the start of their programme of learning. Should any changes occur in year the Learner Record Service information must be updated.

2.9 You must hold evidence to assure the Authority that you are using the funding appropriately. We retain the right to request performance management information and related evidence as part of our ongoing risk-based performance management process.

2.10 We expect high quality provision delivering measurable impact on the progression

and outcomes for our residents and value for money for the public purse.

2.11 The Authority supports sub-contracting where it:
- Extends the breadth and reach of provision to under-represented or hard to reach residents, provides opportunities to offer small scale, niche, or specialist provision; or
- Encourages employers to recruit and develop their workforce.

2.12 You must take your own legal advice about the impact of the Public Procurement Act 2023 on your recruitment of delivery Sub-contractors and have this advice available for inspection by us on request. If your organisation does not apply a rigorous sub-contracting due diligence process, we will review your funding arrangements and limit your ability to sub-contract provision.

2.13 Additional information on sub-contracting can be found at section 5 of this document and within your Grant Agreement or Contract for Services.

2.14 For Skills Bootcamps the Authority has a minimum grant or contract value of £50,000. We may at our discretion consider on a case-by-case basis contracts under this value only if there is a strong demonstration of strategic fit to local priorities and/or the provision is niche in nature.

2.15 We will in advance of the commencement of a Skills Bootcamps contract:
- Undertake additional onboarding activities which may include (but are not limited to) teams and face to face sessions with SYMCA officers for any new learning organisations starting delivery,
- Undertake an initial review of all learning organisations including checks on Ofsted grading;
- Undertake a due diligence exercise;
- Agree a Delivery Plan (the value of which forms part of your grant or contract);
- Develop and agree a payment schedule.

Contract Period

2.16 Learning Organisation contracts will be awarded and run until 30th September 2026. 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. Learning Organisations cannot move contracted provision between different Skills Bootcamps within their contract (including learner volumes) without prior approval from SYMCA.

2.17 The Learning Organisations contract/s will be for the duration as stated in each individual contract. All contracts awarded under this opportunity will be subject to available budget, resource and successful completion of suitable due diligence processes. SYMCA reserves the right to extend the contract for a further period of

12 months, this will be subject to performance, demand including job vacancies available in the region, alignment to strategic priorities and funding availability.

2.18 Milestones 1 and 2 must be completed by 31 March 2026. Learner outcomes must be achieved within six months after the learner has completed their course and no later than 30th September 2026 – whichever comes first.

2.19 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.

Fees and charging

2.20 You must not make compulsory charges relating to the direct costs of delivering a Skills Bootcamps to learners.

2.21 Employers must co-fund a Skills Bootcamp if they are seeking to upskill their own workforce.

2.22 Where an employer is training an existing employee, they must contribute to the cost of the course. In the case of large employers, SYMCA will cover 70% of the cost of the Skills Bootcamp per employee, with the remaining 30% of the agreed learner rate to be funded by the employer.

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

2.24 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.

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

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

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

2.28 If a learner needs a Disclosure and Barring Service (DBS) check to participate in learning, you cannot charge them for this. If the learning is associated with the learner's employment, their employer is responsible for carrying out and paying for this check.

Qualifying days for funding

2.29   For funding purposes, 14 qualifying days means that the learner completed an initial assessment, attended day 1 of their Skills Bootcamp and undertook the required study and remained on the programme on day 14 (calendar days). The 14 qualifying days of the training course must include a minimum of 10 guided learning hours.

Guided learning hours (GLH)

2.30   Guided Learning is the activity of a learner being taught or instructed by – or otherwise participating in education or training (including placement, onsite or practical education or training) under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, with the simultaneous presence of the learner and that person in the same physical or virtual space. This could include, but is not limited to, simultaneous presence: in a classroom, in a virtual classroom or breakout room, on site, placement, or other physical learning environment.

2.31   GLH can include learners being taught content in the same physical or virtual space (such as a classroom style delivery), as well as undertaking project work, workshops and assessments which are under the regular guidance, supervision and support of a tutor i.e. the tutor is 'circulating', checking in on groups/learners, offering advice, guidance and feedback, asking prompt questions to stimulate ideas, getting learners on the right path etc. This can also include work-based activities and coaching and mentoring among others

2.32   GLH does not cover examples where learners are instructed to do a project independently, in groups or alone where the tutor is not regularly supporting or interacting in the ways described above i.e. it does not include time spent on unsupervised preparation or study, whether at home or otherwise. It also does not include optional, drop-in sessions that learners can book in addition to the planned guided learning hours set out. It does not include watching recordings from live, or prerecorded sessions.

Breaks in learning

2.33   You and the learner can agree to suspend learning while the learner takes a break from learning. This should be discussed with SYMCA before final agreement with the learner. We will not fund a learner during a break in learning.

2.34   You must record the date a learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks in learning can be found in the ILR provider support manual for 2025/2026. Individualised Learner Record (ILR) technical documents, guidance and requirements (submit-learner-data.service.gov.uk)

2.35   You must have evidence that the learner agrees to return and continue with the

same learning aim; otherwise, you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.

2.36   You must not use a break in learning for short-term absences, such as holidays or short-term illness.

Learner eligibility

2.37   Additional information on eligibility is contained in Annex A.

3.   The Skills Bootcamp Delivery Model

Eligible Non-Regulated learning

3.1   Skills Bootcamps are intensive, level 2 -5 or equivalent flexible training courses delivered 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 (included for those self employed).
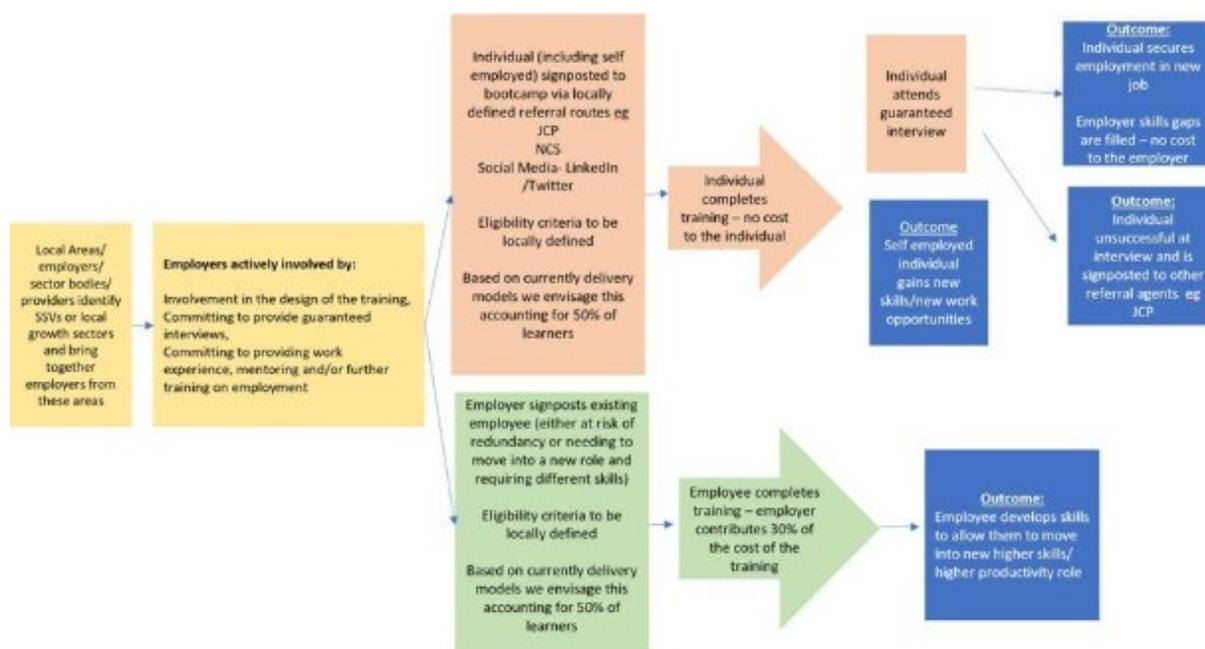
3.2   The following are the core features of a Skills Bootcamp, and all must be included within every Skills Bootcamp that is funded and delivered by learning organisations contracted by the Authority:
- Skills Bootcamps must be available to all adults aged 19+ who are either employed, self-employed or unemployed;
- Skills Bootcamps training must be free to the learner;
- Skills Bootcamps will be delivered at levels 2-5 (or equivalent);
- Skills Bootcamps should be delivered up to 16 weeks (no longer);

- Skills Bootcamps must include guaranteed interviews for unemployed or individuals after a career change (fully funded) participants, or an offer for an interview for a new role/responsibilities within the current employer for co-funded learners for a job that utilises the skills acquired through the Skills Bootcamp. They should enable new opportunities to be available for self-employed learners to use the training to get new work or contracts;
- Skills Bootcamps must provide wraparound career and personal development support to learners;
- Skills Bootcamps will target skills areas where there are evidenced skills gaps nationally, regionally or locally, and which require a training intervention;
- Learning organisations must design Skills Bootcamps with employers, who should be involved in the design, delivery and interviews of Skills Bootcamps.
- Employers must co-fund Skills Bootcamps per employee if they are seeking to upskill their own workforce;
- Skills Bootcamps must always be designed to lead to a positive job outcome (New job, new role or responsibilities, accelerated apprenticeship of self-employed opportunity) with longer term higher earning potential (better jobs) and better productivity;
- Skills Bootcamps will operate a payment-by-payment milestone (milestone 1, 2 and 3) based on supporting evidence per payment claim system;
- Skills Bootcamps must provide a minimum of 60 guided learning hours (GLH), unless otherwise set out with a contract e.g. HGV at 20 GLH minimum.

Employer Engagement and Involvement

3.3   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 are required by SYMCA to provide evidence of its work with employers. This could be in support of a quality and compliance assurance visit or to inform our performance management processes. This could include the provision of behavioral 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. SYMCA reserves the right to speak to employers you are working with, as appropriate.

Payment Milestones

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

Table 1: 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 at Section 6.

Commencement	Contract Delivery	Outcome
	Course completion and interview offered	*On job offer (or equivalent)*
40%	30%	30%
Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment The 14 qualifying days of the training course must include a minimum of 10 guided learning hours. Learning organisations must achieve Starts by 31st March 2026 in line with delivery plans and in time to achieve Completions by this deadline also. The Provider should report on the next monthly reporting cycle any new learner Starts via the ILR, Contract Monitoring Plan and Learner Datasheet.	Finishing the training and completion of a final assessment for all learners , and; • For the independent learner: an offer of an interview with an employer for a live paid job vacancy that will utilise the skills obtained on the Skills Bootcamp, which meets the criteria set out under the service requirements • For the co-funded learner: an offer of an interview for a new enhanced role/responsibility within the current organisation, which meets the criteria set out in the service requirements • For the self-employed learner: written confirmation of how the new training has been/will be applied to get new opportunities (work or contracts), which meet the criteria set out in the service requirements 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. The Provider should report on the next monthly reporting cycle any new learner Completions via the ILR, Contract Monitoring Plan and Learner Datasheet.	• For the independent learner: An offer for a paid job which meets the criteria set out in the service requirements • For the co-funded learner: The offer or commencement of a new enhanced role/responsibility within the current organisation, which meets the criteria set out in the service requirements • For the self-employed learner: Learner has secured new opportunities (work/new contracts), which meet the criteria set out in the service requirements 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. Learning organisations should note that the learner must have finished the training element and final assessment of the Skills Bootcamp, in line with the declared GLH in your bid, for the provider to be able to claim a Positive Outcome payment. Learning organisations must achieve Positive Outcomes within the six months after the training is finished (and not 6 months after the claim for Milestone 2). Learning organisations should track learners within this 6-month period until the learner achieves a positive outcome. The Provider should report on the next monthly reporting cycle any new learner Positive Outcomes via the ILR, Contract Monitoring Plan and Learner Datasheet.

We recognise 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/Contract Manager to confirm what

evidence requirements are expected to enable a claim to be made.

HGV Payment Milestones

Within the DfE national contracts 4 payment milestones were agreed within some (novice courses) HGV Skills Bootcamps due to delays in testing availability and learning organisations outgoings for these early on in the course. These are set out below:

	Pathway A – Novice to CAT C	Pathway B – Novice to CAT C, then CAT C+E	Pathway C – Novice to CAT C, then CAT C+E, plus Additional Elements
Payment Milestone 1 20%	Eligibility and suitability checks: including attained provisional licence	Eligibility and suitability checks: including attained provisional licence	Eligibility and suitability checks: including attained provisional licence
Payment Milestone 2 30%	Passed Theory test, completed the practical training and taken a practical test	Passed Theory test, completed the practical training and taken a practical test	Passed Theory test, completed the practical training and taken a practical test
Payment Milestone 3 20%	Passed Practical Test and passed CPC mod 4 and evidence of job interview	Passed Practical Test and passed CPC mod 4 and evidence of job interview	Passed Practical Test and passed CPC mod 4 and evidence of job interview
Payment Milestone 4 30%	Evidence of CAT C job offer / commencement of new role / self-employed outcome	Evidence of CAT C or CAT C+E job offer / commencement of new role / self-employed outcome	Evidence of CAT C or CAT C+E job offer / commencement of new role / self-employed outcome

	Pathway D – existing CAT C upgraded to CAT C+E	Pathway E – Existing HGV upgrade to ADR Packages / Tanker	Pathway F – Existing HGV upgrade to ADR Tankers plus PDP	Pathway G – Back to Wheels Refresher into previous existing category	Pathway H – Back to Wheels Refresher with Upgrade to CAT C+E
Payment Milestone 1 40%	Completion of relevant training	Completion of relevant training	Completion of relevant training	Completion of relevant training	Completion of relevant training
Payment Milestone 2 30%	Successfully passed Practical Test and evidence of a Job Interview	Successfully passed Test including Practical and evidence of a Job Interview	Successfully passed Test including Practical and evidence of a Job Interview	Evidence of up-to-date Driver CPC and a Job Interview	Successfully passed test including practical and evidence of a Job Interview
Payment Milestone 3 30%	Evidence of a CAT C+E Job offer or commencement of a new role / self-employment outcome	Evidence of an ADR Job offer or commencement of an ADR role / self-employed outcome	Evidence of a PDP Job offer or commencement of a PDP role / self-employed outcome	Evidence of CAT C or CAT C+E job offer or commencement of new CAT C or CAT C+E role / self-employed outcome	Evidence of CAT C+E job offer or commencement of new role / self-employed outcome

Prior Attainment and experience

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

3.6   The Learning Organisations must use stringent screening, application and CEIAG processes to ensure learners have the right qualities and behaviours to complete the course and secure an outcome. 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 behaviors that the Skills Bootcamp is designed to help them acquire.

3.7   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).

4.   Who we will fund

4.1   We will fund individual learners who meeting all the following criteria:
- Be aged 19 or older, on or before 31st August within the DfE funding year 1st August – 31st July
- **have the right to work in the UK**. This can be checked on [gov.uk/view- right-to-work](gov.uk/view-right-to-work) **and**
- **meet residency requirements.** Learning Organisations should refer to Annex A of these rules before accepting an individual onto a Skills Bootcamp **and**
- **live in England**, further detail is provided in paragraph 4.3.

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

Learners must be aged 19 or older:

On or before **31st August 2024** for Skills Bootcamps starting between **1st April 2025 and 31st July 2025**

On or before **31st August 2025** for Skills Bootcamps starting between **1st August 2025 and 31st March 2026**

4.3   Please see below some examples on how the age eligibility rule applies to different learners who turn 19 at certain points in the year:
- Learner A is 19 on 23rd June 2025, the Skills Bootcamp starts on 15th September 2025. Learner A is eligible for this Skills Bootcamp as Learner A turned 19 before 31st August 2025.
- Learner B is 19 on 2nd September 2025, the Skills Bootcamp starts on 10th October 2025, unfortunately learner B is not eligible for the skills bootcamp. Learner B needed to be 19 on or before 31st August 2025. Learner B will be eligible for bootcamps that start from 1st August 2026 onwards.
- Learner C is 19 on 30th August 2025, the Skills Bootcamp starts on 20th August 2025, Learner C is eligible for this Skills Bootcamp as learner C will turn 19 before 31st August 2025.

- Learner D is 19 on 9th February 2025, the bootcamp starts on 10th May 2025, unfortunately learner D is not eligible for the Skills Bootcamp. Learner D needed to be 19 on or before 31st August 2024. Learner D will be eligible for bootcamps that start from the 1st August 2025.

4.4   You must check the eligibility of the learner ensuring they reside or work (for those who are co-funded by an existing employer) within the local authority areas of Barnsley, Doncaster, Rotherham and Sheffield at the start of each Skills Bootcamp and only claim funding for eligible residents unless otherwise agreed in writing with the Authority. Please refer to the following:
- Learner Eligibility – Annex A of this document

Target Groups

4.5   All Skills Bootcamps must be open to all eligible learners within the communities they serve, including those employed, not in work or self-employed, and those on Temporary Release.

4.6   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.

Learners in The Armed Forces

4.7   We will fund Armed Forces personnel, Ministry of Defence (MoD) personnel or civil and crown servant's resident in South Yorkshire who meet the criteria in section 3, and where learning takes place in South Yorkshire. We will class members of the British armed forces on postings outside of the EU, including their family members, as ordinarily resident in the UK.

4.8   Members of other nations' armed forces stationed in South Yorkshire, and their family members, aged 19 and over, are eligible for DfE funded Skills Bootcamps, set out in section 3, if the armed forces individual has been ordinarily resident in England for the previous 3 years on the first day of learning.

4.9   We will not fund family members that remain outside of England

Learners temporarily resident outside of South Yorkshire

4.10   Learning organisations cannot claim for the additional expense of delivering learning outside of South Yorkshire.

Learners who live in Wales, Scotland or Northern Ireland

4.11   Wales, Scotland and Northern Ireland have their own funding arrangements. You must develop arrangements with the relevant devolved administration if you are planning to deliver a significant quantity of learning to learners who do not live in

South Yorkshire.

4.12   You must not claim funding for individuals who do not meet the eligibility criteria set out above. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:
- Those who are in the UK without authority or lawful status.
- Those who are resident in the United Kingdom on student visa unless they are eligible through meeting any other of the categories described in Annex A.
- Non-EEA citizens who are in the United Kingdom on holiday, with or without a visa.
- Non-EEA citizens who are a family member of a person granted a student visa, have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous three years on the first day of learning.
- Those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.
- Learning organisations must not fund learners who do not have enough time left on their visa to complete the course and/or programme of learning and who do not intend to or will not be eligible to re-new their visa.
- Where a course continues past a learner's visa expiry date learning organisations may at their discretion fund that learner only where they have a high degree of certainty that the learners intends and will be eligible to re-new their visa.

4.13   Armed Forces family members that remain outside of South Yorkshire.

5.   Sub-contracted provision

5.1   In advance of any new subcontracted provision permission must be sought from the Authority to proceed. Any learning found to have been subcontracted without prior approval from SYMCA may be subject to claw back of funds.

5.2   The Authority defines subcontracting any contract between a learning organisation and a third party under which the learning organisation agrees to source any or part of the provision or service from that third party.

5.3   We define a delivery sub-contractor as a separate legal entity that has an agreement with you to deliver any element of the education and training, we fund. This may include for example (this is not an exhaustive list and acts as guidance only) recruitment of learners to a programme (learner find services), undertaking initial assessment and Information, Advice and Guidance (IAG) and services bought in which form part of the delivery of education and training. A separate legal entity also includes companies within your group, other associated companies, and sole traders. It also includes residents who are self-employed or supplied by an

employment agency, unless those residents are working under your direction and control, in the same way as your own employees for example a secondee.

5.4   Sub-contracted provision has an important role to play in the delivery of the Skills Bootcamps. Sub-contractors can help widen participation amongst niche groups that would otherwise be hard to reach. It will only be agreed where it meets one or more of the following:
- It enhances the learning offer
- It enhances the opportunities available to learners
- It fills gaps in niche of expert provision or provides better access to training facilities
- It supports and entry point for disadvantaged groups
- It is in response to SYMCA priorities.

5.5   Sub-contracting will be agreed as part of agreeing your Delivery Plan, the value of which will be part of your grant agreement or Call-off contract. You must gain SYMCA agreement if you wish to change your sub-contracted delivery or sub-contractors in-year.

5.6   You must take your own legal advice about the impact of the Procurement Act 2023 on your recruitment of delivery Sub-contractors and have this advice available for inspection by us on request. If your organisation does not apply a rigorous sub-contracting due diligence process, we will review your funding arrangements and limit your ability to sub-contract provision.

5.7   Any changes to sub-contractors or the amount of sub-contracting you want to undertake following agreement of your Delivery Plan must be discussed with your Contract Manager and follow a formal change control process detailed within your grant agreement or Call-off contract. Approval must be given by the Authority before you undertake any delivery. The Authority retain the right to reduce your Grant or Call-off contract if your sub-contracted provision is under performing.

5.8   Unless specifically authorised in writing by the Authority you **may only sub-contract the provision to one level**. For avoidance of doubt the sub-contractor must not further sub-contract the provision that has been subcontracted to it. This is to ensure that you retain clear and transparent control of the quality of training provision, and that proper and appropriate measures are in place to manage the learner experience.

5.9   We expect learning organisations will undertake due diligence on all learning organisations they have a subcontracting relationship with before going into a formal arrangement. The Authority reserves the right to undertake additional due diligence checks on those subcontractors proportionate to their contract value.

5.10   You must review your policy for delivery subcontracting annually. This policy must be signed by your governing body or board of directors and your accounting officer.

5.11   You must publish your policy for delivery subcontracting on your website before entering into any subcontracting agreements for the 2025 to 2026 funding year.

5.12   As a minimum you must include the following in your policy for subcontracting:
- How your management fee is applied to subcontractors:
- Your contribution to improving your and your delivery subcontractor's quality of teaching and learning:
- How you will identify the support required and associated costs for different delivery subcontractors:
- How and when you communicate and discuss your policy for delivery subcontracting with potential delivery subcontractors, or current ones for new learner starts:
- For each subcontractor, how you will determine a detailed list of your specific costs for managing them, quality monitoring activities and other support activities offered by you to the subcontractor:
- For each subcontractor, how you will determine each cost is reasonable and proportionate to delivery of their teaching or learning and how each cost contributes to delivering high quality learning:
- How you will ensure you describe to each subcontractor, before each subcontracting relationship is agreed:
- Your reason for subcontracting, and the services you will provide when subcontracting to them and the associated costs when doing so, including a list of specific costs for managing the subcontractor, specific costs for quality monitoring activities and specific costs for any other support activities offered by you to the subcontractor:
- Payment terms between you and your delivery subcontractors, including the timing of payment
- in relation to delivery and timescale for paying invoices and claims for funding received:
- Timing for review of your policy for subcontracting:
- where you publish your policy for subcontracting; and
- How you will align all subcontracting arrangements to SYMCA priorities.

6.   Evidence

6.1   You must hold evidence to assure us that you are using Authority funded Skills Bootcamps appropriately.

6.2   Please see Annex C for evidence requirements per Milestone.

6.3   You must make sure applications for Authority funded Skills Bootcamps, support your decision to claim funding and support the individual's case for consideration as ordinarily resident in England, or any exceptions set out in the residency eligibility' section.

6.4   In line with General Data Protection Regulations (GDPR), you must record in the evidence pack what appropriate documentation you have seen, rather than take

photocopies to prove eligibility.

Evidence pack

6.5   The evidence pack must contain evidence to support the funding claimed and must be available to us if we need it. We expect that learning organisations will undertake regular checks on learner evidence packs and ensure that the evidence matches what they have entered into the ILR.

6.6   Evidence in the pack must assure us that the learner exists.

6.7   The learner must confirm information they provide is correct when it is collected.

6.8   Where you hold information centrally, you only need to refer to the source.

6.9   If applicable, the evidence pack must confirm the following:
- All information reported to us in the ILR and the supporting evidence for the data you report and the costs you have incurred for funding claims.
- All milestone evidence as outlined in section 3.4
- Your assessment and verified evidence of eligibility for funding.
- Copies of all assessments and diagnostics undertaken to determine a learner's requirements (where applicable).
- Records to show independent careers education, information, advice and guidance has been given prior to the start of learning.
- Details and evidence of any employer contribution and/or include evidence and/or an explanation of why this was not collected.
- That learning is taking or has taken place and records are available.
- Signed Privacy Note – Employers.
- Signed Privacy Notice – Individuals.
- If applicable, a learner's self-declaration as to what state benefit/s they claim and a record of what evidence has been checked.
- A learner's signed self-declaration.
- Evidence of work experience placement (where applicable) and hours on placement.
- All records and evidence of achievement of qualifications/learning aims. This must be available within three months of you reporting it within the ILR.
- Details of end of course reviews and progression discussions undertaken.
- Records to show independent careers education, information, advice and guidance has been given on the next steps for the learner as well as throughout the learning where applicable.
- Employer engagement at design, delivery and/or outcome stage at cohort or programme level as appropriate.

6.10   SYMCA may conduct sampling checks of learner and employer evidence throughout the duration of the contract/grant period aligned to reporting periods. This may include contacting learners and employers to gain feedback.

6.11   Where the learner is unemployed, this must include a record of what you have agreed with them, including the relevance of the learning to their employment prospects and the labour market needs.

6.12   If a Sub-contractor delivers any provision to the learner, the learning organisation must clearly identify the subcontractor. This must match the information reported to us in the ILR.

Confirmation and signatures

6.13   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.

6.14   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.

6.15   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.

6.16   Where an electronic or digital signature is being held, from any party for any reason, you must ensure it is non-refutable. This includes the definitions of both wet and dry signatures. Systems and processes must be in place to assure to us the original signature has not been altered. Where any document needs to be renewed, and a new signature taken, it must be clear from when the new document takes effect, and both must be held.

6.17   You must keep effective and reliable evidence. You are responsible for making the evidence you hold easily available to us when we need it.

Starting, participating, and achieving

6.18   You can only claim funding for learning when directly related learning starts. This would not include enrolment, induction, prior assessment, diagnostic testing, or similar activities.

6.19   For your direct delivery, and any sub-contracted delivery, you and where relevant,

your sub-contractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering.

6.20   Delivery of the qualification (including learner registration with the awarding organisation) for direct delivery and any sub-contracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.

6.21   You must have evidence that the learning took place, and the learner was not certificated for prior knowledge.

6.22   Where the learning is certificated, you must follow the relevant awarding organisation's procedure for claiming the relevant certificate(s) and ensure the learner receives them. You must evidence this has happened in the evidence pack.

Leaving learning

6.23   You must report the learning actual end date in the ILR for a learner who leaves learning as the last day that you can evidence they took part in learning.

Individualised Learner Record (ILR)

6.24   You must accurately complete all ILR fields as required in the Learner Record even if they are not required for funding purposes.

6.25   The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible residents. You must not report inaccurate information that would result in an overstatement of the funding claimed.

6.26   Where your data does not support the funding you have claimed, we will take action to correct this, and we could recover funds you overstated.

6.27   Please see the following page for details on how to submit your ILR - https://guidance.submit-learner-data.service.gov.uk/24-25/ilr/overview

6.28   The Authority are currently in the process of developing an outcomes framework. The Authority reserves the right to implement participation during 2025/2026.

Self-declarations by residents

6.29   All self-declarations must confirm the learner's details and describe what the learner is confirming for requirements set out in this document.

7.   Payments, financial due diligence and audit

7.1   All learning organisations with a contract will be paid on actuals throughout the contract period.

Payment arrangements – Wave 5

7.2   Payments will be made to learning organisations in line with each payment milestone (three milestones in total) with supporting evidence:

- Skills Bootcamps will be paid on actuals in arrears. Payments will be made following claim submission; evidence checks undertaken and agreed and receipt of a supporting invoice quoting a relevant purchase order number.
- Payments will be made in line with contractual terms.
- Learning Organisations will need to ensure that they have enough cash flow available to accommodate these payment terms.

Payment Timeline

Day of Month	Action
6th of the month	Learning Organisation submits data to SYMCA
	Evidence checks undertaken on the data submitted (non ILR data)
	Authority confirms payment amount to the learning organisation
	Learning Organisation submits invoice to SYMCA for payment

Payment arrangements – Wave 6

7.3   You will be notified in advance of any in-year changes being made to the value of your contract through discussions with your Contract Manager. This applies to changes for under and/or over performance (which is subject to affordability and budget availability).

7.4   The Authority retains the right, based on the risk profile of your organisation, to decide what the payment schedule will be. The Authority has the right to pay on profile, actual delivery or if agreed as part of your delivery plan a different payment schedule.

Monthly Milestone Checks

7.5   The table below illustrates how often Milestone evidence checks will be undertaken based on the risk profile of a learning organisation:

Internal controls require attention	Evidence does not meet standard	100% monthly Milestone checks
Internal controls are generally effective	Evidence generally meets the standard *All new organisations	Monthly spot checks
Effective controls are in place	Evidence meets the standard	Quarterly spot checks

Payment Timeline

Day of Month	Action
Workday 4	Learning Organisation submits ILR to DfE
6th of the month	Learning Organisation submits non ILR data to SYMCA
Workday 5	DfE runs validation checks on ILR data submission
Workday 6	Authority receives occupancy report (ILR data)
	Learning Organisation submits invoice to SYMCA for payment
	Evidence checks undertaken on the data submitted (ILR and non ILR data) – see table at 7.5 for frequency

7.6   Detailed information on how the payment and performance management arrangements will be applied to your funding agreement in advance of the start date of your call-off contract. The Authority reserves the right to cease payments, should Learning Organisations be in breach of a contract.

7.7   The Authority, acting by itself or through its auditors have the right during the contract term and for a period of 6 years thereafter, to assess and audit compliance by the Learning Organisation and/or its key Sub-Contractors of the Learning Organisation's obligations under these rules and your contract.

7.8   Funding cannot be transferred in year between Grant and Call-off contracts should you be a Learning Organisation who has both types of funding agreements.

7.9   Funding cannot be transferred between Call-off contracts where companies as part of a wider group both hold contracts with the Authority.

Financial due diligence

7.10   In advance of your contract start date the Authority will undertake a financial due diligence review of all learning organisations (excluding Local Authorities). This review will help inform the risk-based performance management arrangements

which will operate with you in 2025/2026.

7.11   The Authority does not intend to publish the results of its internal financial due diligence review. The approach will include a review of the last 3 years financial statements, and the Authority will share the outcome of the review with each provider prior to contract issue and will confirm the approach that will be taken in relation to performance management for the 2025/2026 funding year.

Audit, assurance and compliance

7.12   In addition to the Authority's own financial assurance and compliance work (which may be undertaken by organisations working on the Authority's behalf), learning organisations will still be subject where appropriate to audit through the national systems operated by DfE such as set out in the Post 16 audit code of practice. The Authority, DfE are responsible for assurance of their own funds however working together they will minimise the administrative burden across the learning organisations for Skills Bootcamps learning and skills activity.

7.13   Where South Yorkshire learners are selected for sampling, compliance will be assessed against the Authority's funding and performance management rules.

7.14   The Authority will select a sample of learner files to check randomly using a method chosen by the Authority. The frequency, periodicity and size of the samples may change throughout the funding agreement period.   We will contact you approximately 3 weeks before to arrange a date for a quality assurance visit. The audit checklist and sample of learners will be sent to you 2 weeks before the visit is scheduled to take place. As part of our compliance monitoring, we will continue to monitor compliance with the funding rules. Where we identify you have submitted data that does not meet our funding rules and ILR requirements we will require you to correct inaccurate ILR and EAS data or adjust your final funding claim.

7.15   SYMCA reserves the right to increase the audit sample size and undertake an enhanced review of your learner files if learner withdrawal or overclaim rates exceed 20% of the initial sample reviewed.

Annual Quality Assurance Visits

7.16   The Quality and Compliance team from SYMCA will undertake a minimum annual quality assurance visit to all learning organisations to:
- Provide assurance that learning organisations are delivering skills, training and support to learners in line with programme principals and contractual obligations.
- Provide assurance that learning organisations are managing and administering funds in a responsible, efficient, transparent and accountable manner.
- Seek assurance that systems and processes are in place to safeguard public money and mitigate risk of malpractice and fraud.
- Validate the audit trail of evidence/learner files.

- Provide assurance of appropriate authentication and eligibility checks.
- Ensure delivery is in line with the Funding and Performance Management Rules.
- Ensure the programme is outcome focussed.
- Identify good practice and identify areas for improvement.
- We may also speak to employers and learners.

8. Contract Management and Performance Reviews

8.1 You must ensure throughout the period of the funding agreement you have all the necessary policies, systems, and processes in place to assure the Authority that you are using the Skills Bootcamps funding appropriately. In order to gain this assurance, the Authority's Education, Skills & Employment team will undertake regular performance reviews of all learning organisations.

8.2 The performance reviews will include, but not be limited to:
- Systems and processes
- ILR data
- Non ILR data
- Sample checks of learner files
- Next steps/learner outcomes
- Evidence of learner tracking for progression
- Sub-contracting arrangements
- Other contractual requirements
- Outcome of financial risk assessment and any action required
- Review of any action plan (where applicable)
- Actions arising from any quality assurance visits
- Review of your delivery plan
- Review of current performance including accuracy and timeliness of data reporting
- Review of risk
- Review of collaborative working arrangements
- Sub-contractor and supply chain performance (where applicable).

8.3 The purpose of any Performance Review is to ensure that you comply with the requirements in your individual Contracts/ Grant Agreements. The Authority will use the outcome of its performance review to ensure that you meet the requirement of your Grant agreement or Contract. Should you fail to meet the requirements and obligations, the Authority will take appropriate informal / formal action.

8.4 Informal/formal action may include:
- Agreeing a revised delivery plan
- Developing an action plan to resolve issues identified
- A notice of default/breach of contract and completion of a remedial action plan

8.5 In the event of non-compliance of the above this could lead to formal further

sanctions up to and including termination of contract/grant.

Ofsted inspection/monitoring visit

Please note that the Ofsted Inspection Framework is currently under consultation and is expected to change with implementation expected later in the 2025/2026 academic year.

8.6   Learning Organisations in receipt of a Grant Agreement or Call off contract who are awarded a Grade 4 Inadequate inspection grade from Ofsted will be expected to cease recruitment of any new learners onto their programmes from the date of the inspection feedback.

8.7   Learning Organisations who have a sub-contracting relationship with any provider who is awarded a Grade 4 Inadequate inspection grade from Ofsted will be expected to cease recruitment of any new learners with the Learning Organisation in question from the date of the inspection feedback.

8.8   Learning Organisations in receipt of a Grant Agreement or Call off contract who receive an insufficient progress grading in any of the themes as part of a monitoring visit from Ofsted, will be expected to cease recruitment of any new learners onto their programmes from the date of inspection feedback.

8.9   The Authority will not enter into any new Grant Agreements or Call off contracts with Learning Organisations who have been awarded a Grade 4 Inadequate rating by Ofsted.

8.10   The Learning Organisation must have an Ofsted rating of Good or Outstanding or a monitoring visit confirming a reasonable progress judgement covering all three themes (leadership and management, quality of training and safeguarding) as a minimum, from any of your provision. If you are not currently in scope for Ofsted or have not yet had your first Ofsted Monitoring visit or inspection an acceptable explanation and confirmation that the Learning Organisation is working towards the Ofsted Education Inspection Framework (EIF) is required.

Complaints

8.11   Learning Organisations, and where appropriate sub-contractors, must ensure that all applicants, learners, and staff linked to Skills Bootcamps delivery are aware of the DfE's Whistleblowing and complaints policies and processes.

8.12   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 DfE's 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.

8.13   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 Learning Organisation (or their subcontractor) response to complaint at each stage of their published complaint procedure, including any appeal process. If DfE or The Combined 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.

9.   Publicity and Communication

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

9.2   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.

9.3   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.

9.4   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.

9.5   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.

Annex A – Glossary

Term	Definition
14 qualifying days	For funding purposes, 14 qualifying days means that the learner attended day 1 of their Skills Bootcamp and undertook the required study and remained on the programme on day 14 (calendar days) and having completed any minimum GLH as detailed in the relevant payment milestones.
Accelerated Apprenticeship	An accelerated apprenticeship means the apprenticeship's planned duration is shorter by at least 3 months than the typical duration of the standard, based on recognition of prior learning. Minimum requirements of an apprenticeship must still be met (12-month minimum duration and 20% off-the-job training).
Action Plan	Document detailing the steps you will undertake to achieve your contract objectives
Best Practice	The findings from a synthesis of evidence given in interviews, the opinions of Learning Organisations themselves and analysis of QA&I data. The following categories are most frequently and consistently identified as the most important for achieving high levels of completions and outcomes in Skills Bootcamps: - Building and sustaining an employer network: Build strong relationships with local employers, using this network to embed themselves in the industry, working in partnership to achieve completions and outcomes. - Knowing your sector: Understand what the sector and its employers want and what skills they need and incorporate this into the design and delivery of the Skills Bootcamp. - Recruitment expertise: Secure genuine interviews, vacancies or assurances of future opportunities for learners early, pre-programme if possible. - Securing the right learners for the right course: Use stringent screening, application and IAG processes to ensure learners have the right qualities and behaviours to complete the course and secure an outcome. - Expectations, aspiration and commitment: Set high expectations of learner behaviour (e.g. attitude, aspiration, attendance, punctuality, confidence, resilience) and highlight the potential endpoint and/or

Term	Definition
	progression route to build aspiration and commitment. - High quality, engaging, real-world teaching: High quality teaching that engages learners through to completion, reflects the realities of working in the sector and builds credibility with employers by delivering the skills they need.
Break in learning	When a Learner is not continuing with their learning but has informed the Learning Organisation beforehand that they intend to resume their learning in the future.
Call-off contract	the agreement in respect of the provision of the Services consisting of the documents (schedules) which shall be read as one document.
Co-funded Learner	Employed individuals where the employer is co-funding the learning.
Complaint	Expression of dissatisfaction with the services provided.
Completion	Learners finish their training and final assessment, and; A) for Independent Learners – an offer of an interview for a real paid job vacancy which meet the criteria set out in the Service Requirements; B) for Self-Employed Learners - written confirmation from the Self-Employed Leaners of how the Skills Bootcamp training has been or will be applied to enable them to secure new work of contract, which meet the criteria set out in the Service Requirements; and C) for Co-Funded Learners – an offer of an interview for a new role or responsibility or an offer of a new role or responsibility which in either case meets the criteria set out in the Service Requirements. D) Including any definition as defined within the payment terms/profile.
Component Learning Aim	Every Skills Bootcamp must have a component learning aim to represent the learning taking place. For example: • ZOO60444 - Skills Bootcamps - Animal Care and Management - Level 2 equivalent

Term	Definition
	• ZOO6O53O –Skills Bootcamps – Health – Level 4 equivalent All component learning aims to represent the learning must be recorded as Aim Type 3 and these learning aims must be listed on [Find a learning aim](#) and learning organisations must use learning aims marked with: • Category code 62: DFE Skills Bootcamps Learning Organisations must ensure: • The Learning start date of the Component learning aim must match the Learning start date of the Programme Aim • Must be recorded as continuing until the Bootcamp been completed or the learner withdraws • An actual end date should be entered when all the Bootcamp learning has completed or the learner withdraws • Record Outcome = 8 'Learning activities are complete, but the outcome is not yet known' at the end of learning if the event aim is still to be recorded.
Contracts Manager/officer	Nominated individual detailed within your call off contract who is part of the Authority's Education, Skills and Employment team.
Delivery Plan	the plan for delivery of the Provision agreed between the Parties for the financial year running from 1st April 2025 to 31st March 2026, which will set out the training to be delivered by the Learning Organisation and as annexed as an Excel workbook at as part of your contract/Call Off;
Department (DfE)	Means the Department for Education (DfE);
Disclosure and Barring Service Check (DBS)	The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially involving children or vulnerable adults, and provides wider access to criminal record information through its disclosure service for England and Wales.
Drop Out/Withdrawal	Where a learner has started learning but has dropped out/ withdrawn from the course prior to course completion but the learner does not finish the training.

Term	Definition
Employed	A resident who has a contract of employment. This does not include self-employed residents unless specifically referenced.
Employment Support Allowance (ESA)	Is a United Kingdom welfare payment for adults younger than the State Pension age who are having difficulty finding work because of their long-term medical condition or a disability. It is a basic income-replacement benefit paid in lieu of wages. It is currently being phased out and replaced with Universal Credit.
Employment Status	The main types of employment status are: 1. Employed 2. Self-employed 3. Unemployed/economically active
European Economic Area	The European Economic Area, abbreviated as EEA, consists of the Member States of the European Union (EU) and 3 countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland). The Agreement on the EEA entered into force on 1st January 1994. Please refer to Appendix A for more information.
eVisa	An eVisa is an online record of: • your immigration status • the conditions of the type of permission you have to enter or stay in the UK
Event Aim	Recorded after the completion of the programme when evidence has been gained of the event: One of the following class codes should be recorded if one of these events occurs and is related to the learning from the bootcamp: • use learning aim reference ZOO59747 for Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp • use learning aim reference ZOO59748 for Skills Bootcamp: offer of a new role or added responsibilities, which match skills acquired during the bootcamp, with existing employer • use learning aim reference ZOO59749 for Skills Bootcamp: receipt of plan from learner of how the bootcamp learning will be applied to acquire new self-employment opportunities/contracts

Term	Definition
	• Should be recorded as aim type 3 - Component learning aim within a programme • Can only be one of these three learning aim references: Z0059747, Z0059748 or Z0059749 • Must have the same date recorded in the Learning start date, planned end date and actual end date • Must be recorded as completed under the completion status and achieved under the outcome field
Evidence Pack	Any information relating to a Learner generated by the Learning Organisation, the Learner or a third party for the purpose of the delivery of the Services;
'Find a learning aim' service	Formerly known as the Learning Aim Reference Service (LARS) the 'Find a learning aim' service offers a web-based search facility. It allows users to search by most commonly used fields for Qualifications, Units, Apprenticeship Frameworks and Apprenticeship Standards and their associated validity and funding details.
Finish	The point at which the Skills Bootcamp course content ends (100% of GLH and final assessment finished).
Free Courses for Jobs (FCFJ)	Level 3 qualifications for those aged 19+ which will be fully funded if the learner earns under the FCFJ low wage threshold of £34,977.43 or is unemployed.
Funding model (37)	Identifies the funding methodology applied to submission of finalised ILR data. For Skills Bootcamps funding, Funding Model 37 is used.
General Certificate of Secondary Education (GCSE)	In the United Kingdom, the General Certificate of Secondary Education (GCSE) is an academic qualification, generally taken in several subjects by pupils in secondary education in England, Wales, and Northern Ireland.
Grant Funding Agreement	The agreement between the Authority and Grant Funded Learning organisations based in South Yorkshire.
Grant Manager	Nominated individual detailed within your grant agreement who is part of the Authority's Growth, Business and Skills Directorate.
Guided Learning Hours (GLH)	Guided Learning is the activity of a learner being taught or instructed by − or otherwise participating in education or

Term	Definition
	training (including placement, onsite or practical education or training) under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, with the simultaneous presence of the learner and that person in the same physical or virtual space. This could include, but is not limited to, simultaneous presence: in a classroom, in a virtual classroom or breakout room, on site, placement, or other physical learning environment. GLH can include learners being taught content in the same physical or virtual space (such as a classroom style delivery), as well as undertaking project work, workshops and assessments which are under the regular guidance, supervision and support of a tutor i.e. the tutor is 'circulating', checking in on groups/learners, offering advice, guidance and feedback, asking prompt questions to stimulate ideas, getting learners on the right path etc. This can also include work-based activities and coaching and mentoring among others. GLH does not cover examples where learners are instructed to do a project independently, in groups or alone where the tutor is not regularly supporting or interacting in the ways described above i.e. it does not include time spent on unsupervised preparation or study, whether at home or otherwise. It also does not include optional, drop-in sessions that learners can book in addition to the planned guided learning hours set out. It does not include watching recordings from live, or prerecorded sessions.
Independent Learner	Individuals not being co-funded by their employer.
Individualised Learner Record (ILR)	The primary data collection requested from Learning Organisations for further education and work-based learning in England. Government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education.
Interview	A job interview for a real and paid job vacancy with an employer. This is an interview consisting of a conversation between a job applicant (Skills Bootcamp learner) and a representative of an employer which is conducted to assess whether the applicant should be hired. This does not include:

Term	Definition
	• Learners being signed up to recruitment agencies, as evidence of an offer of an interview. • General interviews with recruitment agencies without a live vacancy, as evidence of an offer of an interview. • Interviews arranged where: (a) Learners are invited to employer meet and greet sessions e.g. an employer insight day. b) Learners are invited to meet employers as part of an initial screening process.
Lead Learning Organisation	A Lead Learning Organisation is a college, training organisation or employer that has a direct contractual relationship with the Authority.
Learner	A third party who is a student, trainee, participant or learner similar to whom the College or Learning Organisation is required to deliver any of the Provision and who is resident within the Combined area.
Learning delivery monitoring (LDM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in programmes or initiatives.
Learning Planned End Date	The date entered onto the Individualised Learner Record (ILR) when the learner is expected to complete their learning.
Learning Organisation	Those organisations delivering Skills Bootcamps provision. This may include colleges, Local Authorities, Independent Training Provider, Employer Learning organisations, Higher Education Institutions and third sector organisations. Where applicable this shall include the Learning Organisation Personnel and permitted assigns and, if a Learning Organisation is a consortium or consortium leader, the consortium members. The term "Learning Organisation" shall mean "Learning Organisations" where the terms and conditions apply to more than one Learning Organisation:
Learning Organisation Personnel	All persons employed or engaged by the College or Provider together with the College or Provider's servants, agents, consultants and Sub-Contractors (and all persons employed by any Sub-Contractor together with the Sub-Contractor's servants, consultants, agents, Learning organisations and Sub-Contractors) whether voluntary or paid used in the performance of its obligations under this Agreement or, in

Term	Definition
	respect of Clause 14 (TUPE, Re-Tendering and Indemnity) and any other TUPE obligation, or an individual employed by the College or Provider in the performance of the Services;
Local Flexibility	Regulated qualifications, and or their components, and non-regulated learning that the DfE funds, that is not part of the English and maths, or Level 2 or Level 3 legal entitlement offer. All regulated and non-regulated learning that is available for funding through the flexible local offer is listed on The Hub.
LSIP	Local Skills Improvement Plan – plan which sets out key priorities and changes needed within a local area to make post 16 technical education or training more responsive and closely aligned to labour market needs
Ministry of Justice (MOJ)	The Ministry of Justice (MoJ) is a ministerial department of the British Government headed by the Secretary of State for Justice and Lord Chancellor (a combined position). The department is responsible for areas of constitutional policy not transferred in 2010 to the Deputy Prime Minister, human rights law, and information rights law across the UK.
National Insurance Credit	May apply if you're not paying National Insurance, for example when you're claiming benefits because you're ill or unemployed. Please see www.gov.uk for further information on eligibility and how to apply
Non-regulated learning	Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered, and certificated by a Learning Organisation. This could include: • Independent living skills and engagement learning • Employability and work skills • Labour market re-entry • Technical education tasters • Tailored and bespoke learning.
Ofqual	The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations, and assessments in England.

Term	Definition
Paid employment for a minimum of twelve consecutive weeks	Confirmation of the offer of a job with a minimum duration of 12 weeks, including where learners are employed on a zero hours' contract and / or contracted by an agency, that utilises the skills acquired by attending the Skills Bootcamp. Where this is for an initial temporary assignment lasting less than 12 weeks, the job offer includes a description of the role, the start date, the length of assignment, and confirmation that further assignments will follow. This does not mean where learners are contracted, registered or signed up to some form of organisation/agency with no line of sight to a job offer.
Performance Improvement Notice	Formal letter from the Authority stating the improvement in performance required and timescales applicable in which to demonstrate improvement
Performance Improvement Plan	Formal document which sets out specific performance issues and the activities and actions to be undertaken to remedy them
Personal learning record (PLR)	A database that allows learners to access to their past and current achievement records. These can be shared with schools, colleges, further education Learning Organisations, universities, or employers.
Programme Aim	Must span the entire duration of the Bootcamp Programme: - Must be recorded as continuing until the Component Learning aim has been completed or the learner withdraws - If an event aim is recorded but a Job offer is not made, on the programme aim, record the programme as completed (completion status = 2), record Outcome = 3 ' No achievement'. Do not return an Achievement Date. **Adding a date to the Achievement Date field will result in the Milestone 3 payment being triggered** (this must be returned within six months once the Learning Actual End Date has been returned on the programme aim.)
Progress and Monitoring Report	This document will be supplied to you by the Contracts and Performance team.
Quality Assurance Agency (QAA)	Is the independent body that checks on standards and quality in UK higher education.

Term	Definition
Recognising and Recording Progress and Achievement (RARPA)	The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published updated RARPA Guidance. This comprises a clear framework designed to support Residents through the learning process, identifying key outcomes. It provides a robust approach to quality control and improvement of non-regulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute.
Recognition of Prior Learning (RPL)	An assessment method that considers whether a Learner can demonstrate that they can: • Meet the outcomes for a qualification or a component of a qualification through knowledge and understanding; or • Skills they already have and so do not need to undertake a course of learning for that component or qualification.
Regulated Qualifications Framework (RQF)	The RQF provides a way of understanding and describing the relative level and size of qualifications. The RQF, operated by Ofqual, is a single regulatory framework containing a range of general, technical, and professional qualifications.
Residents	Means any third party including any student, apprentice, trainee, participant or person who is a resident within the South Yorkshire Authority area and to whom the Learning Organisation is required to deliver the Provision.
Self-declaration	A process where the Learner can confirm something through their own signature.
Self-employed	A person is self-employed if they run their business for themselves and take responsibility for its success or failure. Self-employed workers are not paid through PAYE, and they do not have the rights and responsibilities of an employee. A learner who will be fully funded by the DfE and is not being trained on behalf of their existing employer.
SFIA	Skills Framework for the Information Age.
Skills Bootcamp	A programme lasting up to 16-weeks which aims to secure benefits for adults by giving them access to in-demand skills training and a guaranteed interview for a more sustainable,

Term	Definition
	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.
Skills Strategy	https://www.southyorkshire-ca.gov.uk/SheffieldCityRegion/media/PDF-library/Education%2Oskills/SYMCA-SkillsStrategy_Final.pdf
Small or Medium Enterprise (SME)	A small or medium sized employer is defined as having fewer than 250 employees.
Social Value	To be delivered in accordance with the Tender Submitted.
Starts	Learners claimed at Milestone 1.
Start of learning	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment or prior assessment to be part of learning.
Sub-contract	Any contract between the Learning Organisation and a third party under which the Learning Organisation agrees to source any or part of the provision from that third party;
Sub-contractor	Means the contractors or learning organisations that enter into a Sub-contract with the Learning Organisation;
UKSPF	UK Shared Prosperity Fund provides local authorities funding for communities, places, businesses, people and skills.
Unique Learner Number (ULN)	A 10-digit number used to match a Learner's achievement to their Personal Learning Record (PLR).
Universal Credit	Universal Credit is a United Kingdom social security payment that was designed to simplify the benefits system and to incentivise paid work. It is replacing and combining six benefits for working-age people who have a low household income: income-based Employment and Support Allowance, income-based Jobseeker's Allowance, and Income Support; Child Tax Credit and Working Tax Credit; and Housing Benefit.

Term	Definition
	Please see www.gov.uk/ for further information on eligibility and how to apply.
Work Placement	A placement with an employer in a workplace setting.

Annex B – Learner Eligibility

The Authority acknowledges that DfE will be changing their rules around residency from April 2026 for Skills Bootcamp provision. The current rules still apply, and we will update on this during the 2025/2026 academic year.

Individuals will be eligible for Skills Bootcamps if they meet the criteria in section 5, the learning is taking place in England, and they fulfil the residency requirements set out in one or more of the categories below.

Unless otherwise stated, individuals must be ordinarily resident in the UK on the first day of learning to meet the residency requirements.

Learners who live in Wales, Scotland or Northern Ireland

Wales, Scotland and Northern Ireland have their own funding arrangements. You must develop arrangements with the relevant devolved administration if you are planning to deliver a significant quantity of learning to learners who do not live in England.

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

We may consider funding an individual who does not live in South Yorkshire if their main employment or normal place of work is located in South Yorkshire and their existing employer is committing to co-funding the Skills Bootcamp training.

Temporary residence in the UK for educational purposes

People who have been temporarily resident in the UK solely for the purposes of receiving full-time education would not be deemed ordinarily resident in the UK and are therefore not eligible for funding unless they meet one of the other eligibility criteria.

Temporary absences from the UK

Learners who are temporarily outside of the UK for reasons such as education, employment or a gap year, but remain settled in the UK, can count this time outside the UK towards their 3 years ordinary residence.

Where learners move outside the UK during their course, you must cease funding them. This applies also to distance learning – you should only fund distance learners who meet the residency criteria, and you should expect that they remain in the UK for the duration of their course even if no attendance at a physical location is required. If a learner is temporarily absent from the UK, for example for a family event, for a short period, for example a week or less, then they may continue their distance learning course while overseas. If they will be absent for a longer period then you should not fund them to continue their learning while overseas.

British armed forces, MoD personnel or civil crown servants on postings outside of the UK,

or people who are resident in England but work outside England, can be treated as ordinarily resident in the UK. You may continue to fund them despite the above restriction on funding learners outside the UK.

Learners who have applied for an extension or variation of their immigration permission

Any person who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.

Therefore, a person is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.

Learners with limited length visas

Learning Organisations must not fund learners who would not have enough time on their visa to complete their course and who do not intend to, or would not be eligible to, renew their visa. Where a course continues past a learner's visa expiry date, learning organisation may at their discretion fund that learner only where they have a high degree of certainty that a learner intends to (and will be eligible to) renew their visa.

As the Home Office moves to a fully online system from January 2025, individuals may have an expiry date of no later than December 2024, which may not accurately reflect the actual expiry of their leave to remain. In order to evidence their immigration status, individuals registered on ([View your eVisa and get a share code to prove your immigration status online - GOV.UK](#)) will have a share code which the learning organisation can use to confirm the residency status.

Learners will have an eligible residency status if they meet the conditions laid out in one of the following sections:

UK nationals and other persons with right of abode

UK nationals or other person with a right of abode[footnote 1] have an eligible residency status if they have been ordinarily resident in the UK, Republic of Ireland, or the British Overseas Territories, or the Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning.

All family members of UK nationals must meet the required residency eligibility criteria in their own right, unless they meet the criteria in the section entitled 'UK nationals in the European Economic Area (EEA) and Switzerland', or the criteria in the section entitled 'family members of an eligible person of Northern Ireland'.

The British Overseas Territories are listed in annex A.

UK nationals in the EEA and Switzerland

UK nationals who have resided in the EEA, Switzerland or EU overseas territories have an eligible residency status if they:

- resided in the EEA or Switzerland, EU overseas territories or Gibraltar by 31 December 2020 (or resided in the UK, having moved to the UK from the EEA, Switzerland, EU overseas territories or Gibraltar after 31 December 2017), and
- resided in the EEA, Switzerland, EU overseas territories, Gibraltar or the UK for at least the previous 3 years on the first day of learning, and
- remained ordinarily resident in the UK, Gibraltar, the EEA, Switzerland or EU overseas territories between 31 December 2020 and the start of the course and
- the course starts before January 2028[footnote 2]

Family members of UK nationals, where both the UK national and the family member have resided in the EEA, Switzerland or EU overseas territories, have an eligible residency status if:

- both the UK national and the family member resided in the EEA, Switzerland or EU Overseas Territories by 31 December 2020 (or resided in the UK, having moved there from the EEA, Switzerland or EU Overseas Territories after 31 December 2017), and
- both the UK national and the family member remained ordinarily resident in the UK, the EEA, Switzerland or EU Overseas Territories between 31 December 2020 and the start of the course
- the UK national to whom they are a family member has been ordinarily resident in the UK, EEA, Switzerland or EU Overseas Territories for at least 3 years on the first day of the first academic year of the course
- the course starts before January 2028

A 'family member' for these purposes is either:

- the husband, wife, civil partner of the UK national (principal) or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the UK principal who is either:
  - under 21, or
  - dependant on the principal and/or his/her spouse/civil partner

The EEA includes all the countries and territories listed in annex A.

EEA and Switzerland nationals in the UK

EEA and Switzerland nationals have an eligible residency status if they have obtained either pre-settled or settled status under EU Settlement Scheme (EUSS) and have lived continuously in the EEA, Switzerland, Gibraltar, or the UK for at least the previous 3 years on the first day of learning.

The EEA includes all the countries and territories listed in annex A.

Although the deadline for most people to apply to EUSS was 30 June 2021, there may be individuals who have reasonable grounds for making a late application to EUSS and there may also be some individuals who have made an EUSS application on time but are still waiting on a final decision on their status from the Home Office, including those that have lodged an appeal. Once a valid application has been made to EUSS (evidenced by receipt of a certificate of application), the applicant will have temporary protection, pending the outcome of that application.

EEA and Switzerland frontier workers

An EEA or Switzerland frontier worker is someone who is employed or self-employed in the UK who resides in the EEA or Switzerland and returns to that residence in the EEA or Switzerland at least once a week.

Frontier workers, and their family members, have an eligible residency status if they have been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning.

A 'family member' of an EEA frontier worker for these purposes is either:
- the husband, wife, civil partner of the EEA frontier worker ('principal') or
- the dependant parent or grandparent of the principal or of the principal's spouse/civil partner or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the principal who is either:
  - under 21, or
  - dependant on the principal and/or the principal's spouse/civil partner

A 'family member' of a Swiss frontier worker for these purposes is either:
- the husband, wife, civil partner of the Swiss frontier worker ('principal' or
- the child or spouse/civil partner's child of the principal

Unlike other categories, a frontier worker or their eligible family member does not have to be resident in the UK on the first day of learning in order to have an eligible residency status.

Family members of EEA or Swiss nationals

A family member of an EEA national is eligible for funding if:

- where required to do so, they have obtained pre-settled or settled status under EUSS and
- the EEA national (principal) has obtained pre-settled or settled status under EUSS and has been ordinarily resident in the UK, EEA and/or Switzerland for at least the previous 3 years on the first day of learning

Family members of an EEA or Swiss national can apply to EUSS after 30 June 2021 if they are joining them in the UK on or after 1 April 2021. They have 3 months to apply to EUSS

from the date they arrive in the UK. They will have temporary protection and therefore be eligible for funding during those 3 months and pending the outcome of any EUSS application made during that period (and of any appeal). More information on [applying to join a family member in the UK](#) can be found on GOV.UK.

A 'family member' for these purposes is either:
- the husband, wife, civil partner of the EEA national (principal) or
- the dependant parent or grandparent of the principal or of the principal's spouse/civil partner or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the EEA principal who is either:
  - under 21, or
  - dependant on the principal and/or his/her spouse/civil partner

Irish citizens in UK or Republic of Ireland

Irish citizens in the UK or Republic of Ireland have an eligible residency status if they have been ordinarily resident in the UK and Islands, and/or Republic of Ireland for at least the previous 3 years on the first day of learning.

Irish citizens in EEA and Switzerland

Irish citizens have an eligible residency status if they:
- resided in the EEA or Switzerland by 31 December 2020 (or resident in the UK, having moved to the UK from EEA or Switzerland after 31 December 2017), and
- resided in the EEA, Switzerland, Gibraltar or the UK for at least the previous 3 years on the first day of learning and
- remained ordinarily resident in the UK, Gibraltar, the EEA or Switzerland between 31 December 2020 and the start of the course and
- are on a course which starts before January 2028

The EEA includes all the countries and territories listed in [annex A](#).

Other non-UK nationals

Non-UK nationals have an eligible residency status if they have been ordinarily resident in the UK and Islands for at least the previous 3 years on the first day of learning and:
- have permission granted by the UK government to live in the UK and such permission is not for educational purposes only, or
- have obtained pre-settled or settled status under EUSS

Family members of an eligible person of Northern Ireland

Family members of an eligible person of Northern Ireland[footnote 3] have an eligible residency status if:
- they have been living in the UK by 31 December 2020, and
- they have obtained pre-settled or settled status under EUSS, and

- the eligible person of Northern Ireland (principal) has been ordinarily resident in the UK by 31 December 2020, for at least the previous 3 years on the first day of learning

A 'family member' for these purposes is either:

- the husband, wife, civil partner of the person of Northern Ireland (principal) or
- the dependant parent or grandparent of the principal or of the principal's spouse/civil partner or
- the child, grandchild, spouse/civil partner's child or spouse/civil partner's grandchild of the principal who is either
  - under 21, or
  - dependant on the principal and/or his/her spouse/civil partner

Long residence

A person who, on the first day of learning, has lived in the UK half their life or a period of 20 years or more, where this period of residence is ongoing, has an eligible residency status.

Learners may be able to prove this status via a confirmed entry date from Immigration Control, verified by the Home Office. Alternatively, they may provide evidence that they have been living in the UK for the period in question. This should ideally be from an official and independent source. Examples could include a signed letter on headed paper from someone in a leadership position at the school they attended, a letter from their GP, wage slips or a P45/P60. Learning organisations funding learners under this category should obtain enough evidence to assure themselves beyond reasonable doubt that the learner was living in the UK for the necessary period.

Individuals with certain types of immigration status and their family members

Individuals with any of the statuses listed below, or leave under the listed schemes, has an eligible residency status and is exempt from the 3-year residency requirement rule. In relation to these categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and/or an accompanying letter from the Home Office describing their status.

Refugee status

Individuals with refugee status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

Family members of individuals with refugee status, as defined below:

The spouse or civil partner of a person with refugee status is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the asylum application date,

and

- have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with refugee status to enter or remain, or of the person's spouse or civil partner, is eligible if all of the following apply:

- they were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum application date, and
- they were under 18 on the asylum application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

Humanitarian protection status

Individuals with humanitarian protection status, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

The family members of individuals with humanitarian protection status, as defined below:

The spouse or civil partner of a person granted humanitarian protection is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the asylum application date, and
- have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with humanitarian protection status to enter or remain, or of the person's spouse or civil partner, is eligible if:

- they were the person with humanitarian protection status's child or the child of the person's spouse or civil partner on the asylum application date, and
- were under 18 on the asylum application date, and
- have been ordinarily resident in the UK since they were given leave to enter or remain

Discretionary leave to enter or remain

Individuals with discretionary leave to enter or remain, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

The spouse or civil partner of a person granted discretionary leave to enter or remain is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the asylum or leave application date, and
- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with discretionary leave to enter or remain, or of the person's spouse or civil partner, is eligible if:

- they were the person with discretionary leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the asylum or leave application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

Extant leave to remain as a stateless person

Individuals who have extant leave to remain as a stateless person, where they have been ordinarily resident in the UK and Islands throughout the period since they were granted such leave.

Family members of individuals with extant leave to remain as a stateless person, as defined below:

The spouse or civil partner of a person granted stateless leave is eligible if all of the following apply:

- they were the spouse or civil partner of the person on the leave application date, and
- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with stateless leave, or of the person's spouse or civil partner, is eligible if:

- they were the person with stateless leave's child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the leave application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

Leave outside the immigration rules

Individuals with leave outside the immigration rules, where they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK.

The spouse or civil partner of a person granted leave outside the rules is eligible if all of the

following apply:

- they were the spouse or civil partner of the person on the asylum or leave application date, and
- they have been ordinarily resident in the UK and Islands throughout the period since they were given leave to enter or remain in the UK

The child of a person with leave outside the rules, or of the person's spouse or civil partner, is eligible if:

- they were the person with leave outside the rules' child or the child of the person's spouse or civil partner on the asylum or leave application date, and
- they were under 18 on the asylum or leave application date, and
- they have been ordinarily resident in the UK since they were given leave to enter or remain

Ukraine schemes

Individuals with leave to enter or remain in the UK under one of the Ukraine schemes listed below.

- The husband, wife, civil partner or child of a person granted leave under one of the Ukraine schemes listed below:

The following are the "Ukraine schemes" eligible:

- Ukraine Family Scheme
- Ukraine Sponsorship Scheme (Homes for Ukraine)
- Ukraine Extension Scheme
- Ukraine Permission Extension Scheme

As stated in the 'learners with limited visas section', a learner can still be funded even if their visa does not cover the full duration of the course. If the learning organisation has a high degree of certainty that the learner intends to apply for; and be eligible to receive, further permission to remain in the UK for the duration of their course. Learners who currently have permission under one of the Ukraine schemes and intend to apply for the Ukraine Permission Extension Scheme (or have applied but not yet had permission granted) may be treated as eligible on that basis.

Afghan schemes

Persons granted leave under one of the Afghan schemes:

- individuals with leave to enter or remain in the UK under the Afghan Citizens Resettlement Scheme (ACRS)
- individuals with leave to enter or remain in the UK under the Afghan Relocations and Assistance Policy (ARAP)

- British Nationals evacuated from Afghanistan under Operation Pitting
- British Nationals evacuated from Afghanistan by the UK government before 6 January 2022

Persons granted leave under the ALES ex-gratia scheme must meet the 3-year ordinary residence requirements and are **not exempt.**

Indefinite leave to remain as a bereaved partner or victim of domestic abuse

Individuals with indefinite leave to remain or enter, granted only:

- as a victim of domestic abuse where they have been ordinarily resident in the UK since they were given leave to remain[footnote 4]
- as a bereaved partner, where they have been ordinarily resident in the UK since they were given leave to remain or enter [footnote 5]

Individuals granted indefinite leave to remain for any other reason must meet the 3-year ordinary residence requirement to be eligible.

Other forms of leave

Individuals with indefinite leave to remain or enter granted:

- under Section 67 of the Immigration Act 2016 leave[footnote 6]
- under Calais leave to remain[footnote 7]

British Indian Ocean Territory

British citizens who were born in the British Indian Ocean Territory or, prior to 8 November 1965, in those islands designated as the British Indian Ocean Territory on that date, or are direct descendants (such as a child, grandchild, great grandchild and so on) of a person who was born in the British Indian Ocean Territory or, prior to 8 November 1965, in those islands designated as the British Indian Ocean Territory on that date.

Children of Turkish workers

A child of a Turkish worker is eligible if both the following apply:

- the Turkish worker is ordinarily resident in the UK on or before 31st December 2020 and has Turkish European Community Association Agreement (ECAA) rights or extended ECAA leave and
- the child has been ordinarily resident in the UK, EEA and/or Turkey for at least the previous 3 years on the first day of learning and is resident in the UK on or before 31st December 2020

Asylum seekers

Asylum seekers are eligible to receive funding if they:

- have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
- are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or the Care Act 2014

An individual who has been refused asylum will be eligible if:

- they have appealed against a decision made by the UK government against granting refugee status and no decision has been made within 6 months of lodging the appeal, or
- they are granted support for themselves under section 4 of the Immigration and Asylum Act 1999, or
- are receiving local authority support for themselves under section 23C or section 23CA of the Children Act 1989

No recourse to public funds conditions

The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds does not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

Individuals who are not eligible for funding

You must not claim funding for individuals who do not meet the eligibility criteria set out in the residency eligibility section. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:

- those who are here without authority or lawful status
- those who are resident in the UK on a student visa unless they are eligible through meeting any other of the categories described above
- those who are in the UK on holiday, with or without a visa
- any family member of a person granted a student visa, who have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous 3 years on the first day of learning
- those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual

Learners in the armed forces

British armed forces personnel, Ministry of Defence personnel or civil and crown servants resident in England, who meet the criteria in the who we fund section, are eligible for DfE funded Skills Bootcamps where learning takes place in England.

Members of other nations' armed forces stationed in England, and their family members,

aged 19 and over, are eligible for DfE funded Skills Bootcamps, set out in the [who we fund](#) section, if the armed forces individual has been ordinarily resident in England for the previous 3 years on the first day of learning. We will not fund family members that remain outside of England.

Annex C – Evidence requirements by Milestone

Milestone Evidence Requirements

SYMCA reserves the right to make changes to this Skills Bootcamps Guidance Document. If, on review, the Milestone evidence provided by the Learning Organisation is deemed insufficient to substantiate a data submission by the Learning Organisation, or the data/evidence submitted by the Learning Organisation is otherwise found to be incorrect, we will seek to reclaim any funds which were paid out based on that data submission/claim.

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

Milestone	Evidence Required	Guidance
Milestone 1 Completing 14 qualifying days of training and on completion of initial assessment. **The 14 qualifying days of the training course must include a minimum of 10 guided learning hours.** *Learning Organisations must achieve Milestone 1 by 31st March 2026, in Line with delivery plans.*	• Learner enrolment documentation. • Learners have achieved 14 qualifying days of the training course which must include a minimum of 10 guided learning hours. • Completion of the initial assessment. • Learner Starts reported via the ILR, Contract Monitoring & Delivery Plan, and Learner Datasheet. Additional M1 requirements for Education and Early years only DBS Checks • Learning organisations are required to apply for an enhanced Disclosure & Barring Service (DBS) checks for all confirmed Early Years Skills Bootcamp learners, either before the start of the Skills Bootcamp, or within 14 qualifying days. If the learner already has a relevant DBS certificate, this must be evidenced instead. • Learning organisations must retain evidence of Enhanced Disclosure and Barring Service (DBS) applications submitted for each learner or retain evidence of an existing Enhanced DBS certificate. • Learners can only be claimed via the ILR following application of DBS certification where applicable. Learners must have evidence of DBS certification prior to entering an early year setting.	**Enrolment documentation** Registration, enrolment documentation or learner agreement. Must include the Skills Bootcamp title and be signed and dated by the learner. Documentation must include the current employer's name (where learner is co funded). Signed and dated Learner Declaration confirming that learner has received the Privacy Statement and been given the link to DFE Whistleblowing/ Complaints process. Signed Employer Privacy Notice (where learner is co funded). **Registers / Attendance Sheets** Registers must be kept for all Skills Bootcamps. The register/attendance sheet should include: Skills Bootcamp title, name of learning organisation, start and end date of Skills Bootcamp, learner name, date of session, title of session, number of guided/tutor led learning hours, mode of delivery, learner present/absent. Registers must be signed/validated by the learner and tutor to claim. Milestone 1. Qualifying days = calendar days. **Initial assessment/suitability checks** SYMCA is focussed on securing positive outcomes for learners and as such

		places significant importance on the quality of initial assessment, enabling learners to meet their current and future goals. Assessment of starting point, work readiness, identifying support needs, matching learner goals with course outcomes and career aspirations.
Milestone 2 Finishing training and completion of final assessments and ONE of the following dependant on learner employment status. We will only fund completions and outcomes if they relate to an organisation registered as a UK company under the Companies Act 2006 and or/is located in England. *Learning Organisations must achieve completions by 31st March 2026 and in line with delivery plan.*	• **Fully funded/independent learner** – an offer of an interview with an employer for a live vacancy that will utilise the skills obtained on the Skills Bootcamp. • **Co-funded learner** – an offer of a new enhanced role/responsibility within the current organisation. • **Where the learner is self-employed**, written confirmation/plan from the learner indicating how the new learning has been/will be applied to acquire new opportunities (work or new contracts). • Completion of the guided learning hours (GLH) as outlined in your technical bid response and completion of a final assessment. **Pathways to Accelerated Apprenticeships only** • Fully funded/independent learner – evidence of an offer of an accelerated apprenticeship interview or other job (which is not an apprenticeship) vacancy. • The apprenticeship must be linked to the skills acquired on the Skills Bootcamp. • For the co-funded learner – an offer of a new role/ additional responsibility within the current organisation.	**For all learners: successful completion of the Skills Bootcamp training programme including passing any required assessments.** Evidence of attainment (ie course certificate, signed and dated) based on the requirements of the Skills Bootcamps to include (as appropriate) units/assignments to be passed and expected levels of attendance against planned tutor led hours as outlined in the submission. If the Skills Bootcamps includes regulated components evidence of Awarding Body achievement must be provided. In addition to the above, one or more of the following: **Independent Learner** An offer of an interview on completion of the Skills Bootcamp for either a new job 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. Confirmation from employer of the offer of an interview which utilises skills gained through the bootcamp, to include: Date of interview, role and skills required, hours and pay, evidenced by job advert or job description if appropriate. **Employer Co-Funded Learner** Learner has an offer of a new role within their existing employer, or their existing role but with additional responsibilities that utilises the new skills acquired through the Skills Bootcamp. Offer of an interview for a new role/responsibility within the current

		organisation. Details of the additional responsibility must be provided. Evidence of payment of the 10% or the 30% co funding from the employer via invoice and/or receipt. **Self Employed Learner** Confirmation/plan from the learner of how the new learning has been/will be applied to acquire new opportunities/contracts specifically within their area of work and should include specific contracts or work/opportunities gained. The confirmation/plan should be dated and signed by the learner. **Pathways to Accelerated Apprenticeships** Evidence should be in the format of an email from the apprenticeship provider and include details of the apprenticeship; apprenticeship route, start date, name of apprenticeship provider and confirmation that the duration has been reduced by at least 3 months.
Milestone 3 **Offer of a paid job or attainment of new work/ contracts.** We will only fund completions and outcomes if they relate to an organisation registered as a UK company under the	• **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 paid employment for at least 12 weeks, or an Apprenticeship. • **Co-funded learner** – the offer or commencement of a new enhanced role/responsibility within the current organisation. • **Where the learner is self-employed**, evidence that they have secured new work, new contracts or new orders **Pathways to Accelerated Apprenticeships only** • An accelerated apprenticeship with a new employer or existing employer that utilises the skills acquired through the Skills Bootcamp. We will also require evidence that an	**Unemployed/Independent Learner** Learner declaration (signed by the Learner) confirming the details of the paid job offer/start (company name, job role, date and salary). Or confirmation from the employer that the Learner has been offered and/or started a new job. Email trail from Learner's account confirming job offer/start (company name, job role, date and salary). **Employer Co-funded learner** Confirmation from the Employer that the Learner has a new role with their existing employer, or their existing role but with additional responsibilities that utilises the new skills acquired through the Skills Bootcamp, to include confirmation of the start date. **Self Employed Learner** Confirmation/plan through learner declaration that they have obtained new

| Companies Act 2006 and or/is located in England.

*Learning Organisations must achieve positive outcomes within six months of course completion. | apprenticeship outcome will be accelerated (reduced in length by at least 3 months).
• A job (which is not an apprenticeship) that utilises the new skills acquired through the Skills Bootcamp.
• Co-funded learner into a new role or their existing role but with additional responsibilities that utilises the new skills acquired through the Skills Bootcamp.
• A new opportunity or contract where the learner is self-employed (note: we expect this to be an unlikely outcome for this model) gained as a result of the new skills acquired through the Skills Bootcamp.
• **Please note that the offer of an apprenticeship that has not been accelerated cannot be claimed for the PTAA Outcome payment.**

Construction and the Built environment only
For individuals within a cohort who are unable to **achieve job outcomes aligned to the occupational level being delivered in construction skilled trades 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 skilled trade and evidence will be required from the Employer of their intention to offer a progression pathway into a skilled trade role.

Where the job outcome is below Level 2, the following two routes can be utilised 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 | contracts or new opportunities that utilise the new skills acquired through the Skills Bootcamp.

Pathways to Accelerated Apprenticeships
Evidence should be in the format of an email from the apprenticeship provider and include details of the apprenticeship; apprenticeship route, start date, name of apprenticeship provider and confirmation that the duration has been reduced by at least 3 months.

See other guidance re job outcome/self employed

Construction and the Built environment
Where job outcome is Level 2 and above: Guidance as above for Milestone 3. In addition, evidence should outline the expected progression route and an indication of how long this is likely to take. Evidence is likely to be via email or employer letter/declaration and include date/employer signature and job role.

Where job outcome is below Level 2: Evidence that the learner has been registered on CSCS red card scheme and an outline of the expected progression route and an indication of how long this is likely to take. Evidence is likely to be via email or employer letter/declaration and include date/employer signature and job role. |

	progression.	

Annex D – Key Performance Indicators – Wave 6

Key Performance Indicators (KPI)	Descriptor	Minimum expected level of achievement
Learner Starts	The contracted number of learner starts to be achieved by 30th September 2025	50%
	The contracted number of learner starts to be achieved no later than 31st March 2026	100%
Guaranteed Interview for each Learner on the Skills Bootcamp	Offer of an Interview must be for a paid job role which has a minimum contract duration of 12 weeks (which can be an Apprenticeship) The interview must be for a job that matches the skills acquired by the Learner through the successful completion of the Skills Bootcamp. For learners who are upskilling with an existing employer (co-funded) the role must be with their existing employer. For learners who are self-employed, they must produce an action plan to demonstrate how they will implement the new knowledge and skills to secure new works/opportunities for their business.	100% of learners who complete a Skills Bootcamp course
New Skills	Learners who successfully complete a Skills Bootcamp will have acquired new skills within the scope of the Skills Bootcamp programme.	100% of learners to gain new skills
Referral to Alternative Opportunities	Learners who are unsuccessful at post completion of interview must be referred to other job and training opportunities for up to six months after completing the Skills Bootcamp course.	100% of learners to be supported
Learner Drop-Out Rates	Robust recruitment, enrolment and Learner support processes must be in place to minimise Learner drop- outs.	</= 20%
Job Outcome	No later than 6 months from completing their skills bootcamp course: **Independent learners** – to secure an offer of a new job with a new employer within 6 months of completion of the Skills Bootcamp which is relevant to the skills and knowledge learned. **Co-funded learners** – to obtain an offer of additional role responsibilities or a new role through their existing employer which is relevant to the skills and knowledge learned. **Self-employed** – to secure an offer of new work /contracts for their business as a result of	75% of learners who complete a Skills Bootcamp

	the new skills and knowledge learned through the Skills Bootcamp course.	
Employer Engagement	Every Skills Bootcamp must 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	Where they are training their own existing employees*, all employers must co-fund the training with a cash contribution. *Employee *defined as directly employed by the employer, not a worker, sub-contractor, or freelancer* ** SME defined *as an employer with less than 250 employees.*	=/>30% of Skills Bootcamp Cost =/>10% of Skills Bootcamp cost if the employer is an SME**
Social Value	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 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. Under-represented groups include, but not exclusively ethnic minority background, disability, female, veterans, prison leavers.	10% Improvement within the lifetime of the contract from the starting position

Annex E – South Yorkshire Skills Bootcamps ILR Coding Requirements

Introduction

1. This Annex sets out our ILR/EAS data collection requirements, for those learning organisations delivering Skills Bootcamps funded provision across South Yorkshire from the 1st April 2025 (Wave 6).

ILR Returns Timetable

Month	ILR Return	2024/2025 Dates
1 (to end of April 25)	R09	14th April 2025 to Wednesday 07 May 2025 6PM
2 (to end of May 25)	R10	Thursday 15 May 2025 to Thursday 05 June 2025 until 6pm
3 (to end of June 25)	R11	Friday 13 June 2025 to Friday 04 July 2025 until 6pm
4 (to end of July 25)	R12	Monday 14 July 2025 to Wednesday 06 August 2025 until 6pm
Data cleanse for pre 1st August 25 (inc starts, MS1, MS2 & MS3)	R13	Thursday 14 August 2025 to Friday 12 September 2025 until 6pm
	R14	Monday 22 September 2025 to Thursday 23 October 2025 until 6pm

Month	ILR Return	2025/2026 Dates (Deadline)
1 (to end of August 25)	R01	4th September 2025
2(to end of September 25)	R02	6th October 2025
3 (to end of October 25)	R03	6th November 2025
4 (to end of November 25)	R04	4th December 2025
5(to end of December 25)	R05	7th January 2026
6 (to end of January 26)	R06	5th February 2026
7(to end of February 26)	R07	5th March 2026
8 (to end of March 26)	R08	8th April 2026
9 (to end of April 26)	R09	7th May 2026
10(to end of May 26)	R10	4th June 2025
11 (to end of June 26)	R11	6th July 2026
12 (to end of July 26)	R12	6th August 2026
Data cleanse for pre 1st August 25 (inc starts, MS1, MS2 & MS3)	R13	14th September 2026
	R14	22nd October 2026

Data Submission

2. 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

3. The data collected will be used to calculate your funding and to support compliance, performance monitoring, inform future planning and ensure that the activity is better aligned to the skills needs of residents and employers across the Authority.

4. The funding model referred to in this document is Funding Model 37 and will only apply to those learners with a South Yorkshire Authority home or work postcode at the start of each learning aim undertaken. The source of funding code for funded learners is 105.

5. The information here does not duplicate information already made available to learning organisations by the DfE within the following, but not limited to:
- DfE ILR specification, validation rules and appendices 2025/2026 https://guidance.submit-learner-data.service.gov.uk/
- DfE Provider Support Manual 2025/2026 https://guidance.submit-learner-data.service.gov.uk/

6. Please read the requirements for Funding Model 37 in the above documents before reading this document.

7. This guidance sets out how the Authority will require learning organisations to code specific fields in the ILR depending on whether the aim is being funded via grant (non-procured) or through a call-off contract (procured).

All learning organisations (subject to agreement/contract award) Source of Funding Code (SoF):

8. The authority will base all monitoring and analysis on aims coded with the below SoF value. This applies to all Skills Bootcamps provision.

Data item	Value to be used
Source of Funding (SoF)	105

9. Learning organisations must:

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

10.   In order to ensure the timely reporting of data, the learning organisations should report monthly with the following information:

- 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

Recording Context

11.   Skills Bootcamps are made up of the following elements, all of which must be recorded as funding model 37, source of funding 105 and programme type 32. Guidance on recording these are explained on the following pages.

- **Programme aim** – every Skills Bootcamp must have a programme aim spanning across the entire duration of the programme. This must be recorded using ZPROG001 and Aim Type 1.

- **A Component learning aim** – every Skills Bootcamp must have a component learning aim to represent the learning taking place.

- **An event learning aim** – where applicable.

12.   All component learning aims to represent the learning must be recorded as Aim Type 3 and these learning aims must be listed on 'Find a learning aim' and Learning Organisations must use learning aims marked with:

- Category code 62: DfE Skills Bootcamps – examples are referenced in Appendix B

13.   This aim must be recorded with the same Learning Start Date as the Programme aim. These are specified by SYMCA for Wave 6 delivery.

Event Learning Aims

14.   Where an event learning aim is applicable you must use one of the following codes:

- use learning aim reference ZOO59747 for Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp

- use learning aim reference ZOO59748 for Skills Bootcamp: offer of a new role or added responsibilities, which match skills acquired during the bootcamp, with existing employer

- use learning aim reference ZOO59749 for Skills Bootcamp: receipt of plan from learner of how the bootcamp learning will be applied to acquire new self-employment opportunities/contracts

15. One of these 3 aims listed above must be recorded if the event occurs. Record the same date in the Learning Start Date, Learning Planned End Date and Learning Actual End Date fields when recording the event aim.

16. If the event is the offer of an interview for example, the date to be recorded is the date when the formal offer of an interview was made, not the date of the interview itself. These aims should only be recorded as Completed (CompStatus = 2) and Achieved (Outcome = 1), and with all three date fields completed. These 3 aims should never be recorded as continuing.

17. Once an interview offer has been made (within the criteria specified in the funding and performance management rules), the learning aim should still be recorded even if, for some reason, the actual interview does not take place.

18. Against the component learning aim, complete the Learning Actual End Date when all learning activities have taken place. Record Outcome = 8 'Learning activities are complete but the outcome is not yet known' at the end of learning if the event aim is still to be recorded.

19. Once the event aim has been recorded, the Outcome field of the component learning aim must be updated accordingly.

20. The programme aim must be recorded as continuing (compstatus = 1) until the component learning aim (aims with category code 62) has been completed, the learner withdraws from the programme or takes a break in learning. Refer to guidance for learner absence or withdrawal or Recording breaks in learning for Adults skills funded learners .

21. If an event aim is recorded but a Job offer is not made, on the programme aim, record the programme as completed (compstatus = 2), record Outcome = 3 ' No achievement'. Do not return an Achievement Date.

Full Funding Indicator

22. The Full or Co-funding indicator (FFI) must be used to indicate whether the employer is contributing towards funding of a bootcamp.

23. If the learner is being trained by their existing employer and the employer

contributes towards the funding of the bootcamp then all learning aims should be recorded as FFI=2 (co-funded).

24. If the learner is independent (the learner is unemployed, self-employed or the employer is not contributing towards the cost) then all learning aims should be recorded as FFI=1 (fully funded).

Other Employment Type

25. Other Employment Type Code 2 'Small or Medium Employer' must be used for Skills Bootcamps where the employer is a small or medium employer (defined in the national funding and performance management rules) and where the bootcamp is co-funded. Code 2 is used to identify the size of the employer to determine the employer contribution towards Skills Bootcamps.

Contract Reference Number

26. This number will be in the format of 'SB-contract reference-deliverable code' or 'SBA-contract reference-deliverable code' and provided to learning organisations by contract managers

Achievement date

27. The Achievement date is used as the trigger date for the outcome milestone payment.

28. The date recorded is when the learner has met the requirements of the Skills Bootcamps, completed the learning, one of the 3 event aims (listed above) may be recorded and the learner reaches a positive outcome, for example a learner gets a new job. This field must be returned when the Outcome field has been achieved (Outcome = 1). The Achievement date must be returned within six months once the Learning Actual End Date has been returned on the programme aim.

The Six-Month Rule

29. If the component learning aim is recorded as completed and no event aim has taken place, after six months (six months after the Learning actual end date of the component learning aim) record the programme aim as Completion Status = 2 'The learner has completed the learning activities leading to the learning aim', record Outcome = 3 'No achievement'. Against the component learning aim, record Completion Status = 2 'The learner has completed the learning activities leading to the learning aim' and Outcome = 1 or 3 'Achieved' or 'Not Achieved' in the Outcome field.

Component Learning Aims

For component learning aims you will need to find the most suitable aim for your

provision using **Find a Learning Aim** service online.

Start by searching for 'Skills Bootcamps – [Insert course relevant wording]'

Ensure that you filter your search by the category 'Skills Bootcamps – Subject Learning'

∧ Category

☑ Skills Bootcamps -
    Subject Learning

☐ Standalone

☐ Standalone and Licence
    To Practise

You will also need to ensure that the aim you choose is valid for new starts as some may not be valid, see example below.

Last date for new start	31 July 2026

Annex F – ILR – Learner Entry Tool (LET)

Introduction

1.   The Learner Entry Tool (LET) allows users to manually create Individualised Learner Record (ILR) data, in XML files. It also allows the migration of data files from previous academic years. The software is free to users, without access to a data management system, who will submit ILR data to the Education & Skills Funding Agency (DfE).

2.   This guidance document has been created to help Learning Organisations who have a Department for Education Skills Bootcamp contract with the South Yorkshire Mayoral Combined Authority (SYMCA), complete and submit their ILR data. It uses visuals from the DfE LET for 2024/2025.

3.   This document mirrors the DfE LET guidance document and applies SYMCA data reporting and performance management requirements. Further information can be gained via the DfE LET guidance document.

4.   The information included in this document can also be used as a guide for Learning Organisations who do not use the LET to generate an XML.

5.   The latest version of the Learner Entry Tool can be downloaded via this link: ILR Learner entry tool. New versions are released throughout the year and Learning Organisations need to ensure that they use the latest version to submit their data.

6.   Input has also been based on the Skills Bootcamp recording section of the Provider Support Manual: Provider Support Manual

Using the Learner Entry Tool (LET)

7.   LET consists of two main tabs:

- •   Home Page – Provides a summary of records imported, allow imports and exports of data

- •   Learners – View, amend, delete and add details of all learners associated with the imported data or to create records

8. The following pages will detail how data needs to be returned for Skills Bootcamps.

Key:

- **MANDATORY FIELD** – This field must be completed for the data to be included in the XML
- **VALIDATION RULE** – This shows where the field has a specific SMCA validation rule applied to it. Where the data in the ILR fails the validation rule, it will appear in the "no pay" report and will generate no funding for that Return
- Fields highlighted in grey are not commonly used and will only need to be completed under certain conditions
- Not all fields and tabs in the Learner Entry Tool are relevant to Bootcamps

Homepage

	Area	Notes
1	**UKPRN** **MANDATORY** **VALIDATION**	Input your UK Provider Reference Number (UKPRN) in the home screen. This will be used throughout the application and will also be the filename of the exported ILR file. **This UKPRN should match the UKPRN used in the signed contract with the SYMCA.**
2	**Learner count** **Learning delivery count** **Learners excluded from export count**	Number of learners in the LET (will show as 0 until data is imported in or added manually) Number of learning aims being delivered Number of learners that will be excluded from the ILR
3	**Export data**	This will create the XML data and allows you to select where to save the data

	Area	Notes
4	**Import data**	Allows a previous years data file to be imported into the LET for continuing learners. The data is converted to

		match the format for the current funding year. Also used to import previous XML files into the latest version of the LET
5	**Open Export folder**	Allows you to select where to export and save the ILR file generated by the LET

Learner Homepage

	Area	Notes
1	**Learners tab**	This is where information on the learner and Bootcamps is entered
2	**Filter**	The filter option allows the user to search for a learner using a name, reference number, Unique Learner Number (ULN) etc.
3	**Add Learner**	This will add a new blank learner section (the right hand screen) The new learner will be added to the Learner list (5) The Ref number will be the next number in sequence
4	**Don't export tick-box**	If this box is ticked then it will not be exported in the ILR. It is automatically ticked where there are data errors in the information for that particular learner. Once these are fixed the tick in the Don't export box will disappear The box can be ticked so that the learner won't be included in the XML. This may be needed when there are known data quality issues which in the short term cannot be resolved

5	Learner list	This list details all the learners included in the Learner Entry tool
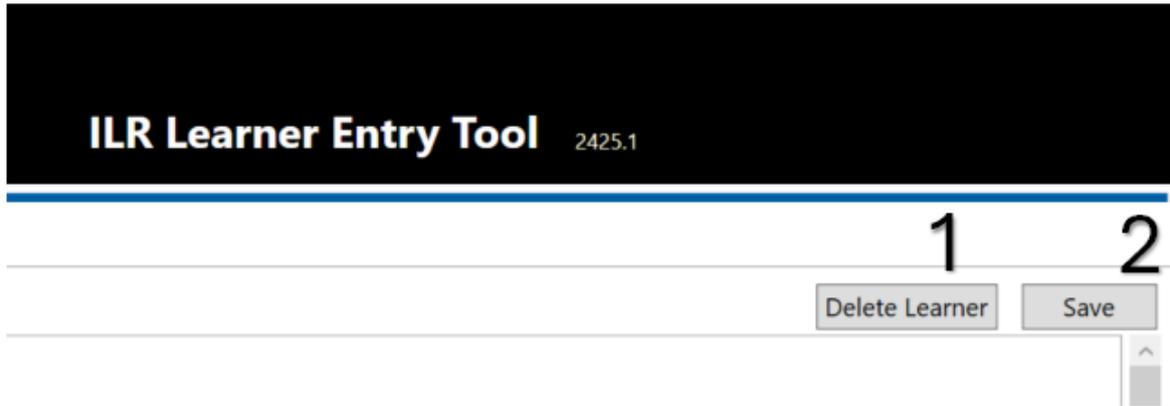
	Field	Notes
1	**Delete Learner**	Use this button to delete the currently open learner record. A prompt box will pop up asking you to confirm
2	**Save**	Saves all current data including the currently open learner record. The Learner Entry does not save data automatically as it is added but it will be saved automatically as the application is closed

Learner Tab (Top Section)

LEARNER :

Given Names - required
Family Name - required
Sex - required
ULN - required
Ethnicity - required
Postcode required

Learner reference number : 0001 **1**   Previous reference number : [   ]
Unique learner number (ULN) : [   ] **2**   Previous UKPRN : [   ]
Pre-merger UKPRN : [   ]   Campus Identifier : [   ]
Given names : [   ] **3**   Family name : [   ] **5**
Date of birth : [Select a date 15] **4**   Sex : [▾] **6**

	Field	Notes
1	**Learner reference number** **MANDATORY FIELD**	Automatically populated when a new learner is added to the Learner Entry tool with the next number in sequence. This ref can be changed with the field accepting numbers and letters
2	**Unique Learner Number (ULN)** **MANDATORY FIELD**	This is a mandatory field required by SYMCA. Where this number is not known, a temporary ULN number 9999999999 can be used. ULN's can be gained and created via the Learner Record Service. [Learner Record Service](#)
3	**Given names** **MANDATORY FIELD**	The forenames (first names) of the learner
4	**Date of birth** **MANDATORY FIELD** **VALIDATION RULE**	The date of birth of the learner. Under 19-year-olds are not routinely funded by Bootcamps. The date of birth is used to calculate the age group the learner falls into. **Under 19-year-old learners will appear on the no pay report**
5	**Family name** **MANDATORY FIELD**	The surname or family name of the learner
6	**Sex** **MANDATORY FIELD**	The legal sex of the learner

	Field	Notes
7	Delete learner	This will delete the currently open learner record. Before you delete a learner, a prompt box will pop up asking you to confirm the action
8	Save	Saves all current data including the currently open learner record. The Learner Entry tool does not save data automatically as it is added but it will be saved automatically as the application is closed Partial records can be completed and saved so that further details can be added later
9	Mandatory field guidance	Incomplete mandatory records will display in Red. Learners with incomplete mandatory fields will not be included in the ILR export. (The 'Don't Export' field will be ticked) *Use the scroll bar on the right-hand side, to ensure that all missing mandatory fields can be viewed*

Learner: Learner Information

	Field	Notes
1	**National Insurance number** **MANDATORY FIELD**	The National Insurance number for the learner, gained from the enrolment form
2	**Ethnicity** **MANDATORY FIELD**	The ethnic origin of the learner, based on the 2011 census criteria. This information should be gained from the learner via the enrolment form
3	**Postcode prior to enrolment** **MANDATORY FIELD**	The Postcode prior to enrolment is completed when the learner first enrols on a Bootcamp. It should not be updated if the learner moves house.
4	**Address**	The details of the learner's current address
5	**Postcode** **MANDATORY FIELD**	Current address postcode for the learner. If the learner's postcode is unknown, Learning Organisations must return a postcode of ZZ99 9ZZ. The current postcode may differ from the Postcode prior to enrolment, where a learner has changed residence since enrolling, for example if they are living away from home
6	**Telephone and Email**	The current telephone number and personal email address of the learner.

Learner: LLDD Learning Support

Long term disability, health problem or learning difficulty : [**1** ▾]

Does the learner have any of the following (tick those that apply) :

Disabled students allowance : ☐

Education Health Care plan : ☐   Learning support cost (£): [   ]

High needs students : ☐   Special educational needs : ☐

Learner Support Reason (select up to 4 that apply)   **LLDD and Health Problem Category**

Learner Support Reason
36 - Care to Learn
55 - 16-19 Bursary Fund – learner is a member of a vulne
56 - 16-19 Bursary Fund - learner has been awarded a di
57 - Residential support
58 - 19+ Hardship (Adult Skills or Advanced Learner Loa
59 - 20+ Childcare (Adult Skills or Advanced Learner Loa
60 - 19+ Residential Access Fund (Adult Skills or Advanc

Primary is : [**2** ▾]

LLDD and Health Problem Category
1 - Emotional/behavioural difficulties
2 - Multiple disabilities
3 - Multiple learning difficulties
4 - Vision impairment
5 - Hearing impairment
6 - Disability affecting mobility
7 - Profound complex disabilities
8 - Social and emotional difficulties
9 - Mental health difficulty
10 - Moderate learning difficulty
11 - Severe learning difficulty
12 - Dyslexia
13 - Dyscalculia
14 - Autism spectrum disorder
15 - Asperger's syndrome

	Field	Notes
1	**Long term disability, health problem or learning disability** **MANDATORY FIELD**	Used to record whether the learner considers that they have a learning difficulty, disability or health problem. Completed on the basis of the learner's self-assessment at enrolment
2	**LLDD Health problem category**	Used to record the nature of the learner's disability, learning difficulty and/or health problem. Must be completed if (1) Long term disability, health problem or learning disability field has been completed. LLDD and health problem category (options 1 to 3 are no longer valid) The Primary LLDD and health problem field must be returned against one of the LLDD and health problem records. The Primary problem should be the most significant / the one that impacts on the learner's education. This indicator must only be returned against one of the LLDD and health problem records for each learner.

Learner: Funding and Monitoring

	Field	Notes
1	**Planned learning hours** **MANDATORY FIELD**	This is an annual field: this field must be updated at the start of each Bootcamp. The hours collected in this field are the planned hours for the learner for the Bootcamp. This field is only collected where active learning is present during the year.

Learner: Learner Provider Specified Monitoring

	Field	Notes
1	**Fields A and B**	These fields allow data to be recorded by a Provider for their own use and allows them to analyse ILR data to their own requirements. The use of this entity is optional, you can use it if you wish to do so to record additional data for your own business purposes

Learner: Learner Higher Education (HE) Information

9.   This tab is not used to record SYMCA data.

Learner: Contact Preferences

	Field	Notes
1	Restricted Use Indicator	Data collected in the Learner Contact Preference entity is used to record any restrictions on the use of the learner's record to contact them about learning opportunities or for survey and research purposes This section only needs to be completed where one of the circumstances applies in the restricted use section

Learner: Prior Attainment

	Field	Notes
1	**Add button** **Remove button**	Click on the "Add" button to populate the second screen at the bottom of the tab Clicking on the "Remove" button will delete the prior attainment recorded
2	**Prior Level** **MANDATORY FIELD**	Use to record the prior attainment level of the learner at the start of the learning Prior Level

3	**Date level applies from** **MANDATORY FIELD**	Enter here the date the level of prior attainment applies from. The date needs to match or be before the Bootcamp learning start date

Learning Delivery/Learning Information (Programme Aim)

	Area	Notes
1	**Aim type** **MANDATORY FIELD**	Should be recorded as Aim type 1 - Programme aim
2	**Learning aim ref** **MANDATORY FIELD**	This must be recorded using ZPROG001
3	**Learning start date** **MANDATORY FIELD** **VALIDATION RULE**	This should reflect the first day of learning of the Skills Bootcamp
4	**Learning planned end date** **MANDATORY FIELD**	Skills Bootcamps must have a programme aim for the entire duration of the programme – this includes the 6 month outcome window, from the completion date of the Bootcamp for claiming a Milestone 3 for achievement
5	**Funding Model** **MANDATORY FIELD**	The Funding Model should be recorded as 37 - Skills Bootcamp
6	**Programme Type** **MANDATORY FIELD**	Should be set to 32 - Skills Bootcamp
7	**Delivery location postcode** **MANDATORY FIELD**	Used to record the postcode of the address at which the Bootcamp is delivered. Where delivery is at more than one location, record the postcode of the location at which the majority of learning is delivered. Where provision is delivered away from a learning centre, for example distance or e-learning, the

		following code should be entered: ZZ99 9ZZ. This should be the delivery location at start.
8	**Learning start date postcode** **MANDATORY FIELD**	The residency postcode of the learner to identify whether the learner is a South Yorkshire resident. If the learner's postcode is unknown, use postcode ZZ99 9ZZ. This should be updated to the correct postcode at the earliest opportunity.
9	**Contract Reference number** **MANDATORY FIELD**	Provided by the SYMCA as the unique identifier for a Skills Bootcamp. The appropriate contract reference should be recorded in this field.

Learning Delivery/Funding and Monitoring (Programme Aim)

	Area	Notes
1	**Source of funding** **MANDATORY FIELD**	105 - Education and Skills Funding Agency (DfE) – Adult, should be selected here
2	**Full or co-funding indicator** **MANDATORY FIELD**	The Full or Co-funding indicator (FFI) must be used to indicate whether the employer is contributing towards funding of a bootcamp. If the learner is being trained by their existing employer and the employer contributes towards the funding of the bootcamp then record FFI=2 (co-funded). If the learner is employed low waged or self-employed and low waged, record as FFI=1 (fully funded). If the learner is independent (the learner is employed and earning above the wage threshold or self-employed and earning above the low wage threshold, with no contribution from an employer) then a different contract reference number will need to be returned. These should be requested via your allocated SDO / ADM. These bootcamps will be funded at 50% of the rate for the first two categories, record as FFI=1 (fully funded).
3	**Learning Delivery Monitoring Codes**	Commonly referred to as LDM codes, they indicate participation in programmes or initiatives For Bootcamps, the following LDM codes are in operation: ==391 - should be returned where the learner is **employed and low waged**. The low wage threshold is currently £23,400.00 per year==

Learning Delivery/Learning End details (Programme Aim)

	Area	Notes
1	**Completion status** **MANDATORY FIELD**	The programme aim must be recorded as continuing (completion status = 1) until the component learning aim (aims with category code 62) has been completed, the learner withdraws from the programme or takes a break in learning.
2	**Actual end date**	Should be left blank until the learner has an Events aim
3	**Achievement date**	Should be left blank until the learner is offered a job or equivalent
4	**Outcome**	Should be left blank until the learner has an Events aim
5	**Withdrawal reason**	This field should only be completed if the learner exits the learning before the planned end date and a date has been entered in the actual end date field *The Completion status field should be updated when the learner withdraws before the course is complete:* Withdrawal Reason

Learning Delivery/Learning Information Tab (Component Aim)

	Area	Notes
1	**Aim type** **MANDATORY FIELD**	Should be recorded as Aim type 3 - Component learning aim within a programme
2	**Learning aim ref** **MANDATORY FIELD**	Must be a learning aim with Category code 62: DfE Skills Bootcamps recorded against it on [Find a learning aim](#) **SYMCA will provide the learning aim code that you will need to record for your SYMCA Skills Bootcamps**
3	**Learning start date** **MANDATORY FIELD**	This field is used to record the date the learner started the Bootcamp. Dates in the future should not be returned. **This must match what is recorded for the programme aim**
4	**Learning planned end date** **MANDATORY FIELD**	The date by which the provider and learner plan to complete the Bootcamp. If a learner continues their study beyond the date planned at the start of the Bootcamp, this should be reflected in the learning actual end date field and the learning planned end date must remain unchanged.
5	**Funding Model** **MANDATORY FIELD**	The Funding Model should be recorded as 37 – Skills Bootcamp
6	**Programme Type** **MANDATORY FIELD**	Should be set to 32 - Skills Bootcamp
7	**Delivery location postcode** **MANDATORY FIELD**	Used to record the postcode of the address at which the Bootcamp is delivered. Where delivery is at more than one location, record the postcode of the location at which the majority of learning is delivered. Where provision is delivered away from a learning centre, for example distance or e-learning, the following code should be entered: ZZ99 9ZZ. This should be the delivery location at start.
8	**Learning start date postcode** **MANDATORY FIELD**	The residency postcode of the learner to identify whether the learner is a South Yorkshire resident. If the learner's postcode is unknown, use postcode ZZ99 9ZZ. This should be updated to the correct postcode at the earliest opportunity.

9	**Contract Reference number** **MANDATORY FIELD**	Provided by the SYMCA as the unique identifier for a Skills Bootcamp. The appropriate contract reference should be recorded in this field.

Learning Delivery/Funding and Monitoring (Component Aim)

	Area	Notes
1	**Source of funding** **MANDATORY FIELD**	105 - Education and Skills Funding Agency (DfE) – Adult, should be selected here
2	**Full or co-funding indicator** **MANDATORY FIELD**	The Full or Co-funding indicator (FFI) must be used to indicate whether the employer is contributing towards funding of a bootcamp. If the learner is being trained by their existing employer and the employer contributes towards the funding of the bootcamp then record FFI=2 (co-funded). If the learner is employed low waged or self-employed and low waged, record as FFI=1 (fully funded). If the learner is independent (the learner is employed and earning above the wage threshold or self-employed and earning above the low wage threshold, with no contribution from an employer) then a different contract reference number will need to be returned. These should be requested via your allocated SDO / ADM. These bootcamps will be funded at 50% of the rate for the first two categories. Record as FFI=1 (fully funded).

Learning Delivery/Learning End Details (Component Aim)

	Area	Notes
1	**Completion status** **MANDATORY FIELD**	The component aim must be recorded as continuing (completion status = 1) until the learning has been completed, the learner withdraws from the programme or takes a break in learning.
2	**Actual end date**	Should be left blank until the learner completes the Skills Bootcamp
3	**Outcome**	Should be left blank until the learner completes the Skills Bootcamp
4	**Withdrawal reason**	This field should only be completed if the learner exits the learning before the planned end date and a date has been entered in the actual end date field *The Completion status field should be updated when the learner withdraws before the course is complete:* Withdrawal Reason

Learning Organisation specified information

	Area	Notes
1	**Provider specified info fields**	These four free text fields allow Learning Organisations to enter their own data about the learner/learning aim.

Employment Status

	Field	Notes
1	**Employment Status** **MANDATORY FIELD**	The status should reflect the learner's situation at the start of the Bootcamp Code Title 10 In paid employment 11 Not in paid employment, looking for work and available to start work 12 Not in paid employment, not looking for work and/or not available to start work 98 Not known / not provided
2	**Date status applies** **MANDATORY FIELD**	To identify when the employment status applies from. The date must be before the start date of the Bootcamp
3	**Is the learner self employed?**	This should be completed if applicable for learners where the employment status is recorded as code 10, In paid employment
4	**Length of unemployment**	This must be completed on all records where the Employment status is recorded as code 11, Not in paid employment and looking for work Length of unemployment
5	**Benefit status indicator**	Should be completed where the learner is in receipt of one of the stated benefits (Options 2 and 3 are no longer valid) Benefit Status Indicator
6	**Employment intensity indicator**	This should be completed if applicable for learners where the employment status is recorded as code 10, In paid employment. (Options 1 to 4 are no longer valid) Employment intensity indicator
7	**Is the employer a small or medium employer? (Skills Bootcamps only)**	Must be completed for Skills Bootcamps where the employer is a small or medium employer and where the bootcamp is co-funded. In the ILR these conditions are defined as: Checked (Small employer for SB programmes) – 90% paid Not checked (Larger than 250 employees) – 70% paid

		This is in correlation with the full / co-funding indicator being set to co-funded

Event Aim (component aim that represents an event)

10. If applicable, for learners who started prior to 1st August 2025 – one of the following class codes should be recorded if one of these events occurs and is related to the learning from the bootcamp:

- use learning aim reference Z0059747 for Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp
- use learning aim reference Z0059748 for Skills Bootcamp: offer of a new role or added responsibilities, which match skills acquired during the bootcamp, with existing employer
- use learning aim reference Z0059749 for Skills Bootcamp: receipt of plan from learner of how the bootcamp learning will be applied to acquire new self-employment opportunities/contracts

If applicable - for learners who started on or after 1st August 2025 - record one of the following event indicators, with the date of that event:

- Offer of an interview for a role which matches skills acquired (EVI code 1)
- Offer of a new role or added responsibilities with existing employer (EVI code 2)
- Receipt of plan from learner to acquire new self-employment opportunities or contracts (EVI code 3)

Learning Delivery/Learning Information Tab (Event Aim)

	Area	Notes
1	**Aim type** **MANDATORY FIELD**	Should be recorded as Aim type 3 – Component learning aim within a programme
2	**Learning aim ref** **MANDATORY FIELD**	Starts before 1st August 2025 - Record one of the following aim refs: ZOO59747, ZOO59748 or ZOO5974 Starts after 1st August 2025 – Record one of the following EVI Codes: 1 (interview), 2 (additional roles/responsibilities), 3 (Receipt of plan to acquire new self-employment opportunities/contracts)
3	**Learning start date** **MANDATORY FIELD**	The date of the event aim should be recorded here. The same date needs to be recorded in the Learning start date, Learning planned end date and Learning actual end date
4	**Learning planned end date** **MANDATORY FIELD**	The date of the event aim should be recorded here. The same date needs to be recorded in the Learning start date, Learning planned end date and Learning actual end date
5	**Funding Model** **MANDATORY FIELD**	The Funding Model should be recorded as 37 – Skills Bootcamp
6	**Programme Type** **MANDATORY FIELD**	Should be set to 32 - Skills Bootcamp
7	**Delivery location postcode** **MANDATORY FIELD**	Used to record the postcode of the address at which the Bootcamp is delivered. Where delivery is at more than one location, record the postcode of the location at which the majority of learning is delivered. Where provision is delivered away from a learning centre, for example distance or e-learning, the following code should be entered: ZZ99 9ZZ. This should be the delivery location at start.
8	**Learning start date postcode** **MANDATORY FIELD**	The residency postcode of the learner to identify whether the learner is a South Yorkshire resident. If the learner's postcode is unknown, use postcode ZZ99 9ZZ. This should be updated to the correct postcode at the earliest opportunity.

9	**Contract Reference number** **MANDATORY FIELD**	Provided by SYMCA as the unique identifier for a Skills Bootcamp. The appropriate contract reference should be recorded in this field.

Learning Delivery/Funding and Monitoring (Event Aim)

	Area	Notes
1	**Source of funding** **MANDATORY FIELD**	105 - Education and Skills Funding Agency (DfE) – Adult, should be selected here
2	**Full or co-funding indicator** **MANDATORY FIELD**	The Full or Co-funding indicator (FFI) must be used to indicate whether the employer is contributing towards funding of a bootcamp. If the learner is being trained by their existing employer and the employer contributes towards the funding of the bootcamp then record FFI=2 (co-funded). If the learner is employed low waged or self-employed and low waged, record as FFI=1 (fully funded). If the learner is independent (the learner is employed and earning above the wage threshold or self-employed and earning above the low wage threshold, with no contribution from an employer) then a different contract reference number will need to be returned. These should be requested via your allocated SDO / ADM. These bootcamps will be

		funded at 50% of the rate for the first two categories, record as FFI=1 (fully funded).

Learning Delivery/End Details (Event Aim)

	Area	Notes
1	**Completion status** **MANDATORY FIELD**	The event aim must be recorded as: The learner has completed the learning activities leading to the learning aim
2	**Actual end date** **MANDATORY FIELD**	The date of the event aim should be recorded here. The same date needs to be recorded in the Learning start date, Learning planned end date and Learning actual end date
3	**Outcome** **MANDATORY FIELD**	1 – Achieved should be recorded here
4	**Withdrawal reason**	This field should only be completed if the learner exits the learning before the planned end date and a date has been entered in the actual end date field *The Completion status field should be updated when the learner withdraws before the course is complete:* [Withdrawal Reason](#)

Completion of learning

11.   As an example only – Learner starts bootcamp on 01/04/2024 and completes the Bootcamp on 30/11/2024. An interview offer has not been made:

Programme aim (ZPROG001), the following needs to be recorded:

Learning Information | **Funding and Monitoring** | **Provider Specified Info** | **Learning Delivery HE** | **Financial Details** | **Work Placement** | **End Details**

Completion status : 1 - The learner is continuing or intending to continue the learning activities leading to the learning aim ˅

Actual end date : Select a date 🗓 Achievement date : Select a date 🗓

Outcome : 8 - Learning activities are complete but the outcome is not yet known ˅

Component learning aim, the following needs to be recorded:

Learning Information | **Funding and Monitoring** | **Provider Specified Info** | **Learning Delivery HE** | **Financial Details** | **Work Placement** | **End Details**

Completion status : 2 - The learner has completed the learning activities leading to the learning aim ˅

Actual end date : 30/11/2024 🗓 Achievement date : Select a date 🗓

Outcome : 8 - Learning activities are complete but the outcome is not yet known ˅

12.   Learner starts bootcamp on 08/09/2024, interview offer after learning ends, end date of the programme aim is the same date as the interview offer (20/12/2024).

Programme aim (ZPROG001), the following needs to be recorded:

Learning Information | **Funding and Monitoring** | **Provider Specified Info** | **Learning Delivery HE** | **Financial Details** | **Work Placement** | **End Details**

Completion status : 2 - The learner has completed the learning activities leading to the learning aim ˅

Actual end date : 20/12/2024 🗓 Achievement date : Select a date 🗓

Outcome : 8 - Learning activities are complete but the outcome is not yet known ˅

Component learning aim, the following needs to be recorded:

Learning Information | **Funding and Monitoring** | **Provider Specified Info** | **Learning Delivery HE** | **Financial Details** | **Work Placement** | **End Details**

Completion status : 2 - The learner has completed the learning activities leading to the learning aim ˅

Actual end date : 16/12/2024 🗓 Achievement date : Select a date 🗓

Outcome : 1 - Achieved ˅

Class code for offer of an interview (event aim) (ZOO59747 for Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp)

Learning Information | **Funding and Monitoring** | **Provider Specified Info** | **Learning Delivery HE** | **Financial Details** | **Work Placement** | **End Details**

Completion status : 2 - The learner has completed the learning activities leading to the learning aim ˅

Actual end date : 20/12/2024 🗓 Achievement date : Select a date 🗓

Outcome : 1 - Achieved ˅

13.   Learner starts bootcamp on 08/09/2024, interview offer after learning ends, end date of the programme aim is the same date as the interview offer (20/12/2024). Learner is not offered a job.

Programme aim (ZPROG001), the following needs to be recorded:

Learning Information | **Funding and Monitoring** | **Provider Specified Info** | **Learning Delivery HE** | **Financial Details** | **Work Placement** | **End Details**

Completion status : 2 - The learner has completed the learning activities leading to the learning aim ˅

Actual end date : 20/12/2024 🗓 Achievement date : Select a date 🗓

Outcome : 3 - No achievement ˅

Component learning aim, the following needs to be recorded:

Learning Information	Funding and Monitoring	Provider Specified Info	Learning Delivery HE	Financial Details	Work Placement	End Details

Completion status : 2 - The learner has completed the learning activities leading to the learning aim

Actual end date : 16/12/2024   Achievement date : Select a date

Outcome : 1 - Achieved

Class code for offer of an interview (event aim) (ZOO59747 for Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp):

Learning Information	Funding and Monitoring	Provider Specified Info	Learning Delivery HE	Financial Details	Work Placement	End Details

Completion status : 2 - The learner has completed the learning activities leading to the learning aim

Actual end date : 20/12/2024   Achievement date : Select a date

Outcome : 1 - Achieved

14.   Learner starts bootcamp on 08/09/2024, interview offer after learning ends, end date of the programme aim is the same date as the interview offer (20/12/2024). Learner is offered a job on 16/01/2025 following the interview. Record the job offer date in the Achievement date field of the Programme aim.

Programme aim (ZPROGOO1), the following needs to be recorded:

Learning Information	Funding and Monitoring	Provider Specified Info	Learning Delivery HE	Financial Details	Work Placement	End Details

Completion status : 2 - The learner has completed the learning activities leading to the learning aim

Actual end date : 20/12/2024   Achievement date : 16/01/2025

Outcome : 1 - Achieved

Component learning aim, the following needs to be recorded:

Learning Information	Funding and Monitoring	Provider Specified Info	Learning Delivery HE	Financial Details	Work Placement	End Details

Completion status : 2 - The learner has completed the learning activities leading to the learning aim

Actual end date : 16/12/2024   Achievement date : Select a date

Outcome : 1 - Achieved

Class code for offer of an interview (event aim) (ZOO59747 for Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp):

Learning Information	Funding and Monitoring	Provider Specified Info	Learning Delivery HE	Financial Details	Work Placement	End Details

Completion status : 2 - The learner has completed the learning activities leading to the learning aim

Actual end date : 20/12/2024   Achievement date : Select a date

Outcome : 1 - Achieved

Learning Delivery/End Details (Event Aim)

	Area	Notes
1	**Completion status** **MANDATORY FIELD**	The event aim must be recorded as: The learner has completed the learning activities leading to the learning aim
2	**Actual end date**	The date of the event aim should be recorded here. The same date needs to be recorded in the Learning start date, Learning planned end date and Learning actual end date
3	**Outcome**	1 – Achieved should be recorded here
4	**Withdrawal reason**	This field should only be completed if the learner exits the learning before the planned end date and a date has been entered in the actual end date field *The Completion status field should be updated when the learner withdraws before the course is complete:* Withdrawal Reason

Annex G – HGV – ILR Coding Requirements

HGV Start Payments

The start payment only applies to Pathways A, B and C. The start payment percentage for these pathways is in the table in the HGV Payment Milestones section.

To receive the start payment, the learner must also be able to provide proof of having an HGV Provisional Licence, which you should record in the ILR.

For a skills bootcamp that started prior to 1 August 2025 use method (a) below, for a skills bootcamp that starts from 1 August 2025 use method (b) below:

a)   use an event aim which is recorded in your ILR with the following category in <u>FALA</u>: ZOO6O439 - Skills Bootcamp - HGV: Provisional licence checked

b)   use an event indicator which is recorded in your ILR and has a Learning Delivery Funding and Monitoring Type of EVI: Checked HGV Provisional licence (EVI 4)

HGV Mid-course Payments

This payment applies to all HGV pathways. The percentage payment, of their total price, is different depending on the pathway. See table in the HGV Payment Milestones section for the percentages.

The conditions to receive the mid-course payment are:

a)   for pathways A, B and C, we need confirmation that the learner has met each of the following elements:

- they have completed the practical training
- the learner has taken their HGV part 3b test.
- because the learner is required to pass the theory test before taking the practical test, do not collect additional information in the ILR to indicate the learner has passed their theory test

b)   for pathways D, E, F, G and H, we need confirmation that the learner has successfully completed the relevant training

There are 2 methods to record the information that the learner has taken their HGV Part 3b test, depending on when the learner started their bootcamp:

a)   For a skills bootcamp that started prior to 1 August 2025, record an event aim in your ILR with the following learning aim reference: ZOO9541 – HGV Part 3b of the driver certificate of professional competence: On-Road Driving.

Once the test has been taken, record the learning aim with a Completion Status of

Completed. If the learner passed the test, the learning aim should be recorded with an Outcome of Achieved. If the learner did not pass the test, the Outcome should be Not Achieved

b)　　　For a skills bootcamp that started from 1 August 2025, record an event indicator with the date when the learner took their test:

- use an event indicator with code EVI 9 if the learner took their 3b test but did not pass the test
- use an event indicator with code EVI 10 if the learner passed their 3b test. In this case there is no need to record another event indicator with code EVI 9

HGV Completion Payments

This payment applies to all HGV pathways. The percentage payment, of their total price, is different depending on the pathway. See the table in the HGV Payment Milestones section for the percentages.

For you to earn a completion payment for a learner, the learner must satisfy all of the following 3 criteria:

c)　　　the learner must have completed their subject learning, which is indicated in the ILR using a learning aim with the 'Skills Bootcamps - Subject Learning' category in FALA (category code 62) – See the table in the Component Learning Aim section for the full list

b) the learner must meet the specific completion criteria for the HGV pathway of the bootcamp

　　　c)　the learner must have either:

1. met one of these 3 criteria, described more fully in the skills bootcamps funding and performance management guidance.:
   - offer of a job interview
   - offer of a new role or added responsibilities with existing employer
   - receipt of plan from learner to acquire new self-employment opportunities or contracts

2. or met the criteria for an outcome payment milestone, as described more fully in the skills bootcamps funding and performance management guidance. In your ILR this would be recorded as an achievement date and outcome recorded against the learner's programme aim

To record in the ILR one of the 3 completion criteria in the paragraph above, there are different methods depending on when the learner started their bootcamp:

a)　　　For a skills bootcamp that started prior to 1 August 2025, you would record in

the ILR an event aim which is recorded as completed, and reflects what has happened for the learner, using one of the following categories in FALA:

1. Skills Bootcamps - Offer of an interview (code 57)
2. Skills Bootcamps - Offer of a new role or added responsibilities with existing employer (code 58)
3. Skills Bootcamps - Receipt of plan from learner to acquire new self-employment opportunities or contracts (code 59)

b) For a skills bootcamp that started on 1 August 2025 or later, record one of the following event indicators as applicable, with the date of that event:
1. Offer of an interview for a role which matches skills acquired (EVI code 1)
2. Offer of a new role or added responsibilities with existing employer (EVI code 2)
3. Receipt of plan from learner to acquire new self-employment opportunities or contracts (EVI code 3)

The specific requirements for each HGV pathway are set out below. The section is split into two.

HGV-specific completion criteria for bootcamps starting before August 2025

The specific requirements for each HGV pathway are set out below. Where a learner has passed a test or met the criteria, we expect the corresponding event aim to be recorded in the ILR with an Outcome of Achieved as applicable:

a) for pathways A, B and C, we need confirmation of both of the following elements from the learner that they have:
1. passed the learning aim reference Z0009541 – HGV Part 3b of the driver certificate of professional competence: On-Road Driving
2. achieved the learning aim reference Z0060442 – DfE Skills Bootcamp – HGV: Part 4 of the driver certificate of professional competence

b) for pathways D and H, we need confirmation that the learner
1. has passed the learning aim Z0009541 – HGV Part 3b of the driver certificate of professional competence: On-Road Driving

c) for pathway E, we need confirmation that the learner has passed the learning aim Z0060440 – DfE Skills Bootcamp – HGV: ADR (dangerous goods) exam

d) for pathway F, we need confirmation of both of the following elements from the learner that they have: passed
1. Z0060440 – DfE Skills Bootcamp – HGV: ADR (dangerous goods) exam
2. Z0060441 – DfE Skills Bootcamp – HGV: PDP (petroleum driver passport) exam

e) for pathway G, we need confirmation that the learner has evidenced the learning

aim Z0060443 – DfE Skills Bootcamp – HGV: Evidence that CPC has been brought up to date

If the learner took multiple attempts to pass a test, we would expect an event aim to represent each attempt, with Outcomes of Achieved or Not Achieved, particularly for pathways where the initial attempt (whether a pass or not) triggers a mid-course payment.

HGV-specific completion criteria for bootcamps starting in August 2025 or later

The specific requirements for each HGV pathway are set out below. You should record the event indicator (EVI) using the date when the event took place.

a) for pathways A, B and C, we need confirmation of both of the following elements from the learner that they have:
1. passed HGV Part 3b of the driver certificate of professional competence: On-Road Driving (EVI 10)
2. passed HGV Part 4 of the driver certificate of professional competence (EVI 7)

b) for pathways D and H, we need confirmation that the learner has passed HGV Part 3b of the driver certificate of professional competence: On-Road Driving (EVI 10)

c) for pathway E, we need confirmation that the learner has passed HGV ADR (dangerous goods) exam (EVI 5)

d) for pathway F, we need confirmation of both of the following elements from the learner that they have:
1. passed HGV ADR (dangerous goods) exam (EVI 5)
2. passed HGV PDP (petroleum driver passport) exam (EVI 6)

e) for pathway G, we need confirmation that the learner has received HGV Evidence that CPC has been brought up to date (EVI 8)

If the learner took multiple attempts to pass a test, there is no need to record an event indicator (EVI) to represent every attempt, except for the HGV Part 3b test in pathways A-C where the initial attempt (whether a pass or not) triggers a mid-course payment. In these pathways A-C you should record an event indicator (EVI 9) for the initial HGV Part 3b attempt, and an event indicator (EVI 10) when the learner passes their HGV Part 3b test. If the learner passes their HGV 3b test at the first attempt, you only need to record a single event indicator (EVI 10).

When you meet these criteria, you can record the skills bootcamp programme aim as complete.

HGV Outcome Payments

We calculate an outcome payment for a successful outcome of an HGV skills bootcamp corresponding to the proportion defined by the contract type shown in table in the HGV

Payment Milestones section.

We will only release this when the learner completes their learning on the HGV skills bootcamp and an outcome has been achieved as described by the skills bootcamps funding and performance management guidance. For HGV pathways, the learner must also complete the specific requirements for that pathway.

To earn an outcome payment for a learner, the learner must meet 2 criteria:
1.   the learner must have achieved an outcome eligible for the outcome payment milestone (as described in the skills bootcamps funding and performance management guidance). You record this by adding an 'Achievement date' to the latest applicable programme aim in the ILR and you record the 'Outcome' using code 1 ('Achieved'). You must also record the 'Learning actual end date' and a 'Completion Status' using code 2 ('The learner has completed the learning activities leading to the learning aim')
2.   the learner must have achieved this eligible outcome as described in paragraph a above within 6 months of completing their learning as described in paragraph 54.1

In addition to the 6-month time limit described above, we can only pay outcome payments up to a fixed point in your contract duration, and we limit using the earlier of these 2 dates. For the final date you can earn any outcome payment, see your contract.
66: You will earn this funding on the later of these dates:
1.   the month of the 'Achievement date'
2.   the month of the 'Learning actual end date'

Annex H – Non ILR Data Returns

Data Spreadsheets

1. There is a requirement to submit additional data as well as inputting data via the ILR to support your funding claims and our funding requirements with DfE. Your Contract Manager will share the template with you upon contract inception.

2. 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.

3. 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, SYMCA will take action to correct this, and we will recover funds you overstated.

4. 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 quality improvements have been made.

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

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

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

8. Your contract manager will share the template with you at the point of contract inception.