

Staffordshire & Stoke-on-Trent

Skills Bootcamps

Specification

Financial Year 2026-2027

Introduction

Skills Bootcamps are free, flexible training courses designed to help adults to quickly gain in-demand skills that employers are actively seeking. They are part of the UK Government's Skills for Life Initiative and support career progression, retraining, or entry into new sectors. The benefits for adults include 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 to employers include helping them fill specific skills shortage vacancies, enabling them to become more productive, more quickly.

Most Skills Bootcamps require no prior experience – just a good level of English and a willingness to learn. Some may have prerequisites depending on the subject.

While not all Skills Bootcamps offer formal qualifications, they do guarantee a job interview upon completion and they can also lead to a new job or apprenticeship, progression in a current role and new opportunities for the self-employed.

Scope

Staffordshire County Council (the Council) is in receipt of funds from the Department for Work and Pensions (DWP) to deliver a range of Skills Bootcamps to Staffordshire and Stoke-on-Trent residents.

Skills Bootcamps give individuals the potential to progress within or into employment within key priority sectors as identified by Skills England:

- **Construction**
- **Engineering and Advanced Manufacturing, including Ceramics**
- **Green Skills**
- **Health and Social Care**
- **Digital Technologies**
- **Financial Services**
- **Professional Services**
- Clean Energy
- Life Sciences
- Creative Industries

- Defence
- Advanced Logistics
- Decarbonisation and Energy Distribution

Items in **bold** are a priority for Staffordshire and Stoke-on-Trent. Where a Provider identifies a demand for a skill area that meets the general criteria but is not listed in any of the sectors listed above, they can complete an application form for consideration.

Delivery will be throughout the 2026/27 financial year (1 April 2026 – 31 March 2027).

To ensure delivery and budgetary confidence:

- at least 20% of learner starts must occur by 31 July 2026 (to be reviewed 15 August 2026 from Individualised Learner Record submissions)
- 50% of learner starts must have occurred by 30 September 2026 (to be reviewed by 15 November 2026 from Individualised Learner Record submissions)

All Skills Bootcamps **delivery** must be completed by 31st March 2027.

All Skills Bootcamp **outcomes** must be achieved within six (6) months of course completion and by 30th September 2027.

Individual adults can be funded for one (1) Skills Bootcamp during the financial year period (1st April 2026 – 31st March 2027).

An individual may only start one (1) Skills Bootcamp per funding year and must not be on more than one Skills Bootcamp at any one time. Where an individual starts a Skills Bootcamp and then realises that it is not suitable for them, they may start and be funded for another Skills Bootcamp if the first milestone payment on the original Skills Bootcamp has not been reached (limited to two (2) starts per year).

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

Not in scope

Second-tier subcontracting is prohibited.

To ensure compliance with Government policy, the grant funding is provided on the strict understanding that none of the funding is to be used for advertising, marketing, communications and consultancy, or for any costs associated with the maintenance, technical development or updating of existing websites or for the development/creation of new websites.

Provider Eligibility

The Staffordshire & Stoke-on-Trent Skills Bootcamp programme is open to all training providers registered on the UK Register of Learning Providers – providers not currently registered can apply [here](#). It is also open to any employer/s or employer bodies.

Learner Eligibility

All Skills Bootcamps should be open to all eligible adults within the local communities, including those;

- employed,
- not in work,
- self-employed,
- serving prisoners due to be released within 6 months of completion of a Skills Bootcamp,
- those on Temporary Release,
- and participants enrolled on the DWPs Restart programme.

Providers delivering on both a DWP Restart programme and a Staffordshire & Stoke-on-Trent Skills Bootcamp must ensure they are two separate activities. Providers must inform the Council and their DWP contract managers they are engaged in the delivery of both programmes.

Skills Bootcamps should be designed to encourage the participation of underrepresented groups which may include, but not exclusively:

- ethnic minority background,
- disability,
- women,
- veterans,
- those with childcare or similar responsibilities,
- those with protected characteristics (as defined in the Equality Act 2010),
- and those who face barriers to employment, for example, youth unemployment and those with care experience.

To be eligible an individual must meet the following criteria:

- be aged 19 or older, on or before 31 August within the Department for Education's funding year (01 August – 31 July)
- have the right to work in the UK – this can be checked on [Check a job applicant's right to work: use their share code - GOV.UK](#)
- meet the residency requirements as set out in the [Adult Skills Fund Rules](#)
- reside in Staffordshire or Stoke-on-Trent – this can be checked on [Find your local council - GOV.UK](#)

Learners located out of the local area and employed by a Staffordshire or Stoke-on-Trent employer co-funding a Skills Bootcamp are eligible. The Council does not expect these numbers to be significant.

The Provider must not actively recruit learners who live or work outside of England. The Council will fund an individual who lives in Scotland or Wales if specialist skills training is only available in England and the individual intends to work in England following completion of the Skills Bootcamp. The Council does not expect these numbers to be significant.

For most Skills Bootcamps the learner will not require previous knowledge in the subject. They must have a good level of English including reading, writing, speaking and listening. For those unemployed for longer than 12 months they will need a willingness to learn and the intention to move into employment.

Learner Prior Attainment and experience

Providers may define their own selection processes and/or assessments as part of their approach to recruitment of appropriate learners. This must include a suitable screening process that includes checking that the learner does not already have a significant proportion of the knowledge, skills and behaviours that the Skills Bootcamp is designed to help them acquire.

No prior attainment is required unless prescribed by an employer and/or related to the job and sector within which the vacancies offered are situated.

Funding Conditions

The Provider shall use the funding only for the delivery of Staffordshire & Stoke-on-Trent Skills Bootcamps. The funding cannot be used for any other purpose.

The Provider must not transfer funding between the following budgets:

- Skills Bootcamps
- Department for Work & Pensions funded Adult Education Budget (Adult Skills Fund)
- Adult Education Budget (Adult Skills Fund) funding received from devolved budgets to combined authorities
- 19 to 24 traineeship programmes
- Free Courses for Jobs
- Apprenticeships
- Advanced learner loans bursary fund
- Advanced learner loan facility

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

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

Where an employer is training an existing employee, they must contribute to the cost of the Skills Bootcamp.

- Large employers, the Council will cover 70% of the cost of the Skills Bootcamp with the remaining 30% of the agreed learner rate to be funded by the employer.
- Small and medium employers, the Council will cover 90% of the cost of the Skills Bootcamp, with the remaining 10% of the agreed learner rate to be funded by the employer.

Providers are responsible for collecting and maintaining evidence of payment of the employer's contribution. The Council will ask to see evidence as part of payment assurance checks.

All adult learners must not be charged for any element of the Skills Bootcamp.

The table below demonstrates how co-funding will affect the proportion of the price the Council will pay your organisation:

Employer is training an existing employee	Learner is self employed	Size of employer (number of employees)	Requires co-funding	Proportion of price paid by the Council	Proportion of price paid by the employer
No	No	N/A	No	100%	N/A
Yes	No	Fewer than 250	Yes	90%	10%
Yes	No	More than 250	Yes	70%	30%

Providers are free to agree further funding contributions from employers should they want to enhance the content of the Skills Bootcamp. The Council will ask the Provider for evidence of this contribution.

The Council will only fund a completion and/or outcome if it relates to an organisation registered as a UK company under the Companies Act 2006 and/or the workplace is in England.

There is no cost to the employer if recruiting an independent learner (not employed by the employer) who has completed a Skills Bootcamp.

Price

The total funding allocation for the delivery of Skills Bootcamps for Staffordshire and Stoke-on-Trent is £1,275,00.00 which is to achieve 402 learner starts. The allocation breakdown, price per learner start and number of starts are outlined in the table below:

Priority Sector/s	Total Funding Allocation	Price per learner Start	Number of Starts
Construction	£400,000	£3,400	118
Engineering, Advanced Manufacturing, including ceramics, Green Skills	£200,000	£3,400	59
Health & Social Care	£375,000	£3,170	118
Financial Services, Professional Services, Digital Technologies plus other identified need	£300,000	£2,800	107

Learner Achievement Milestone and Payments

The total price is achieved via three learner achievement and payment milestones associated with a learner on a Skills Bootcamp.

There will be no upfront or interim payments prior to the grant agreement Commencement Date or any learning activity.

The Provider will submit learner data directly to the Department for Education and complete and submit a Learner Data & Evidence Sheet to the Council at the beginning of each month.

The Council will issue your organisation with a payment notification and make payment at the end of the month. Your organisation will be required to submit an invoice to the Council. Payment will then be made via BACS.

Key Individualised Learner Record Specifications

Providers will need their own Learner Information System or access to the Department for Education's [Learner Entry Tool](#) to record the learner journey and for funding and payment purposes.

The Provider will need an enrolment process/enrolment form to capture the specific and accurate data to be recorded in the Individualised Learner Record (ILR).

The Provider must adhere to the [Adult Skills Fund funding rules](#) and the [Individualised Learner Record Specification](#) for Skills Bootcamps.

The Council will issue the Provider a unique identifier for specific Skills Bootcamps and a local area code.

The Council will receive monitoring reports, namely an Occupancy Report from the Department for Education – these will need to correspond with the Learner Data and Evidence Sheet.

ILR requirements for Skills Bootcamps, include the following as minimum:

- **Event Indicators:** help to track learner progress and funding milestones.
- **Funding Calculation:** ensure accurate recording of learner data, including the contract reference number for each Skills Bootcamp the Council allocates to receive the correct funding.
- **Data Collection Requirements:** collect and report specific data about learners and their learning activities. This includes details about the programme aims, component learning aims, and any events that occur during the Skills Bootcamp.
- **Reporting Deadlines:** submit ILR data by specific deadlines to ensure compliance with funding requirements. This includes timely updates on learner progress and completion statuses.

Achievement and payment will be claimed on the following basis:

Funding Milestone	Evidence Requirement
Milestone 1 Commencement Learner Starts Payment: 40%	Paid on the learner completing: <ul style="list-style-type: none"> • 14 qualifying days • at least 10 Guided Learning Hours of training • an initial assessment as set out in the service requirements The Provider should report on the next monthly reporting cycle any new learner Starts via the Individual Learner Record (ILR), and Learner Data & Evidence Sheet
Milestone 2 Contract Delivery Course completion & interview offered	Paid on 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 vacancy that will utilise the skills obtained on the Skills Bootcamp as set out in the service requirements.

<p>Payment: 30%</p>	<p>For the co-funded learner: an offer of an interview for a new enhanced role/responsibility within the current organisation as set out in the service requirements.</p> <p>For the self-employed learner: written confirmation of how the new training has been/will be applied to get new opportunities (work or contracts).</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.</p> <p>The Provider should report on the next monthly reporting cycle any new learner Completions via the ILR and Learner Data & Evidence Sheet.</p>
<p>Milestone 3</p> <p>Positive</p> <p>Outcome</p> <p>On the job offer (or equivalent)</p> <p>Payment: 30%</p>	<p>For the independent learner: An offer for a job which meets the criteria set out in the service requirements. The vacancy must be related to the skills gained through the Skills Bootcamp which must be intended to be continuous employment for at least 12 weeks.</p> <p>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</p> <p>For the self-employed learner: Learner has secured new opportunities (work/new contracts), which meet the criteria set out in the service requirements</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.</p> <p>Providers should note that the learner must have finished the training element and final assessment of the Skills Bootcamp, in line with the declared GLH, for the provider to be able to claim a Positive Outcome payment.</p> <p>Providers must achieve Positive Outcomes within the six months after the training is finished (and not 6 months after the completion of Milestone 2). Providers 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 and Learner Data & Evidence Sheet.</p>

Pathways to Accelerated Apprenticeships

Funding Milestone	Evidence Requirement
<p>Milestone 1</p>	<p>Paid on the learner completing:</p> <ul style="list-style-type: none"> 14 qualifying days

<p>Commencement Learner Starts</p> <p>Payment: 40%</p>	<ul style="list-style-type: none"> • at least 10 Guided Learning Hours of training • an initial assessment as outlined in the service requirements <p>The Provider should report on the next monthly reporting cycle any new learner Starts via the Individual Learner Record (ILR), and Learner Data & Evidence Sheet.</p>
<p>Milestone 2</p> <p>Contract Delivery</p> <p>Course completion & interview offered</p> <p>Payment: 30%</p>	<p>Paid on finishing the training and completion of a final assessment for all learners and;</p> <p>For the independent learner: an offer of an interview with an employer for an apprenticeship or other live vacancy which meets the criteria set out under the service requirements</p> <p>For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation, which meets the criteria set out in the service requirements</p> <p>For the self-employed learner: written confirmation of how the new training has been/will be applied to get new opportunities (work or contracts), which meet the criteria set out in the service requirements</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.</p> <p>The Provider should report on the next monthly reporting cycle any new learner Completions via the ILR, and Learner Data & Evidence Sheet.</p> <p>Providers must achieve Completions by 31st March 2027.</p>
<p>Milestone 3</p> <p>Positive Outcome</p> <p>On the job offer (or equivalent)</p> <p>Payment: 30%</p>	<p>For the independent learner: An offer for an accelerated apprenticeship or for a job (which is not an apprenticeship), which meets the criteria set out in the service requirements. The vacancy must be related to the skills gained through the Skills Bootcamp which must be intended to be continuous employment for at least 12 weeks.</p> <p>For the co-funded learner: The offer or commencement of a new role/responsibility within the current organisation, which meets the criteria set out in the service requirements</p> <p>For the self-employed learner: Learner has secured new opportunities (work/new contracts), which meet the criteria set out in the service requirements</p> <p>If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.</p> <p>The offer of an apprenticeship that has not been accelerated cannot be used to claim the outcome payment in this model.</p>

	<p>Providers 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.</p> <p>Providers must achieve Positive Outcomes within the six months after the training is finished (and not 6 months after the completion of Milestone 2). Providers 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 and Learner Data & Evidence Sheet.</p>
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Data Reporting requirements

Personal learner information is collected by the Department for Education in accordance with the terms and conditions of funding placed on Providers of learning. Further information about how personal data is used can be located in the Department for Education's [Personal Information Charter](#). The Skills Bootcamp Privacy Notice must be shared during the onboarding process with learners. The Skills Bootcamp Employer Privacy Notice must be shared with employers. The Council will provide the Provider with the relevant Privacy Notices.

All data collection, processing and analysis must be carried out following all Data Protection legislation.

The Provider must retain all records relating to Skills Bootcamp activities for at least seven (7) years from the expiry or termination date of the grant agreement.

The Provider must submit monthly:

- performance management information defined in the Grant Agreement on a monthly basis to include all applicants, learners and employers, via the Learner Data & Evidence Sheet provided by the Council.
- an Individualised Learner Record to enable payment.

To ensure the timely reporting of data the Provider should report the below on the next monthly reporting cycle:

- New learner starts
- Learner completions
- Learner dropouts
- Job outcomes for learners following an offer of a job by an employer to a learner
- New opportunities/contracts for the self-employed
- New applicants and employers engaged

Safeguarding and Prevent

The Council has a statutory duty to ensure that all young people and vulnerable adults feel safe and are safe. The Council is committed to providing safe learning environments for all its learners and those accessing its services. The Provider should ensure the below are complied with whilst delivering the Services outlined in this specification:

- Adhere to the Department for Education's Safer Recruitment of Keeping Children Safe in Education and ensure those involved with the recruitment and employment of staff have received appropriate Safer Recruitment Training and apply the guidance in practice.
- The Providers Designated Safeguarding Lead and all teaching and support staff have successfully undergone an Enhanced DBS check dated within the last three (3) years.
- The Providers Designated Safeguarding Lead must hold a relevant and up-to-date certificate at Level 3. All teaching and support staff must have up-to-date safeguarding and Prevent training within the last two (2) years.
- Staff who handle learner data have undertaken annual awareness training in protecting information.
- The Providers volunteers must not be left unsupervised where no checks have been obtained under any circumstances. Those with access to adult learners must have successfully undergone a Basic DBS check and the duties risk assessed by the Provider.

Providers have a duty to inform learners about Prevent. This includes:

- Raising awareness of extremism and radicalisation.
- Being an active citizen in modern Britain.
- Understanding British Values.

The Council recommends the following Safeguarding and Prevent training provided free of charge online via the Education Training Foundation:

[Safeguarding in Further Education and Skills 2025/26](#)
[Prevent in Further Education and Skills Sector - Learning Pathway](#)

Complaints and Whistleblowing

Providers must have procedures in place to gather and act upon feedback and complaints. This should be well-advertised and an accessible mechanism to raise a formal complaint for all applicants, learners, staff and others linked to Skills Bootcamps delivery. This should be signposted as part of the onboarding process.

OFSTED Inspection

Ofsted inspect Skills Bootcamps. The Council will inform Ofsted of their contracted Providers and the dates Skills Bootcamps are being delivered. At any time during the grant agreement period, Ofsted may undertake an inspection. The Provider is expected:

- to co-operate with any requests given by the Council's Inspection Nominee.
- to be familiar with the current Further Education and Skills Inspection Toolkit.

Service Requirements

All Skills Bootcamps must meet the requirements posed in the mainstream Skills Bootcamps Delivery Model to ensure funding is secured (Appendix 1).

The following section outlines the service requirements that must be met by the Provider.

- Skills Bootcamps must be delivered via a minimum of 60 Guided Learning Hours over a maximum of 16 weeks.
- The Provider must ensure that the Skills Bootcamp can be reasonably delivered to a learner concurrently employed in either a full-time or part-time role or around other commitments.
- Provision may be delivered remotely online, face-to-face or through a blended approach.
- The Provider must undertake a robust initial assessment and screening process to ensure the learner is on the right Skills Bootcamp, at the right time and the right place with the necessary support they will require to achieve their outcomes.

Skills Bootcamp training must either be:

- accredited,
- aligned to occupational standards managed by Skills England,
- and/or utilise a recognised standard for representing attainment, e.g., Recognising and Recording Progress and Achievement (RARPA).

RARPA is the process for recognising and recording the progress of learners on non-accredited learning programmes.

The Provider is responsible for achieving RARPA compliance. The six (6) stages of RARPA are:

- clear aims,
- initial assessment,
- SMART personalised goals,
- formative feedback,
- summative assessment and record of achievement,

- and information and advice about the learner's next steps.

The Provider must work in collaboration with local employers. All Skills Bootcamps must have significant employer engagement at the design, delivery and post-delivery stage to effectively support the learner into an improved outcome. The employer must be offering vacancies to internal and external candidates which will be open to adult learners enrolled on the Skills Bootcamp.

The Provider is responsible for maintaining a relationship between learner and employer throughout the programme. This includes engagement with employers who have genuine and evidenced vacancies, matching learners to job vacancies and securing interviews for learners with employers early into the programme.

All Independent learners (not co-funded by their employer, and not self-employed) must progress onto a guaranteed job interview upon the completion of the Skills Bootcamp. To claim milestone payment 3, this should be a vacancy related to the skills gained through the Skills Bootcamp which must be continuous employment for at least twelve (12) weeks.

Skills Bootcamps must include the delivery of personalised wraparound career and personal development support for all stages of delivery: Skills Bootcamp application, induction, during and post programme to move individuals into jobs/new roles and opportunities. Funding for wraparound career and personal development support is included in the unit price for the Skills Bootcamp.

Support must be tailored to the individual and can include, but not limited to:

- wider employment skills and behaviours: workplace communication, stress management, time management, decision making and problem solving to assist the learner to gain relevant employment,
- sector-specific behavioural skills support for employment. This should include ensuring all learners have a positive attitude and aspire to securing a job and setting out clear codes of conduct and expectations around independent learning.
- assistance with drafting industry standard, sector-specific CVs and preparation for interviews personalised to the individual learner need. Where not successful at interview, providing a follow up review and signposting to appropriate next steps.
- pastoral support, coaching and mentoring from industry professionals with relevant experience in the Skills Bootcamp sector.
- the development of academic, skills and training support, including incorporating activities which replicate what learners can expect to be doing in the workplace, for example, group projects, solving problems for real-world challenges set by employers, industry placements and/or mentorships to gain experience 'on the job'.

- Personalised support, taking into consideration the learner's employment history and existing skills. Learners should complete Personal Development Plans at the beginning, and record progress in reflective journals as the course progresses.
- IT and internet access and administrative support during office hours.
- Assistance with the drafting of industry standard, sector-specific CVs and preparation for interviews personalised to the individual learner need which may include mock interviews from industry professionals with experience in the sector and offering feedback.
- Maintaining a relationship between learner and employer throughout the programme. Focus on engagement with employers who have genuine and evidenced vacancies, matching learners to job vacancies and securing interviews for learners with employers early into the programme.
- Where a learner is either unsuccessful at interview or does not attend an interview, carry out a follow up review with the learner.
- Based on the review, signposting appropriate next steps for the learner, this could be further career and personal development support, additional learning if the learner requires more support to pass an interview related to the relevant skills need or helping the learner to secure further interviews with appropriate employers.
- scheduled monthly check-ins to track the learner's employment status for the number of months after completion of the Skills Bootcamp specified in the Grant Agreement or until the learner has achieved a job outcome (whichever occurs earlier).

Providers must adhere with DWP's communications guidance and Skills Bootcamps should be advertised, marketed, and delivered in accordance with the specified naming convention and branding. The Council will provide you with a communications pack.

Objectives and Targets

Key performance indicators will be agreed prior to the commencement date of the Grant Agreement.

Critical success factor	Key Performance Indicator	Evaluation
Learner Starts (Milestone 1)	<p>Achieve a minimum of stated learner starts before 31st March 2027.</p> <p>At least 20% of learners starts must occur by 31st July 2026</p> <p>50% of learner starts must have occurred by 30th September 2026</p>	<p>TBC within individual Provider Grant Agreement</p> <p>Green: on track Amber: some actions necessary Red: needs attention</p>
<p>Learner Completions (Milestone 2)</p> <p>Guaranteed interview offer for each *Relevant Learner on the Skills Bootcamp</p>	<p>At least 80% of learners complete their course by 31st March 2027</p> <p>Interview must be for a job that matches the skills acquired by the learner through the successful completion of the Skills Bootcamp. This can include an interview for an apprenticeship.</p> <p>*Relevant learner means one who is not training with the support of their existing employer or is self-employed.</p>	<p>Green: 80% or more of learners Amber: between 79-40% Red: less than 40% of learners</p> <p>100%</p> <p>Met/not met</p>
Learner Outcomes/Career Progression (Milestone 3)	<p>Within 6 months of completion of the Skills Bootcamp, utilising the skills acquired in the Skills Bootcamp each learner will have:</p> <p>Unemployed learners/independent learners: A new job (which can be an</p>	<p>Green: 75% of completed learners Amber: 74-40% Red: less than 40%</p>

	<p>apprenticeship) which is continuous employment for at least 12 weeks.</p> <p>Employed learners: get a new or different role with their employer.</p> <p>Self-employed learners: secure new opportunities/contracts</p>	
New Skills	<p>Learners who successfully complete a Skills Bootcamp will have acquired new skills within the scope of the Skills Bootcamp.</p>	<p>100% of learners complete a Learner Satisfaction Survey, evaluating the new skills acquired.</p> <p>100% of learners give positive response in Satisfaction Survey.</p> <p>The Council will provide a link to a Satisfaction Survey.</p>
Learner drop-out rates	<p>Robust recruitment and learner support processes must be in place to minimise learner drop-out.</p>	<p>Green: 20% or fewer learners Amber: 21-60% Red: 61% or more of learners</p>
Referral to alternative opportunities	<p>Learners who are unsuccessful at post-completion interview must be referred to Staffordshire Jobs and Careers and other job and training opportunities.</p>	<p>100%</p> <p>Met/not met</p>
Quality of delivery	<p>Class visit reports evidence high quality delivery.</p> <p>Accredited provision is quality assured to awarding body standards</p> <p>OR</p> <p>RARPA*/aligned to occupational standards</p>	<p>Green: strong practice</p> <p>Amber: some actions necessary</p> <p>Red: needs attention</p> <p>100% of RARPA audits RAG rated as Green/ compliant.</p>

	*Achievement is defined as 80% of learning outcomes on the individual's learning plans being achieved.	Met/not met
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Additional requirements and submissions

The Provider will be required to complete and submit to the Council:

- a Business Continuity Plan specific to Skills Bootcamps at the start of the financial year, the Council will provide a template.
- a course details proforma prior to each financial quarter – this information helps to promote Skills Bootcamps via the National Careers Service and the Community Learning Course Directory.
- a venue risk assessment two (2) weeks prior to the start date of the Skills Bootcamp,
- a Delivery Staff database to evidence DBS status, industry experience and teaching qualifications (where applicable).

The Provider must:

- enrol learners onto the Skills Bootcamp and check and confirm their eligibility prior to delivery commencement date.
- complete a learner induction, including raising awareness of safer learning practices and procedures.
- provide relevant Information, Advice and Guidance on progression routes for all learners.
- support learners to complete the Council's online Satisfaction Survey for Skills Bootcamps at the end of delivery for Milestone 2 and Milestone 3.

Performance Reporting and Monitoring

The Council will undertake reporting and monitoring consisting of:

- Monthly reporting consisting of professional dialogue to support the achievement of the project.
- Quarterly review meetings capturing performance and achievement of outcomes and outputs.
- End year report capturing best practice and recommendations.

The reporting and monitoring are undertaken by the Council's Contract Managers.

Quality Monitoring Activities

The Council will undertake quality assurance activities consisting of:

- Data audits.
- Course visits to evaluate quality of delivery, RARPA compliance (where applicable), Information and Advice and Safeguarding practice and procedures
- Observation of teaching and learning.

The quality assurance activities are undertaken by the Council's Quality Team.

Learner and Employer Evidence Checks

The DWP may conduct random sampling checks of learner and employer evidence throughout the duration of the Grant Agreement period aligned to reporting periods.

As part of data assurance, the Council will undertake data audits. If any issues arise from any part of the process relating to data returns, payment claims or previous evidence checks, the Council reserves the right to conduct evidence checks in advance of releasing future payments.

Definitions

Word / Phrase	Definition
14 qualifying days	refers to calendar days and means that the learner attended day 1 of their Skills Bootcamp and undertook an initial assessment, the required study and remained on the programme on day 14 and having completed any minimum Guided Learning Hours as detailed in the relevant payment milestone.
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, i.e., 12-month minimum duration and 20% off-the-job training.
Co-funded Learner	means employed individuals where the employer is co-funding the learning.
Completion	means learners finish their training and final assessment, and; <ul style="list-style-type: none"> a) Independent Learners: an offer of an interview for a vacancy which meets the criteria set out in the Service Requirements b) Self-employed Learners: written confirmation from the self-employed learner of how the Skills Bootcamp training has been or will be applied to enable them to secure new work of contract, which meets the criteria set out in the Service Requirements c) 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
Continuous Employment	means confirmation of the offer of a job with a duration of twelve (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.
Drop Out	means where a Milestone 1 payment is claimed for a learner, but the learner does not finish the training.
Employee	means directly employed by the employer, not a worker, subcontractor or freelancer.
Employment status	means the main types of employment which are: <ol style="list-style-type: none"> 1. Worker 2. Employee 3. Self-employed 4. Contractor 5. Director 6. Office Holder More information on employment status is available.
Finish	means the point at which the Skills Bootcamp course content ends, for example, 100% of the Guided Learning Hours and final assessment finished.
Grant Management Plan	means a document used for the purposes of recording learner progress against starts, completions and outcomes, employer engagement, recording and monitoring delivery risks and tracking payments made.
Guided Learning (GL)	means 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 space.
Guided Learning Hour (GLH)	means an hour spent by a learner participating in Guided Learning. GLH can include learners being taught content in the same physical or virtual space 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 include work-based activities and coaching and mentoring among others. GLH does not include independent study, in groups or alone where the tutor is not present. GLH does not include optional drop in sessions. GLH does not include watching recordings from live, or prerecorded sessions.
Independent learner	Individuals not being co-funded by their employer.

Individualised Learner Record (ILR)	means the ongoing collection of data about learners from training providers in the Further Education and Skills sector in England to inform government funding and monitor quality and progress. Training providers collect information about each of their learners, the learning they are doing and the learning outcome once it is shown. Training providers must return this information on a monthly basis to the DWP through submit learner data . The information is sent in an XML file format.
Interview	means a job interview consisting of a conversation between a job applicant and a representative of an employer which is conducted to assess whether the applicant should be hired. This does not include: <ul style="list-style-type: none"> • 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 for an interview. • Interviews arranged where learners are invited to employer meet and greet sessions, for example, an employer insight day. Learners are invited to meet employers as part of an initial screening process
Learner Information System	means an online platform to manage and track academic records of learners via the ILR.
Learner Entry Tool	means the DWP's Learner Entry Tool that helps smaller training providers create Individualised Learner Record (ILR) files for up to 500 learners. It is designed for providers without a Learner Information System. The tool is free to use and simplifies the process of putting ILR files together in the correct format and with the right information.
Paid employment for a minimum of twelve continuous weeks	<p>Meaning that there is confirmation of the offer of a job with a duration of twelve (12) weeks, <u>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.</u></p> <p>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.</p>
Protected Characteristics	means as defined in the Equality Act 2010 .

Provider	Person, firm or company with whom the Council enters into a contract to deliver Skills Bootcamps in Staffordshire & Stoke-on-Trent.
Relevant Learner	means a learner who is not training with the support of their existing employer or are self-employed.
Self-employed	means 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 DWP and is not being trained on behalf of their existing employer.
Small or medium sized employer	means an employer having fewer than 250 employees.
Staff	means all individuals who come into contact with learners during delivery.
Starts	means learners claimed at milestone 1
Volunteer	means any person engaged in an activity that involves spending time, unpaid (except for travel expenses and other approved out of pocket expenses), doing something which aims to benefit some third party and not a close relative.

Appendix 1: Skills Bootcamps Delivery Model

