



Skills Bootcamps Funding Rules

- April 2026

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Summary

For the delivery period 1st August 2026 to 31st July 2027.

This guidance forms part of the Skills Bootcamps contractual documentation that suppliers should adhere to in performing their contract - see clause 11.1 of the Dynamic Purchasing Agreement (DPA).

This document sets out the funding and performance management rules that apply to all suppliers with a contract to deliver Skills Bootcamps awarded from the procurement launched by the East Midlands Combined County Authority in April 2026. All suppliers accessing funding via a contract must follow the guidance set out in this document regardless of where they are based or delivering.

For further detail on your contractual obligations please refer to your contract.

All information, including hyperlinks within the documents, were correct when we published this document.

Expiry or review date

This guidance expires on the 31st July 2027, at the end of the delivery period and may be subject to change for in year changes.

Skills Bootcamps: Overarching principles

Skills Bootcamps are funded flexible courses, giving people the chance to build sector-specific skills with a job interview at the end, giving learners direct line of sight into a job. Training is designed and delivered in partnership with employers to ensure they deliver the skills needed.

Delivery of Skills Bootcamps

The supplier must ensure that the Skills Bootcamp can be reasonably delivered to a learner currently unemployed, self-employed, or employed in either a full-time or part-time role or around other commitments.

Skills Bootcamps should be designed to encourage the participation of underrepresented groups which may include but is not exclusive to, ethnic minority background, disability, women, veterans, prison leavers, serving prisoners due to be released within 6 months of completion of the Skills Bootcamp, prisoners on temporary release or learners with childcare or similar responsibilities, those with protected characteristics (as defined in the [Equality Act 2010](#)) and those who might face barriers to employment.

Skills Bootcamps: Content

Skills Bootcamp training must either be accredited, aligned to occupational standards managed by the Institute for Apprenticeship & Technical Education (IfATE) or utilise a recognised standard for representing attainment (e.g., Recognising and Recording Progress and Achievement (RARPA) or Skills Framework for the Information Age (SFIA)). Where you are using RARPA, SFIA or similar methodology we would expect evidence of significant employer engagement in designing the curriculum.

Provision may be delivered remotely online, face-to-face or through a blended approach.

Wraparound Career and Personal Development Support

Funding for wraparound career and personal development support for Skills Bootcamps is included in your Skills Bootcamps allocation. The supplier must deliver personalised wraparound career and personal development support for all phases of the Skills Bootcamps delivery.

Support could include, but is not limited to:

- **Wider employment skills and behaviours** including appropriate 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 could include ensuring that all learners have a positive attitude and aspire to securing a job and setting out clear codes of conduct and expectations around independent learning.
- **Appropriate pastoral support, coaching and mentoring** which could include tailored career coaching from industry professionals with extensive experience in the Skills Bootcamp sector.
- **Appropriate academic, skills and training support.** This could include incorporating activities which replicate what learners can expect in the workplace including group projects, solving problems for real-world challenges set by employers, industry placements, and mentorships to gain workplace experience.
- **Personalised support**, taking into consideration the learners 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, internet access, and administrative support** by providing supplier contact details 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**, focusing on engagement with employers who have genuine and evidenced vacancies, matching learners to job vacancies and securing interviews for learners with employers early in the programme.
- If the learner is either unsuccessful at interview or does not attend an interview, **carry out a follow up review with the learner** to discuss why they did not pass or attend the interview and **signpost appropriate next steps for the learner**. This could include 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.
- **Scheduling monthly check-ins** to track the learners' employment status for the number of months after completion of the relevant Skills Bootcamp specified in the Contract Order Form or until the Learner has achieved a job outcome (whichever occurs earlier).
- **Additional Learning support and resources for Learning Disability or Health Conditions:** includes provision for reasonable adjustments, specialist support, assistive resources, and tailored materials to enable learners with learning disabilities or health conditions to fully access and participate in the programme.

This wraparound support will be checked as part of the ongoing monitoring of your delivery.

Learner Eligibility

To be funded, the learners must:

- Be aged 19 or older on the day their Skills Bootcamp Starts
- Have the right to work in the UK - this can be checked [on gov.uk/view-right-to-work](https://www.gov.uk/view-right-to-work).
- Meet residency requirements – learners must either live within the East Midlands Combined County Authority region or be currently employed by an organisation that is based within the East Midlands Combined County Authority region.

Target Groups

All Skills Bootcamps must be open to all eligible adults within the EMCCA eligible post code regions, including those employed, not in work or self-employed, serving prisoners due to be released within 6 months of completing a Skills Bootcamp and those on temporary release.

Prior Attainment and experience

No prior attainment is required unless specifically prescribed by an employer or specifically relates to the job and sector within which the vacancies offered are situated. Suppliers should screen potential learners and select those who will benefit from enrolling onto a Skills Bootcamp, including by checking that the potential learner does not already have a significant proportion of the knowledge, skills, and behaviours that the Skills Bootcamp is designed to help them acquire.

Suppliers should signpost to other opportunities where a Skills Bootcamp is not appropriate for a potential learner including a referral to the [National Careers Service website](#).

Suppliers may define their own selection processes and/or assessments as part of their approach to recruitment of learners.

Funding conditions

You must not transfer funding between the following budgets:

- Skills Bootcamps.
- ASF funded provision.
- ASF funding received from devolved budgets to combined authorities.
- Level 3 Free courses for jobs (FCFJ).
- Apprenticeships.
- Advanced learner loans bursary fund.
- Advanced learner loan facility.
- Youth Guarantee.
- Get East Midlands Working.

Suppliers should not claim funding for any learners learning aim or programme that duplicates provision they have received from any other source.

We have adjusted learner eligibility so participants enrolled on DWP's Restart programme can access Skills Bootcamps, recognising differences in provision. However, if suppliers are delivering both a DWP Restart programme and a EMCCA Skills Bootcamp, they must:

- Ensure they are delivering two separate sets of activities to receive funding from both programmes for an individual learner and
- Must inform their EMCCA Relationship manager they are engaged in the delivery of both programmes.

An adult may only undertake one Skills Bootcamp per academic year (1st August - 31st July) and must not be on more than one Skills Bootcamp at any one time. Suppliers have an obligation to ask prospective learners whether they have already undertaken a Skills Bootcamp in that financial year and if they are currently undertaking a Skills Bootcamp.

Learners may transfer between Skills Bootcamps within a per academic year (1st August - 31st July) but only under the following conditions:

- The learner must have left their first Skills Bootcamp before the first payment milestone cut-off.
- The learner may only start a maximum of two Skills Bootcamps within academic year (1st August - 31st July).

Co-Funded (employer Contribution)

Where an employer is training an existing employee, they must contribute to the cost of the course. In the case of large employers, EMCCA 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. Employer contributions must be cash contributions. Existing employees are defined as someone directly employed by the employer, not a worker, self-employed, contractor, director, or officeholder. However, where a director or office holder is also an employee, the employer will be expected to contribute. Further information on [employment status](#) is available.

In the case of small and medium employers (defined as having fewer than 250 employees), EMCCA will cover 90% of the cost of the Skills Bootcamp, so the employer contribution is reduced to 10%. Employer contributions must be cash contributions.

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

Suppliers are responsible for ensuring they collect and maintain evidence of payment of the employer's contribution. You may be required to provide evidence as part of any payment evidence assurance checks.

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

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

The Authority requires that all core service delivery activities are performed directly by the successful bidder. Sub-contracting may only be used for ancillary services or emergency cover with the Authority's prior written approval.

As part of their delivery, the Supplier will comply with Part 2 (The Management of Safeguarding) of Keeping Children Safe in Education statutory guidance.

(<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>). This is to ensure the provision is delivered with a view to safeguarding and promoting the welfare of high needs learners who are aged up to 25 and receiving education or training at their institution or are under the auspices of the Supplier in the environment outside the direct control of the Supplier.

The Supplier will monitor and act on any other harm to learners to the extent that the supplier could reasonably be expected to do so and/or where the harm could affect the quality of the learning experience.

Contract period

The contract shall take effect on the contract commencement date and will expire on the contract expiry date unless terminated earlier in accordance with the provisions of this contract. The term of this contract shall be the contract period.

Any extension will be subject to funding approval and EMCCA priorities for skills, and the terms of the Skills Bootcamp call off agreement, subject to satisfactory performance.

The authority is not required to offer any extension periods.

Contracts are awarded at lot level and funding capped as per the overall contract value. Within the contract there is a description of the contracted services to which you are expected to deliver as part of your contractual fulfilment obligations. For the purposes of the contract, this is shown within the summary of funding.

Suppliers can move contracted provision between different awarded Skills Bootcamps within their contract including learner volumes, which may be flexed across the specified services to be delivered. However, such movement can only be within the scope of services outlined within the contract and should be within the overall contract value. All movement of provision between Skills Bootcamps must be discussed and agreed with your Relationship Manager. Any change requests are not automatic and subject to internal review.

A supplier must deliver against the individual contracted services that constitute the overall contract - this is both in terms of the type of service being delivered as well as the associated learner volumes.

There are payment milestones associated with a learner on a Skills Bootcamp. Payments will be made as set out below.

Payment milestone details

This is a summary. The evidence outlined in the [Evidence Requirements Annex C](#) must be provided for each milestone payment.

Payment milestone details, all bootcamps (with specific cases bullet pointed)

Milestone 1 Commencement – 30% payment of the individual learner’s unit rate, as specified in the contract.

For all learners, paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in EMCCA contract).

The 14 qualifying days of the training course must include a minimum of 10 guided learning hours.

The supplier should report on the next monthly reporting cycle any new learner starts via the ILR.

- Education and Early Years: Evidence of enhanced DBS applications submitted for learners, or an existing and relevant enhanced DBS certificate.

Milestone 2 Contract delivery (course completion and interview attended) – 30% payment of the individual learner’s unit rate, as specified in the contract.

Finishing the training and completion of a final assessment for all learners (final assessment as set out in your bid/EMCCA contract).

Achieving a minimum of 90% of the total guided learning hours for the Skills Bootcamp

For the independent learner: An interview with an employer for a live vacancy that will utilise the skills obtained on the Skills Bootcamp

- Pathways to Accelerated Apprenticeships: the interview can be for an apprenticeship.

For the co-funded learner: An interview for a new enhanced role/responsibility within the current organisation, that will utilise the skills obtained on the Skills Bootcamp.

For the self-employed learner: Written confirmation from the learner of how the new training has been/will be applied to get new opportunities (work or contracts), which explains clearly how the skills obtained on the Skills Bootcamp will be utilised.

Suppliers 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 supplier to be able to claim a positive outcome payment.

Milestone 3 Outcome (on job start or equivalent) – 40% payment of individual learner's unit rate as specified in the contract.

For the independent learner: Acceptance of a job and a start date which will utilise the skills obtained on the Skills Bootcamp.

- Pathways to Accelerated Apprenticeships: the job can also be for an accelerated apprenticeship. The start of an apprenticeship that has not been accelerated cannot be used to claim for the outcome payment in this model.

For the co-funded learner: The commencement of a new enhanced role/responsibility within the current organisation, which will utilise the skills obtained on the Skills Bootcamp.

For the self-employed learner: Learner has secured new opportunities (work or contracts), which will utilise the skills obtained on the Skills Bootcamp.

We recognise that there may be instances where a learner's employment status changes part way through their Skills Bootcamp (for example, from self-employed to actively seeking and subsequently obtaining employment), resulting in a change to their expected completion or outcome. In such circumstances, an agreed approach must be sought with EMCCA in advance, and approval must be obtained prior to any change in learner status being recorded. Providers will also be required to submit appropriate supporting evidence to justify the change.

Suppliers must achieve positive outcomes by 31st July 2027. Suppliers should track learners until the learner achieves a positive outcome. Suppliers must achieve all completions by 30th April 2027 and have all outcomes achieved by 31st July 2027 in line with delivery plans. The supplier should report on the next monthly reporting cycle any new learner completions via the ILR.

Data Reporting requirements

The supplier must supply accurate data in accordance with the following:

- In adherence with the UK GDPR and DPA 2018.
- To support payments to be made.
- To enable reconciliation to take place.

- To support the contract management and assurance processes including employer engagement.
- To respond to any reasonable written request.
- Audit arrangements.

The supplier must:

- Submit performance management information defined in the contract on a monthly basis, via the Contract Management and Delivery Plan.
- Submit an Individualised Learner Record (ILR) to enable payment to be made.

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

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

You must accurately complete all ILR fields as required in the [2026-27 ILR Specification](#) even if they are not required for funding purposes. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible individuals.

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

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

For detailed information on how to submit ILR data for Skills Bootcamps, please refer to the [ILR supplier support manual](#), [ESFA Skills Bootcamps Funding Guide](#), or [Skills Bootcamps in the ILR](#) documents.

Please note the implications of submitting late data as set out in the [ESFA Skills Bootcamps technical funding guide](#).

Skills Bootcamps must be recorded as funding model 37, source of funding (SOF) 105 and programme type 32.

To record a Skills Bootcamp on the ILR, you must use category code 62: Skills Bootcamp – Subject Learning.

You must use FFI code 1 to claim funding for learners who are fully funded, and FFI code 2 for learners who are co-funded.

Suppliers should use one of the learning aim references listed in Table 2, below, when completing the ILR.

Table 2: Category codes for use in ILR returns.

<i>Additional aims must not be used, instead use Event Indicators (EVI) to represent events related to the programme. Event Indicators (EVI) are a Learning Delivery Funding and Monitoring Type.</i>	
Event Indicator	Descriptor
EVI 1	Skills Bootcamps - An interview for a role which matches skills acquired during a bootcamp. <i>The date evidence of an interview is received, to be recorded in the LearnDelFAMDateFrom Field</i>
EVI 2	Skills Bootcamp: A new role or added responsibilities with existing employer. <i>The date evidenced of a new role is started, to be recorded in the LearnDelFAMDateFrom field</i>
EVI 3	Skills Bootcamps - Skills Bootcamps - receipt of plan from learner to acquire new self-employment opportunities or contracts. <i>The date an appropriate plan of self-employment opportunities is received, to be recorded in the LearnDelFAMDateFrom field.</i>
<u>Annex B: Learning Aims codes</u>	

Breaks in Learning

You and the learner can agree to suspend learning while the learner takes a break from learning. This should be discussed with your Relationship manager before final agreement with the learner.

You must record the date the learner starts a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found in [the ILR supplier support manual](#).

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, and they will be classed as a Drop Out. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.

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

Evaluation

Suppliers may be required to work with the EMCCA and its appointed evaluation supplier, where relevant, to ensure that the data you collect for this contract can contribute to the end-of-project evaluation. This will require you to provide full, accurate and timely Skills Bootcamp data submission sheets to support these aims and you may need to participate in up to two qualitative interviews with research contractors acting on behalf of the authority.

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

Evidence

The evidence pack for a Skills Bootcamp must contain evidence to support the funding claimed and must be available to us as requested. In reviewing this evidence, we are seeking assurance that the learner exists and that they have undertaken the activities claimed for.

We accept electronic evidence, including electronic/digital signatures. Where evidence is electronic, you must have wider systems and processes in place to assure you that learners exist and are eligible for funding.

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

- an electronic signature is defined as any electronic symbol or process that is associated with any record or document, where there is an intention to sign the document by any party involved
- an electronic signature can be anything from a check box to a signature and/or
- a digital signature is where a document with an electronic signature is secured by a process making it non-refutable

- it is 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

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.

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

The evidence pack must contain:

For each Skills Bootcamp:

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

For each individual learner:

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

To support claims for the learner, start payments:

- Learner enrolment documentation.
- Completion of the initial assessment (initial assessment as set out in the tender/EMCCA contract)
- Learner starts via the ILR.

To support claims for the learner completion payment:

- Finishing of the training and of a final assessment (final assessment as set out in the tender/EMCCA contract), and:
- For fully funded/independent learners' evidence of attendance of a job interview for a role that matches the new skills acquired through the Skills Bootcamp, or
- Where the learner has been trained by their own employer, we need evidence that they have been started a new enhanced role and/or responsibility within the current organisation which meets the criteria set out in the EMCCA funding rules.
- 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/contracts.

Pathways to Accelerated Apprenticeships learner completion payment only:

- Fully funded/independent learners' evidence of starting 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: attendance of an interview for a new role/responsibility within the current organisation.
- For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts.

To support claims for the learner outcomes payment either:

- Fully funded/independent learners - evidence of starting a job which utilises the skills gained through the Skills Bootcamp which must be intended to be continuous employment for at least 12 weeks (see glossary), or an apprenticeship, or:
- Where the learner has been trained by their own employer evidence of progression to a new job role or their existing role but with additional responsibilities, or
- Where the learner is self-employed, evidence that they have secured new opportunities (contracts or new contracts).

Construction payments only:

- For individuals within a cohort who are unable to achieve job outcomes aligned to the occupational level being delivered in construction skilled trades Skills

Bootcamps (Level 2 and above), we will allow a job outcome at a lower level than the Skills Bootcamp is delivering (i.e. Level 1 labourer or trainee role). For these roles we require assurance that the employer will support them to progress into a skilled trade and evidence will be required from the employer of their intention to offer a progression pathway into a skilled trade role.

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

Pathways to Accelerated Apprenticeships learner outcomes payment only:

- An accelerated apprenticeship with a new employer or existing employer that utilises the skills acquired through the Skills Bootcamp.
- A job (which is not an apprenticeship) that utilises the new skills acquired through the Skills Bootcamp.
- Upskilling of an employee 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.
- We will also require evidence that an apprenticeship outcome will be accelerated (reduced in length by at least 3 months).
- An apprenticeship that has not been accelerated cannot be claimed for.

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

Sampling of evidence will be done throughout the contract period to verify evidence to support claims submitted by the Supplier. In cases where irregularities are identified, we reserve the right to carry out further checks and other remedial action.

If, on review, the evidence provided by the supplier is deemed insufficient to substantiate a data submission by the supplier, or the data submitted by the supplier is otherwise found to be incorrect, we will look to reclaim any funds which were paid out based on that data submission. This may be done through adjusting subsequent payments to the supplier. We also reserve the right to suspend payments to the supplier where data quality gives rise to concern about the accuracy of the data provided by the supplier.

Performance Management

The supplier must submit a delivery plan (template provided) for each Skills Bootcamp at the start of the contract setting out key timings and trajectories for the supplier's delivery during the contract period, as agreed by EMCCA and including but not limited to:

- The delivery plan trajectory points; and
- How many learners will start or complete at each of those delivery plan trajectory points.
- Geographical areas of learner locations

EMCCA will conduct regular formal performance management review meetings at a frequency determined by EMCCA Performance Management Framework, to measure and review the supplier's performance under this call off contract.

Further details of performance measures can be found in the supplier call off agreement, schedule 2: services, performance management, and contract management. Suppliers should ensure compliance with the tier 1 performance measures and the tier 2 performance measures listed below. The supplier's performance will be measured, and its performance rated in accordance with the criteria set out in the call off agreement.

See the [Annex](#) for examples related to performance measures and payment mechanism.

Point 1 - Understanding skills needs and learner screening.

This will be measured at or before commencement payment.

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

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

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

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

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

Point 2 - Course content agreement.

This will be measured at or before commencement payment.

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

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

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

- Email/written statement or confirmation from the employer.
- Photograph of the employer engaging with the course content agreement process with supporting email/written confirmation from the Supplier explaining what the photo indicates.

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

Point 3 - Course delivery.

This will be measured at or before completion payment.

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

- Employer presentation(s).
- Employer panel talk(s).
- Employer-delivered course content.
- Employer-led visit(s) to a workplace.
- Learner mentoring or coaching session(s) providing learners with feedback on their work/performance.
- Employer-led insight day(s).
- Employer-led interview training and/or mock interview(s).

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

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

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

Point 4 - Course and candidate suitability review.

This will be measured at or before outcome payment.

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

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

Acceptable evidence format for this stage:

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

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

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

We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard.

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

- Your overall Ofsted grade is below expected standard/Good.
- You are in formal intervention for performance measures.
- You have significantly under delivered against your contract value in previous years.

- You are subject to an investigation for breach of contract and/or failed audit.

As part of our funding assurance work, we will continue to monitor compliance with these funding rules. We will require you to correct inaccurate ILR data or to adjust your final funding claim.

You must engage with the Quality Assurance and Improvement team to support continuous improvement of your Skills Bootcamp delivery. You must demonstrate that you have addressed and acted on any actions raised as part of the Quality Assurance and Improvement process and that you have considered any recommendations raised.

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

OFSTED inspection

At any time during the Contract Period, OFSTED may undertake an inspection of the Supplier.

The Learning Organisation must have an Ofsted rating of **Exceptional, Strong Standard or Expected Standard and Safeguarding responsibilities must be met.**

Or within the previous OFSTED rating, 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. When the Supplier receives notification from OFSTED that the Services are going to be inspected, the Supplier:

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

Publicity and Comms

Suppliers are required from March 2024 to publish course marketing information to the National Careers Service Course Directory. Your Skills Bootcamps will then be discoverable on [National Careers Service Find a Course](#).

You will use a self-service system, *publish to the Course Directory*, to keep your course information up to date. You will be able to publish new courses, make changes, and remove courses in real time. Skills Bootcamps are marketed as part of the Skills for Life

campaign. The Skills for Life webpage signposts people interested in Skills Bootcamps to the National Careers Service Find a Course page from March. 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.

A webinar and guidance pack have been provided, and support is available via the *Publish to the Course Directory* Help Desk (support@coursedirectory.org.uk).

Suppliers must adhere with EMCCA communications guidance and Skills Bootcamps should be advertised, marketed, and delivered in accordance with the specified naming convention and branding. Your nominated Relationship manager will provide you with a pack that outlines the mandatory requirements along with some optional guidance to support you.

Suppliers must promote Skills Bootcamps in such a way as to recruit an eligible, diverse group of learners:

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

Complaints

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

The primary responsibility for receiving feedback and investigating complaints in respect of the services will rest with the supplier and where applicable, their subcontractors.

Suppliers 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

The published procedures should outline the process, including any appeals process and timeframe for response. The supplier (or their subcontractor) will be responsible for resolving complaints in accordance with their own procedures and any guidance issued by EMCCA. Once the supplier (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 supplier (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. Suppliers (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 supplier (or their subcontractor) response to complaint at each stage of their published complaint procedure, including any appeal process.

If EMCCA requests a record of the supplier or their subcontractors' complaints log, it should be provided within 5 business days from the date of request.

Contacting us

Suppliers with a contract to deliver Skills Bootcamps should speak to the relationship management team in the first instance. All others should direct their questions to the skillsbootcamp@eastmidlands-cca.gov.uk signposting that their query relates to Skills Bootcamps. It will then be passed on to the relevant team for response.

Glossary

Glossary	Descriptor
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 a minimum of 10 GLH.
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).
Authority	East Midlands Combined County Authority (EMCAA) Contracts will be issued EMCCA who will be responsible for managing payments. EMCCA will assign a dedicated Relationship manager who will work with suppliers on an ongoing basis bringing in other EMCCA colleagues as required.
Best Practice	The findings from a synthesis of evidence given in interviews, the opinions of suppliers 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 processed 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 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.
Co-funded Learner	Employed individuals where the employer is co-funding the learning. Or the employer will see benefit from the learner completing the Skills Bootcamp.
Contractor	An organisation that has entered into the contract with EMCCA.

Completion	Learners finish their training and final assessment, and. A) for Independent Learners – attendance of an interview for a live vacancy which meet the criteria set out in the tender/EMCCA contract. B) for Self-Employed Learners - written confirmation from the Self-Employed Learners of how the Skills Bootcamp training has been or will be applied to enable them to secure new work or contracts, which meet the criteria set out in the tender/EMCCA contract; and for Co-Funded Learners – 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 tender/EMCCA contract. C) Including any definition as defined within the payment terms/profile.
Delivery plan trajectory point	The anticipated dates on which Milestone Payments in relation to specified numbers of Learners would be scheduled to be paid by the Customer to the Supplier as follows: 1. Commencement Date. 2. Mid-course Milestone Date. 3. Course Completion and interview Milestone Date. 4. Positive Outcome (or equivalent) Milestone Date. 5. Finishing the Training. Suppliers should note a completed delivery plan (which sets out the delivery trajectories) will need to be provided at contract mobilisation requested by Relationship managers. The delivery plan should be updated monthly to reflect any changes planned to delivery.
Drop Out	Where a M1 payment is claimed for a learner, but the learner does not finish the training.
Employment status	The main types of employment are: 1. Worker. 2. Employee. 3. Self-employed. 4. Contractor. 5. Director. 6. Office holder. More information on employment status is available.
Finish	The point at which the Skills Bootcamp course content ends (100% of GLH and final assessment finished).

Funding Model 37	Identifies the funding methodology we apply to submission of finalised ILR data. More information is available in the ILR Specification .
Guided Learning (GL)	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. 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 sent off 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 for the Skills Bootcamp. It does not include watching recordings from live, or prerecorded sessions.
Guided Learning Hour (GLH)	An hour spent by a learner participating in Guided Learning.
Independent Learner	Individuals not being co-funded by their employer.

Interview	A job interview is an 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: • Learners being signed up to recruitment agencies, as evidence of an interview. • General interviews with recruitment agencies without a live vacancy, as evidence 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
Paid employment for a minimum of twelve continuous weeks	Confirmation of starting a job with a duration of 12 weeks, including where learners are employed on a zero hours' contract and / or contracted by an agency, which utilises the skills acquired by attending the Skills Bootcamp. Where this is for an initial temporary assignment lasting less than 12 weeks, the job details include 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.
RRPA	Recognising and Rewarding Progress and Achievement.
SFIA	Skills Framework for the Information Age.
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 EMCCA and is not being trained on behalf of their existing employer. Please refer to HMRC for further information on Self-Employed status Self-employment: detailed information - GOV.UK
Small or Medium Enterprise (SME)	A small or medium sized employer is defined as having fewer than 250 employees.
Starts	Learners claimed at milestone 1 (M1).
Subcontractor	Person other than the supplier, who is a party to a sub-contract and the servants or agents of that person. The Authority requires that all core service delivery activities are performed directly by the successful bidder. Sub-contracting may only be used for ancillary services or emergency cover with the Authority's prior written approval.
Supplier	Person, firm, or company with whom the authority enters into this contract as identified in the contract order form.

Annex A: Examples - Performance Measures and Payment Mechanism

Example 1

Learner starts training October 31st, 2026.

Learner finishes training February 28th, 2027.

Completion (including interview attendance) must be achieved within 8 weeks of finishing training or by the deadline for all completions if that falls earlier i.e., 30th April 2027
Completion date in this example would be **February 2027**.

Outcome must be achieved by **July 2027**.

Example 2

Learner starts training in March 2027.

Learner finishes training in April 2027.

Completion (including interview attendance) must be achieved within 8 weeks of finishing training or by the deadline for completions if that falls earlier i.e., 30th April 2027

Completion date in this example would be **April 2027**.

Outcome must be achieved by **31st July 2027**.

The requirement for learner completion (including interview attendance) to be achieved within 8 weeks of finishing training is only in reference to performance measures and suppliers can still receive payment for a completion beyond this point provided it is submitted by 31st July 2027.

Annex B: Learning Aims codes

Suppliers should use the [Find a Learning Aim \(gov.uk\)](https://www.gov.uk/find-a-learning-aim) website to identify the most appropriate learning aim code.

Ensure that the “Category” filter is set to “Skills Bootcamps – Subject Learning” when searching for the relevant learning aim. Also ensure that the “last date for new start” associated with the learning aim aligns with the start date of the learner(s) in question.

The new learning aims are structured to reflect the Institute for Apprenticeships and Technical Education’s (IfATE) occupational routes ([Occupational maps \(all routes\) \(instituteforapprenticeships.org\)](https://instituteforapprenticeships.org)).

Choose an appropriate learning aim based on the IfATE route that you believe most closely relates to your Skills Bootcamp and the equivalent qualification level of your Skills Bootcamp.

Annex C: Evidence Requirement Examples

[ANNEX C - Wave 7 Skills Bootcamp Evidence Requirements.pdf](#)