



Department  
for Education

# ***SKILLS BOOTCAMPS GRANTS DELIVERY***

***W6 (Financial Year 2025-26) Guidance***

December 2024

## Contents

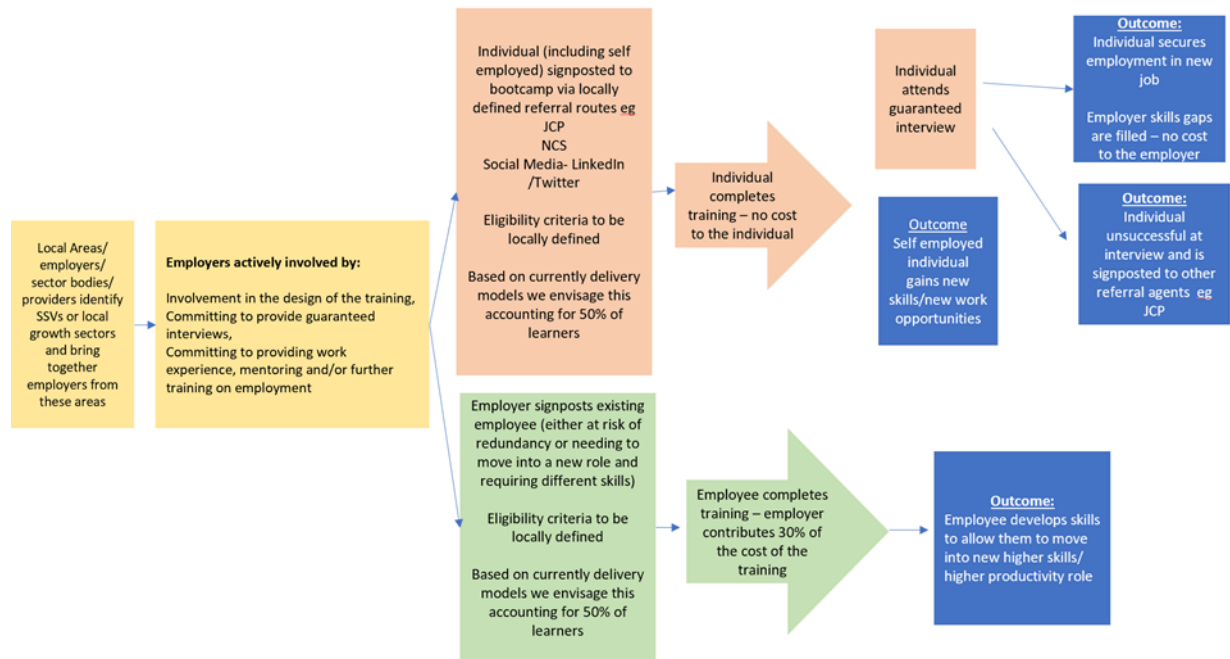
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## Background to Skills Bootcamps

- a. Skills Bootcamps aim to secure benefits for adults by giving them access to in-demand skills training and a guaranteed interview for a more sustainable, higher-skilled job and higher wages over time. The benefits for employers include helping them fill specific skills shortage vacancies, enabling them to become more productive, more quickly.
- b. The overall aims of the Skills Bootcamps are:
  - to deliver \*flexible training programmes lasting up to 16 weeks, based on employer / sector 'in-demand' skills needs which may be either regulated (i.e. qualification based) or non-regulated (e.g. based on alignment with industry standards) enabling adults to do training around work and other commitments, looking to gain work, additional responsibilities, or access new opportunities and will offer a guaranteed job interview (in the case of a new job) to individual participants on completion of the course.
  - to address the needs of adults (19+) who are full-time and part-time employed, unemployed, returning to work after a break or self-employed, and provide individuals with wider access to opportunities to retrain, update or formalise their skills or acquire specialist skills.
  - to address the needs of employers and the wider economy, to deliver targeted interventions to meet short-medium term demand to fill vacancies and drive productivity. They will help fill medium-higher level vacancies and bring individuals closer to better jobs, by linking them with line of sight to a job/ different role, additional responsibilities or new opportunities/contracts
  - to help fill vacancies and bring individuals closer to better jobs (including those currently in employment), by linking them with line of sight to a job / different role, additional responsibilities or new opportunities / contracts
- c. We initially tested Skills Bootcamps in a range of Digital Skills such as digital marketing, software development and cyber security from Autumn 2020 and have expanded across England to include a wider range of more technical and specialist courses such as construction, retrofit, electro technical, photonics, marine design, electrical installation and more.

# The Skills Bootcamp Delivery Model

**Skills Bootcamps are intensive, Level 2-5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (in the case of a new job), which equip adults with technical skills that enable them to access in-demand jobs, apprenticeships, new opportunities and an increased level of income over time (including for the self-employed).**



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

## Skill Areas

There must be evidence of demand for the skills developed through the Skills Bootcamp, including evidence of vacancies in the local labour market. Providers must cite the evidence they are relying on regarding local labour market needs and demonstrate due regard to the skills analysis and priorities of Local Partners, Skills Advisory Panels, Mayoral Combined Authorities (MCA), Local Authorities (LA), etc and show how they align with Local Skills Improvement Plan(s).

Priority sectors for Skills Bootcamps are Construction and the Built Environment, Engineering and Manufacturing, Digital, Creative and Design, Business and Administration, Education and Early Years and Transport and Logistics.

Where there is demand for a skill area that meets the general criteria, but is not in a sector listed here, it can be procured using up to 50%<sup>1</sup> of your grant.

## Skills Bootcamps - overarching principles

Skills Bootcamps are free, flexible courses of up to 16 weeks, giving people the chance to build sector-specific skills with an offer of a job interview at the end, giving learners direct line of sight into a job. Training must be designed and delivered in partnership with employers to ensure it delivers the skills needed.

## Learner Eligibility

To be funded, the learners must:

- Be aged 19 or older, on or before 31 August within the ESFA funding year (01 August – 31 July).
- 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) and
- Meet residency requirements- providers should refer to the [residency eligibility](#) section of the Adult Skills Fund (ASF) funding rules for the relevant year before accepting an individual onto a Skills Bootcamp. The 2023/24 AEB rules apply to Skills Bootcamps delivery before 01 August 2024, and from 01 August 2024 onwards the ASF rules for the relevant ESFA funding year apply.
- Live in England, subject to the further detail provided below.

## Delivery (including completions and outcomes) outside of England

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

We 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. We do not expect these numbers to be significant.

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

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<sup>1</sup> This % is 100% in deeper devolution areas

Providers located close to the borders can deliver Skills Bootcamps to learners who are not resident in England if the learner intends to work in England following completion of the Skills Bootcamp. Delivery must take place in England. We do not expect these numbers to be significant.

We 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 located in England.

## Target Groups

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

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

## Prior Attainment and experience

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

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

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

## Funding conditions

You must not transfer funding between the following budgets:

- Skills Bootcamps
- ESFA funded AEB
- AEB funding received from devolved budgets to combined authorities
- 19 to 24 traineeship programmes
- Free courses for jobs
- Apprenticeships
- Advanced learner loans bursary fund
- Advanced learner loan facility
- Multiply

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

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

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

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

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

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

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

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

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

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

Providers 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 payment evidence assurance checks.

Courses are fully funded by Government 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.**

As part of their delivery, the Provider 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>) in order to ensure the provision is delivered with a view to safeguarding and promoting the welfare of high needs learners aged up to 25 receiving education or training at their institution or under the auspices of the provider in the environment outside the direct control of the Provider in an environment outside the direct control of the provider in order to ensure the provision is delivered with a view to safeguarding and promoting the welfare of high needs learners aged up to 25 receiving education or training at their institution or under the auspices of the provider in the environment outside the direct control of the Provider in an environment outside the direct control of the provider.



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

## Payment Milestones

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

Table 1: Payment Milestone details: This is a summary; for detailed advice on what must be provided to obtain a milestone payment, please see the evidence section.

Commencement	Contract Delivery	Outcome
	Course completion and interview offered	On job offer (or equivalent)
<b>40%</b>	<b>30%</b>	<b>30%</b>
<p>Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements).</p> <p>The 14 qualifying days of the training course must include a minimum of 10 guided learning hours.</p> <p>Providers must achieve Starts by 31<sup>st</sup> March 2026 in line with delivery plans and in time to achieve Completions by this deadline also. The Provider should report on the next monthly</p>	<p><b>Course completion and interview offered:</b></p> <p>Finishing the training and completion of a final assessment for all learners (final assessment as set out in the service requirements), and;</p> <ul style="list-style-type: none"> <li>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, which meets the criteria set out under the service requirements</li> <li>For the co-funded learner: an offer of an interview for a new enhanced role/responsibility within the current organisation, which meets the criteria set out in the service requirements</li> <li>For the self-employed learner: written confirmation of how the new training has been/will be applied to get new opportunities (work or contracts),</li> </ul>	<ul style="list-style-type: none"> <li>For the independent learner: An offer for a job which meets the criteria set out in the service requirements</li> <li>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</li> <li>For the self-employed learner: Learner has secured new opportunities (work/new contracts), which meet the criteria set out in the service requirements</li> </ul> <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</p>

<p>reporting cycle any new learner Starts via the ILR, Contract Monitoring Plan and Learner Datasheet.</p>	<p>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, Contract Monitoring Plan and Learner Datasheet.</p>	<p>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 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, Contract Monitoring Plan and Learner Datasheet.</p>
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## Pathways to Accelerated Apprenticeships

Commencement	Contract Delivery	Outcome
	Course completion and interview offered	On job offer (or equivalent)
40%	30%	30%
<p>Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements).</p> <p>The 14 qualifying days of the training course</p>	<p>Course completion and interview offered:</p> <p>Finishing the training and completion of a final assessment for all learners (final assessment as set out in the service requirements), and;</p> <ul style="list-style-type: none"> <li>For the independent learner: an offer of an interview with an employer for an apprenticeship or other live</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>For the co-funded learner: the offer or commencement of a new role/responsibility within the current organisation,</li> </ul>

<p>must include a minimum of 10 guided learning hours.</p>	<p>job vacancy, which meets the criteria set out in the service requirements;</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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 meets the criteria set out in the service requirements</li> </ul> <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>Providers must achieve Completions by 31<sup>st</sup> March 2024 and in line with delivery plans. The Provider should report on the next monthly reporting cycle any new learner Completions via the ILR, Contract Monitoring Plan and Learner Datasheet.</p>	<p>which meets the criteria set out in the service requirements</p> <ul style="list-style-type: none"> <li>• For the self employed learner: Learner has secured new opportunities (work or new contracts) which meets the criteria set out in the service requirements.</li> </ul> <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 for the Outcome payment in this model. 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 their bid, for the provider to be able to claim an 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, Contract Monitoring Plan and Learner Datasheet.</p>
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We recognise that there may be instances where a learner has changed their status part way through their Skills Bootcamp, e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected completion/outcome has changed. Where that is the case, you should discuss this with your Grant Manager to confirm what evidence requirements are expected to enable a claim to be made.

## HGV Payment milestones

Within the national contracts 4 payment milestones were agreed within some (Novice courses) HGV Skills Bootcamps due to delays in testing availability and providers outgoings for these early on in the course. You may agree similar with your provider if appropriate.

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

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

## Paid employment for a minimum of twelve continuous weeks:

Meaning that there is confirmation of the offer of a job with a duration of 12 weeks, including where learners are employed on a zero hours' contract and / or contracted by an agency, that utilises the skills acquired by attending the Skills Bootcamp. Where this is for an initial temporary assignment lasting less than 12 weeks, the job offer includes a description of the role, the start date, the length of assignment, and confirmation that further assignments will follow. This does not mean where learners are contracted, registered or signed up to some form of organisation/agency with no line of sight to a job offer.

## Course Length

The Provider must offer Skills Bootcamps at a minimum of 60 Guided Learning Hours (20 glh for Skills Bootcamps related to driving) over a maximum of 16 weeks.

## Guided Learning Hours

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.

## Delivery of Skills Bootcamp

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.

Skills Bootcamps should be designed to encourage the participation of underrepresented groups which may include, but not exclusively, 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 Providers are using RARPA, SFIA or similar methodology we would expect evidence of significant employer engagement in designing the curriculum.

Each Skills Bootcamp must meet the minimum number of Guided Learning Hours (GLH) as stated in the provider bid and a maximum duration of 16 weeks.

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 provider must deliver personalised wraparound career and personal development support for all phases of the Skills Bootcamps delivery. Ensuring this support is tailored to different needs and contexts including personalisation considering experience and employment status (employed, unemployed, self-employed, returners to work, prisoners within 6 months of release etc).

Such support can include, but is not limited to:

- Wider employment skills and behaviours including, but not limited to, appropriate workplace communication, stress management, time management, decision making and problem solving (such skills and behaviours, “Behavioural Skills Support”) to assist the learner to gain relevant employment.
- Sector-specific behavioural skills support for employment. This should also include, but is not limited to 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 may include but is not limited to, tailored career coaching from industry professionals with extensive experience in the Skills Bootcamp sector).
- Appropriate academic, skills and training support. This should include the incorporation of activities which replicate what learners can expect to be doing in the workplace, such as group projects, solving problems for real-world challenges set by employers, or 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, internet access and administrative support by providing provider 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, not limited to, 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.
- In the event that 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.
- Based on the review, signposting appropriate next steps for the learner. This can include but is not limited to 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 learner's 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).

We expect all Independent Learners (not co-funded by their employer, and not self-employed) to progress on to a guaranteed job interview upon the completion of the Skills Bootcamp. This should be a genuine vacancy related to the skills gained through the Skills Bootcamp which must be intended to be

continuous employment for at least 12 weeks.

Paid employment for a minimum of twelve continuous weeks is defined as:

- Confirmation of the offer of a job with a duration of 12 weeks, including where learners are employed on a zero hours' contract and / or contracted by an agency, that utilises the skills acquired by attending the Skills Bootcamp. Where this is for an initial temporary assignment lasting less than 12 weeks, the job offer includes a description of the role, the start date, the length of assignment, and confirmation that further assignments will follow. This does not mean where learners are contracted, registered or signed up to some form of organisation/agency with no line of sight to a job offer.

Providers should ensure interviews are offered to all independent learners; without the offer of an interview the Skills Bootcamp is not complete and Milestone 2 cannot be claimed.

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

## Provider Eligibility

This 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.

## Employer Engagement & Involvement

MCA/LEPs/LAs should ensure training providers engage employers at the design, delivery, and post-Skills Bootcamp stage of their provision and to gain commitment to interview candidates from the Skills Bootcamps for relevant vacancies, or to establish what the impact will be if they are training their own employees. Training Providers may be required to provide evidence of work with employers. This could include the provision of behavioural skills support, coaching and mentoring, design and / or the delivery of content as well as evidence of interviews taking place and where participants have been recruited by the employer.

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



## Grant Monitoring and Reporting

**We are expecting to use the ILR to report learner details from 1 April 2025, for learners who start their Skills Bootcamp from 1 April 2025 onwards.**

The grant management plan will continue to be used for the purposes of recording learner progress against starts, completions and outcomes, employer engagement, recording and monitoring delivery risks and tracking spend and drawdown against grant awards. An updated plan will be shared with Grant recipients at the earliest opportunity.

Grant recipients will be required to comply with the following conditions:

- a. When commissioning has concluded and grant recipients have a more clear picture of the delivery they expect over FY2025-26 they must update DfE with names of contracted providers, Skills Bootcamps titles and expected learner numbers. This can be through completing a GMP, even if nothing has yet started.
- b. Your Grant Manager will schedule performance review meetings at a mutually convenient date, commencing from May 2025 and likely each month thereafter.

In advance of the scheduled monthly review meeting, you will be requested to submit an updated grant management plan reflecting the latest position across all elements covered in the plan and to include up-to-date learner data for the period covering at least up to the end of the previous month.

- c. Provide ad hoc reports in response to wider requests from the Department for information to support upward reporting and further development of the Skills Bootcamp programme from time to time.

## Roles & Responsibilities

MCA/LEPs/LAs should provide on request details of key personnel responsible for the delivery obligations contained within the GOL.

## Data submission

The Provider must supply the Department with data in accordance with the following:

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

## Data Spreadsheets

Data Spreadsheets are not required for delivery beginning on or after 1 April 2025 (wave 6). The data DfE requires for these learners will be collected only through the ILR.

However, MCA/LEPs/LAs should continue to prepare up-to-date completed data submission template(s) at the following pre-determined intervals for wave 5 delivery (FY24-25) and any remaining wave 4 delivery (FY23-24) (unless agreed separately with your Grant Manager).

Data Reporting Sequence	Submission Date – by 22 <sup>nd</sup> of the month
1. Progress up to end of March 25	Reported no later than 22 April 25
2. Progress up to end of June 25	Reported no later than 22 July 25
3. Progress up to end of September 25.	reported no later than 22 October 25
4. Progress up to end December 25	reported no later than 22 January 26
5. Progress up to end March 26	reported no later than 22 April 26.
<b><i>The data submissions capture learner completion/outcome data. Data should be submitted in a timely manner, the cut off point for all outcomes data collection and claims is 6 months from the completion of the Skills Bootcamp training. .</i></b>	

DfE have issued a copy of the data template for completion. Guidance is included within the data return template.

The expectation is that a separate data return template is used per provider per Skills Bootcamp.

Therefore;

- a) if a Skills Bootcamp has multiple providers, a separate data return is expected for each provider for that Skills Bootcamp.
- b) if a single provider delivers multiple Skills Bootcamp under your grant, then a separate return is required for each Skills Bootcamp in their portfolio.
- c) multiple cohorts of the same Skills Bootcamp delivered by a single provider must be captured on the same data return.

Providers/sub-contractors must issue appropriate privacy notices to learners and employers to enable data collection, sharing and reporting.

## Payments to Grant Recipients

In addition to providing a signed copy of the Grant Funding Agreement, you are requested to follow the instructions on Bank Account Details (in Annex B) of the GOL and provide details of your bank account which must be at a bank authorised to conduct banking business in England. This will allow us to set you up on the Department's DfE ERP payment system to receive Funding.

Payment claims must be submitted in accordance with Clause 10.1 of the general Terms and Conditions and may only be sent to the Department once the Grant Funding Agreement has been signed and any pre-disbursement conditions have been met.

Payments will be disbursed into the bank account with the number provided through the process laid down in Annex B and the Department shall not be responsible for any errors caused by any mistakes in the information provided by the Grant recipients.

Please note that any delays in returning the documents could result in a delay to the payment of Funding.

## Claiming 'up-front' payment in advance of expenditure

Under the grant terms you are able to claim:

- a percentage of your planned delivery costs - 40% (or equivalent to the % spent in FY23-24 if less than 40%) in FY2025-26)
- 100% of your planned management costs\*

To claim this payment:

Complete Annex E, confirming the costs as outlined in your proposal.

Complete Annex D, ensuring this is signed by authorised representative.

Send both accurately completed documents to your Grant Manager along with a copy of your Annex Gii for your FY24-25 grant if applicable.

Any retained funds from FY24-25 will be deducted from the value due – this is purely administrative to avoid clawback.

You can submit your claim after your Grant Offer letter has been issued, signed and returned and after your Annex Gii for FY24-25 has been agreed. Payment will be made as soon as possible, but not before 1 April 2025.

**If you have not claimed payments from DfE previously you will need to complete a vendor registration form using the link below at the earliest opportunity**

[Provide information about your banking and payments to DfE - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## End of Year Accounting

At the end of the financial year, you will be required to submit an annex G(ii) form verifying your spend over the financial year, which is to be agreed and signed by your accounting/151 officer. This will include all spend within the financial year regardless of which Wave the learner is from.

Your Grant Manager will work with you towards financial year end to undertake reconciliation activity of spend over the financial year. This will include obtaining verification of your actual management costs over the financial year. Any variations to the value paid as part of the 'payment in advance of expenditure' for 100% of your planned management costs will be reconciled if applicable and not already done so earlier in the grant management process.

## **Grant Assurance**

DfE will ask each grant recipient to complete a template to record your own assurance process, including the procedures and processes for collecting evidence for each payment milestone and the activity to prove and defray invoices or claims, cover communication of expectations to providers, management processes, evidence checking, audit requirements, record retention, and checks and action if an anomaly is identified.

At the end of the grant period we will ask you to supply evidence that shows you have applied these checks and balances when managing your grant over the period.

## **Learner and Employer Evidence Checks**

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

However, if any issues arise from any part of the process relating to data returns, payment claims or previous evidence checks, the DfE reserves the right to conduct evidence checks in advance of releasing payment. This includes commissioning additional checks in terms of volume and periodicity on an ad-hoc basis as required.

## **Quality Assurance Team**

The intention of this team is to support the authorities who oversee providers, such as yourselves, to deliver consistently high-quality Skills Bootcamps, identify and share best practice and promote continuous improvement in Skills Bootcamps delivery now and in the future. They are happy to speak with you directly and offer advice on your current processes around quality assurance of delivery. For more information please raise with your grant manager.

## OFSTED inspection

Ofsted began inspections of Skills Bootcamps provision in FY 2023-24. The grant holder should inform Ofsted of their contracted providers and dates their Skills Bootcamps are running.

At any time during the Contract Period, OFSTED may undertake an inspection of the Provider. Unlike Apprenticeships, a grade 4 inspection outcome does not automatically mean the end of the Skills Bootcamp provision. Grant recipients should work with their provider to understand the issue and seek assurances for future delivery.

## Publicity and Branding

Please refer to the guidance to align marketing activity with the requirements set out in the guidance.

### **Course Marketing actions: reach an informed, proactive and diverse audience**

Skills Bootcamps providers are required 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 page](#). 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.

Please contact the Tribal helpdesk: [support@coursedirectory.org.uk](mailto:support@coursedirectory.org.uk) who will support you to gain access to the *Publish to the Course Directory* system, including setting up a DfE Sign In (DSI) account which is required to access *Publish to the Course Directory*. Please note that as you are a DfE grant holder we will securely provide Tribal with your contact details, as part of our data sharing agreement with them. Tribal may contact you directly.

The benefits of publishing your Skills Bootcamps in this way are:

- All citizens, regardless of where they live, their interests or ability, can find and make an **informed choice** about the training that is right for them. We expect that people who enquire to you via this route will already have a good understanding of what a Skills Bootcamp is.
- We know from user-research that easily accessible information on available training, the type of opportunities it leads to, when/where it is, and what it costs is key for helping citizens find a course that can fit into their busy lives and **ultimately apply**. National Careers Service Find a Course is a user-friendly, dedicated page to search for government assured training provision, that is undergoing improvement work.
- You and your providers will continue to benefit from the highly successful Skills for Life communications campaign, which signposts

people interested in Skills Bootcamps to the [National Careers Service Find a Course page](#). Skills Bootcamps are consistently one of the top performing skills offers included in the campaign. We expect that you will reach a **large, and diverse audience**.

- You can re-use the data. The information in Publish to the Course Directory is published monthly as open-source data files. The files are used by MCAs, local authorities and software providers to populate their own skills and training site search functions, widening the reach of the information. Contact [support@coursedirectory.org.uk](mailto:support@coursedirectory.org.uk) to request the data files.
- Providers must adhere with DfE's communications guidance and Skills Bootcamps should be advertised, marketed, and delivered in accordance with the specified naming convention and branding. Your nominated grant manager will provide you with a pack that outlines the mandatory requirements along with some optional guidance to support you.
- Providers 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:
  - a) By making clear in communications the eligibility criteria for the Skills Bootcamp and that the training is free to learners.
  - b) By making clear in communications the requirements and expectations of the Skills Bootcamps including the objective of moving to a new/better job

## Complaints and Whistleblowing Guidance

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 provider and where applicable, their subcontractors.

Providers 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 an escalation process to the grant

recipient.

The published procedures should outline the process, including any appeals process and timeframe for response. The provider (or their subcontractor) will be responsible for resolving complaints in accordance with their own procedures. Once the provider (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 provider (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.

Providers (or their subcontractors) should ensure they retain a record of complaints received. At a minimum this includes:

- Date received
- Complainant name
- Summary of complaint
- The provider (or their subcontractor) response to complaint at each stage of their published complaint procedure, including any appeal process.

## Contacting us

Local areas should speak to the grant management team in the first instance.

## Glossary

<b>Glossary</b>	<b>Descriptor</b>
14 qualifying days	For funding purposes, 14 qualifying days means that the learner attended day 1 of their Skills Bootcamp and undertook the required study and remained on the programme on day 14 (calendar days) and having completed any minimum GLH as detailed in the relevant payment milestones.
Accelerated Apprenticeship	An accelerated apprenticeship means the apprenticeship's planned duration is shorter by at least 3 months than the typical duration of the standard, based on recognition of prior learning. Minimum requirements of an apprenticeship must still be met (12-month minimum duration and 20% off-the-job training).

Best Practice	<p>The findings from a synthesis of evidence given in interviews, the opinions of providers themselves and analysis of QA&amp;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:</p> <p><b>Building and sustaining an employer network:</b> Build strong relationships with local employers, using this network to embed themselves in the industry, working in partnership to achieve completions and outcomes.</p> <p><b>Knowing your sector:</b> 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.</p> <p><b>Recruitment expertise:</b> Secure genuine interviews, vacancies or assurances of future opportunities for learners early, pre-programme if possible.</p> <p><b>Securing the right learners for the right course:</b> Use stringent screening, application and IAG processed to ensure learners have the right qualities and behaviours to complete the course and secure an outcome.</p> <p><b>Expectations, aspiration and commitment:</b> 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.</p> <p><b>High quality, engaging, real-world teaching:</b> 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.</p>
Co-funded Learner	Employed individuals where the employer is co-funding the learning.
Completion	<p>Learners finish their training and final assessment, and;</p> <p>A) for Independent Learners – an offer of an interview for a vacancy which meet the criteria set out in the Service Requirements;</p> <p>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 of contract, which meet the criteria set out in the Service Requirements; and</p> <p>C) for Co-Funded Learners – an offer of an interview for a new role or responsibility or an offer of a new role or responsibility which in either case meets the criteria set out in the Service Requirements.</p> <p>D) Including any definition as defined within the payment terms/profile.</p>
Drop Out	Where a M1 payment is claimed for a learner, but the learner does not finish the training.



Employment status	<p>The main types of employment are:</p> <ol style="list-style-type: none"> <li>1. Worker.</li> <li>2. Employee.</li> <li>3. Self-employed.</li> <li>4. Contractor.</li> <li>5. Director.</li> <li>6. Office holder.</li> </ol> <p>More information on <a href="#">employment status</a> is available.</p>
Finish	<p>The point at which the Skills Bootcamp course content ends (100% of GLH and final assessment finished).</p>
Guided Learning (GL)	<p>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.</p> <p>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.</p> <p>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.</p>
Guided Learning Hour (GLH)	<p>An hour spent by a learner participating in Guided Learning.</p>
Independent Learner	<p>Individuals not being co-funded by their employer.</p>

Interview	<p>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.</p> <p>This does not include:</p> <ul style="list-style-type: none"> <li>• Learners being signed up to recruitment agencies, as evidence of an offer of an interview.</li> <li>• General interviews with recruitment agencies without a live vacancy, as evidence of an offer of an interview.</li> <li>• Interviews arranged where: <ul style="list-style-type: none"> <li>(a) Learners are invited to employer meet and greet sessions e.g. an employer insight day</li> <li>(b) Learners are invited to meet employers as part of an initial screening process</li> </ul> </li> </ul>
Paid employment for a minimum of twelve continuous weeks	Confirmation of the offer of a job with a duration of 12 weeks, including where learners are employed on a zero hours' contract and / or contracted by an agency, that utilises the skills acquired by attending the Skills Bootcamp. Where this is for an initial temporary assignment lasting less than 12 weeks, the job offer includes a description of the role, the start date, the length of assignment, and confirmation that further assignments will follow. This does not mean where learners are contracted, registered or signed up to some form of organisation/agency with no line of sight to a job offer.
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 DfE and is not being trained on behalf of their existing employer.
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 provider, who is a party to a sub-contract and the servants or agents of that person.
Provider	Person, firm or company with whom the authority enters into this contract as identified in the contract order form.