

**MAYOR OF LONDON**

# **Skills Bootcamps Prospectus (London)**

**(Attachment 11)**

Revised 08/07/22

## Foreword

Jules Pipe CBE

Deputy Mayor, Planning, Regeneration and Skills

The coronavirus pandemic has taken a huge toll on London's economy and communities. The Mayor, working with London's boroughs, has led the capital's response in establishing the London Recovery Board, setting out a programme of missions to restore confidence in the city, minimise the impact on communities and build back better the city's economy and society.

Good work is at the heart of the Mayor's vision for London's recovery. Through the *Helping Londoners into Good Work* mission, we are helping Londoners to find better paid, more secure employment, prioritising training and support for those hit hardest by the pandemic.

We have helped thousands of Londoners to get the support they need through investment in new programmes and collaboration with partners across the capital. The Mayor's Academies Programme, launched in January this year, is one example of how we're supporting Londoners, bringing employers and training providers together to give Londoners the skills they need to move into good work and further training in London's growth sectors.

Skills Bootcamps are an important addition to our skills and employment programmes, providing short courses to develop higher level skills in key areas of London's economy. This is particularly important in a city like London where demand for higher skilled talent continues to grow. For Londoners without higher level skills, or those wanting to reskill to move into growth areas, Skills Bootcamps offer real opportunities to develop their careers.

The priority Skills Bootcamps sectors of Digital, Green, Construction, Technical, Logistics, Creative, Hospitality, Health and Social Care and Professional Services all contribute significantly to London's economy, but not all Londoners benefit from the job opportunities they provide. Each sector has under-representation of particular groups and communities. Skills Bootcamps will provide support for these groups and help employers to access and benefit from talent across all London's communities. Employers will work closely with training providers to shape Skills Bootcamps around their recruitment needs. Where employers want to provide training for their own employees, the majority of training costs can be covered through this programme.

As we strive to build a better London for everyone and create a safer, fairer, greener and more prosperous city for all Londoners, I am delighted our work on jobs and skills will include Skills Bootcamps. Helping Londoners to develop the skills they need to

earn more in their current roles, or secure better paid jobs, is key to easing the financial pressures felt by many in our city. As we emerge from the pandemic, the Mayor and I are committed to continuing this important work to upskill Londoners, support London's businesses and get our city back on its feet and thriving once again.

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## 1. Background to Skills Bootcamps

The Greater London Authority (GLA) is awarding grants to organisations for the delivery of Skills Bootcamps in London in the 2022-23 financial year. This forms part of the Department for Education's (DfE) Skills Bootcamps Wave 3 delivery.

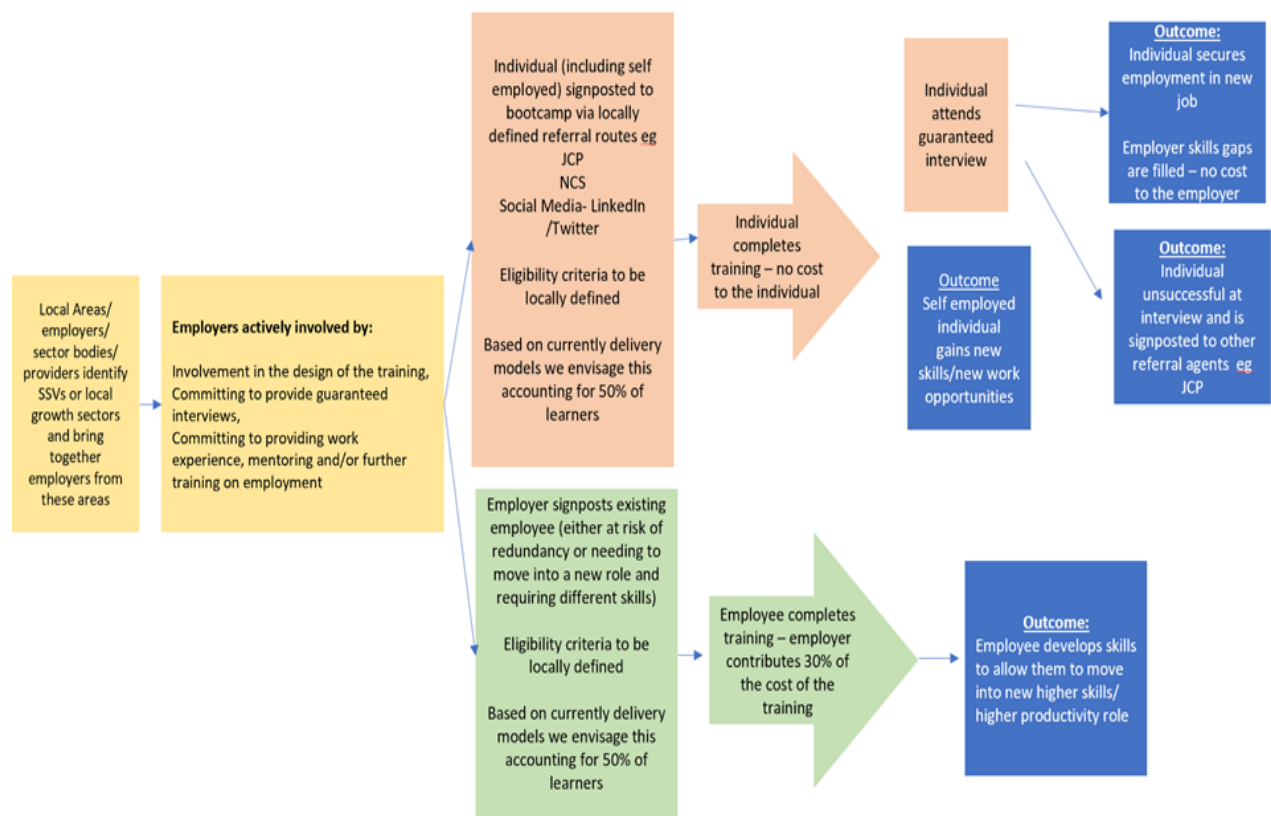
Through this programme we aim to help Londoners aged 19+ to progress in work by giving them access to in-demand skills training and a guaranteed interview for a more sustainable, higher-skilled job and higher wages over time. The programme will also benefit employers by helping them to fill specific skills shortage vacancies, increasing productivity within their organisations.

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 (19+) to do training around work and other commitments, in order to find work, take on additional responsibilities, or access new opportunities, with a guaranteed job interview (for those looking for a new job) for 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, providing them with access to opportunities to retrain, update or formalise their skills or acquire specialist skills.
- to address the needs of employers and the wider economy by delivering targeted interventions to meet short to medium term demand to fill medium to higher level skilled vacancies and improve productivity.
- to bring individuals closer to 'good work', by equipping them with the skills and opportunities to find a new job / different role, additional responsibilities or new opportunities / contracts resulting in an increased income over time.

## 2. The Skills Bootcamps Delivery Model

Skills Bootcamps are intensive, Level 3 to 5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (for those looking for a new job). Skills Bootcamps will 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 Bootcamps Delivery Model, in line with Section 6 of this document, to be considered for funding. Skills Bootcamps must be delivered at Level 3-5 or equivalent, with the exception of Construction, Green Skills and Logistics (heavy goods vehicle (HGV) driving) which can be at Level 2-5 or equivalent.

## 3. London's Economy

Skills Bootcamps will form an important part of the Mayor's commitment to support Londoners to progress into good quality jobs. London is a leading global city and has developed internationally competitive specialisms in highly skilled and high value

business activities. The demand for skills in London is high and expected to grow further, particularly at higher levels. This includes skills to support London's transition to becoming a net zero city and meet the challenge of climate change, as well as responding to further digitisation and automation of roles.

In the capital's highly skilled labour market, people without higher level skills (Level 3 and above) can be trapped in low-paid work. Therefore, as well as meeting business demand, upskilling is an important way of raising incomes, tackling in-work poverty, improving wellbeing, and ensuring a just transition – one which benefits all Londoners - as we become a net zero carbon city. Skills Bootcamps will help to respond to these challenges by providing opportunities for people in and out of work to gain skills at Level 3 and above and progress into good jobs.

Skills Bootcamps will also contribute to delivering the Mayor's commitment in the Skills Roadmap for London<sup>1</sup> to support and strengthen progression to higher level learning.

### **The Impact of COVID-19**

London's labour market has been relatively hard hit by the coronavirus (COVID-19) pandemic and the measures to contain it. The pandemic has exacerbated existing inequalities. Employment rates have fallen furthest for certain groups of Londoners, including younger workers and Londoners with fewer qualifications.

Skills Bootcamps will support Londoners who are under-represented in relevant sectors or occupational groups and/or who have been particularly affected by the impact of COVID-19.

### **The London Recovery Programme**

In response to COVID-19, the Mayor jointly established the London Recovery Board with London Councils. The Board set out a grand challenge for its London Recovery Programme to '*restore confidence in the city, minimise the impact on London's communities and build back better the city's economy and society*'.

The London Recovery Programme consists of a set of nine Missions to meet London's grand challenge:

- A Green New Deal

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<sup>1</sup> Skills Roadmap for London (2022) <https://www.london.gov.uk/what-we-do/jobs-and-skills/jobs-and-skills-research-and-strategy/skills-roadmap-and-other-strategies#:~:text=The%20Skills%20Roadmap%20for%20London%20will%20help%20Londoners%20to%20access,to%20the%20Mayor%20in%202019>

- A Robust Safety Net
- High Streets for All
- A New Deal for Young People
- Helping Londoners into Good Work
- Mental Health and Wellbeing
- Digital Access for All
- Healthy Food, Healthy Weight
- Building Strong Communities

Skills Bootcamps will form part of the response of the London Recovery Programme<sup>2</sup> particularly the *Helping Londoners into Good Work* Mission. Skills Bootcamps will complement existing skills provision, including the Mayor's Academies Programme and the wider Adult Education Budget (AEB) programme. We expect wherever possible for applications to support a green recovery in line with the Mayor's ambition for London to reach net zero carbon by 2030.

#### **4. Skills Bootcamps Sector Skills Areas**

The rationales for the Skills Bootcamps priority sector skills areas are set out below. The national sector skills areas, the core subject areas and subjects are specified in Table 1 for the following sectors: Digital, Technical, Construction, Green Skills, and Logistics (HGV driving) in line with the national criteria. In addition to that, we will make 10 per cent of our overall funding available to support the delivery of bespoke Skills Bootcamps in additional London priority sector skills areas. This includes the Creative, Hospitality, Health and Social Care (including Life Sciences) and Professional Services (including Finance) sectors. We expect all applications to outline the core sector subject areas / subjects chosen and clearly evidence the demand for these. Potential Suppliers should include additional evidence of employer and skills demand, including at a local level where the proposal is not pan-London.

We also welcome proposals for the priority sector skills area of Pathway to Accelerated Apprenticeships, including where these prepare Londoners for Flexi-Job Apprenticeships. Pathway to Accelerated Apprenticeships Skills Bootcamps are designed to support learners to progress to an apprenticeship at either the same level or higher. These will map onto an apprenticeship in any of the skills areas identified in this Prospectus, either through enabling the learner to progress onto a full higher-level apprenticeship (Level 3+) or to complete it in a shorter time. Where offered as part of

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<sup>2</sup> Further information on the London Recovery Programme is available at <https://www.london.gov.uk/coronavirus/londons-recovery-coronavirus-crisis>



additional London priority sector skills areas, a Pathway to Accelerated Apprenticeship Skills Bootcamp would be included within the 10 per cent programme funding allocation.

**Table 1 – Sector and Core Subject Areas for Skills Bootcamps**

<b>Sector Skills Areas</b>	<b>Core Subject Areas</b>	<b>Suggested Possible Skills Bootcamp Subject</b>
<b>Sector 1 – Digital Core</b>	Cloud	Cloud Computing, Cloud Engineering, Cloud Services
	Computer Aided Design	3D, Electrical, Diagnostics
	Cyber	Security, Intrusion Analysis, Technology, Readiness, Engineering
	Data	Analytics, Engineering, Database, Design, Science, Technology
	DevOps	DevOps
	Digital Marketing	Social Media, Design, Analytics
	Games	Design, Technology, UI, UX
	Network	Engineering, Technology, Infrastructure
	Software Development	Programming, Agile Computing, Coding
	Software Engineering	Software Engineering
	Support	Specialist, IT Solutions
	Web	Full Stack Development, Engineering, Production
<b>Sector 2 – Digital Bespoke</b>	Digital Skills Bootcamps Not Falling Within the Above Nominated Core Subject Areas	To Be Suggested by the Potential Supplier
<b>Sector 3 – Technical Core</b>	Advanced Manufacturing	Engineering
	Design	Construction, Marine
	Electronics & Electrotechnical	Manufacturing, Engineering
	Engineering	Civil, Engineering Construction, Marine
	Welding	Coded, MIG, TIG

<b>Sector 4 – Technical Bespoke</b>	Technical Skills Bootcamps Not Falling Within the Above Nominated Core Subject Areas	To Be Suggested by the Potential Supplier
<b>Sector 5 - Construction</b>	Construction Management	Site Supervision, Project Co-ordination
	Construction Trades	Bricklaying, Plumbing, Gas, Dry Lining, Joinery
<b>Sector 6 – Pathway to Accelerated Apprenticeships</b>	Apprenticeships Paths	Any of the sector skills specified in all other sectors that map to a recognised apprenticeship
<b>Sector 7 – Green Skills</b>	Green Power	Renewables (such as wind, solar and hydropower), Nuclear Power, Grid Infrastructure, Energy Storage and Smart Systems Technology
	Green Construction & Buildings	Retrofit, New Energy-Efficient Buildings, Heat Pumps, Insulation, Smart Devices and Controls, Heat Networks, Hydrogen Boilers
	Green Transport	Manufacture, Maintenance and Recycling of Low/Zero Emission Vehicles, Aviation and Maritime, Rail, Public Transport
	Green Protection of Natural Resources	Nature Restoration, Woodland Management, Arboriculture, Decarbonising Agriculture, Waste Management and Recycling
	Green Business & Industry	Hydrogen Production and Industrial Use, Carbon Capture, Utilisation & Storage (CCUS) and Industrial Decarbonisation
<b>Sector 8 - Logistics</b>	HGV Driving	A. Novice to Cat C B. Novice to Cat C and Cat C+E C. Novice to Cat C or Cat C and Cat C+E + employer specific elements D. Cat C to Cat C+E E. Additional Qualification in ADR Packages F. Additional Qualification in ADR Packages and ADR Tankers

		G. Additional Qualification in ADR Tankers + PDP H. Back to the Wheels Refresher to existing category I. Back to the Wheels Refresher Cat C to Cat C+E
<b>Sector 9 – Creative Industries</b>	Sectors 9-12 are additional London priority sector skills areas and are <b>bespoke</b> . Potential Suppliers should suggest Core Subject Areas and Skills Bootcamp subjects. These must be clearly evidenced, detailing how they align with employer demand and Skills Bootcamp criteria.	
<b>Sector 10 - Hospitality</b>		
<b>Sector 11 – Health and Social Care (including Life Sciences)</b>		
<b>Sector 12 – Professional Services (including Finance)</b>		

## Priority Sector Skills Areas

The core subject areas are set by the DfE at a national level, with examples of skills within each one provided (see Table 1 above). Some priority sectors (i.e. Digital and Technical) also allow for bespoke applications under other subject areas, where supported by evidence of market demand and skills gaps.<sup>3 4</sup>

### Digital

London has a thriving digital and tech sector, and high employer demand for digital skills. Yet access to digital skills is one of the greatest challenges currently faced by employers in London, and some predictions have warned digital skills shortages could become more severe over the coming decade, particularly for advanced digital skills.

Against this backdrop of rising skills shortages and recruitment difficulties, the digital sector also faces significant diversity challenges. Women, Black and Deaf and disabled Londoners are under-represented in the sector. Although ethnic minorities are better represented compared to London's working population this can hide certain inequalities. For example, ethnic minority Londoners are more likely to be self-employed and to be working in non-permanent positions compared to their White

<sup>3</sup> A fuller overview of London's skills landscape is set out in London Local Skills Report (and Annexes) 2022 at <https://data.london.gov.uk/dataset/london-local-skills-report-and-annexes-february-2022>

<sup>4</sup> Evidence on under-representation in digital, creative, green, hospitality and health and social care draws on analysis being carried out by Work Advance/Institute for Employment Studies as part of ongoing GLA-commissioned research

counterparts. There is also a clear under-representation of ethnic minorities in leadership positions, most notably of ethnic minority women.

## **Technical – Manufacturing and Engineering**

Using a broad definition, Emsi job postings data shows there were an average of 5,700 unique monthly online postings for London-based jobs in higher-level manufacturing and engineering and technician occupations in 2021.<sup>5</sup> The highest numbers of online job postings were for engineering professionals, engineering technicians and civil engineers.

Previous analysis from Engineering UK suggested a high level of demand for engineering occupations in London.<sup>6</sup> However, London still has a low proportion of starts in engineering related apprenticeships compared to other UK regions.<sup>7</sup> There are also workforce diversity challenges in manufacturing activities, with fewer jobs held by women in particular.<sup>8</sup>

## **Green**

London's green economy already contributes significantly to the capital, employing around 317,000 people across 14,000 businesses in 2019-20.<sup>9</sup> It covers a range of disciplines and sectors including renewable energy, waste management, retrofit, low carbon transport, building technologies, green finance and professional services.

Meeting the Government and the Mayor of London's ambitious net-zero targets will require a high-quality training offer that builds London's skills base to meet the growing demand for green jobs. Climate action not only creates the need for new services in retrofit, green travel and low carbon business, but also an opportunity for Londoners to take on these roles. Recent analysis<sup>10</sup> showed that getting to net zero in London will require over 2 million homes and a quarter of a million non-domestic buildings to become properly insulated and 2.2 million heat pumps in operation in London by 2030. The required scale-up of this activity could support an average of 41,000 jobs a year over the decade in jobs like installing solar panels and heat pumps, insulating our homes, and electric transport infrastructure.

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<sup>5</sup> Based on selected engineering, electronic and manufacturing (manager) occupations.

<sup>6</sup> Engineering UK, based on Working Futures 2014-2024. See

<https://www.engineeringuk.com/research/data/demand-tables/>

<sup>7</sup> Engineering UK <https://www.engineeringuk.com/media/232298/engineering-uk-report-2020.pdf>

<sup>8</sup> ONS Workforce Jobs, September 2021.

<sup>9</sup> GLA (2020), London Low Carbon Sector Interim Report at <https://www.london.gov.uk/what-we-do/london-low-carbon-sector-interim-report-2020>

<sup>10</sup> Element Energy (2022) Analysis of a Net Zero 2030 Target for Greater London at [https://www.london.gov.uk/sites/default/files/nz2030\\_element\\_energy.pdf](https://www.london.gov.uk/sites/default/files/nz2030_element_energy.pdf)

The Green sector overlaps with others. GLA research<sup>11</sup> has identified clear growth in demand for construction-related skills as London moves to net zero but also a wide range of other job and skills. Science, technology, engineering and mathematics (STEM) and digital/data skills will provide Londoners with increasing job adaptability.

In common with STEM industries more broadly, green and construction jobs are predominantly undertaken by men. The workforce is ageing, and women, ethnic minorities and Deaf and disabled Londoners are under-represented in nearly all occupations in the sector.

## **Construction**

Construction job vacancies in the UK are currently at record levels and new workers will be required to fill a range of roles. London is expected to see significant employment growth in the construction sector in the coming years.

According to an [ONS business survey](#), a quarter of UK construction businesses trading in mid-December reported labour shortages and London is facing particular challenges retaining its existing skills base, with some London employers facing acute shortages of construction workers.

Against this backdrop, the sector does not perform well on a range of workforce diversity metrics (for example in terms of gender and ethnicity).

## **Logistics**

The logistics sector is relatively small in London in employment terms but had been growing quickly in the years before the coronavirus pandemic. There were 49,000 employee jobs within this sector in London in 2020, accounting for around one per cent of overall employment, compared to two per cent for England as a whole. However, the sector grew by 92 per cent between 2015 and 2020 in London, double the rate in England overall (40 per cent).

While the sector saw significant employment growth in the early stages of the pandemic, there are also worker shortages within individual occupations. At the UK level, the number of HGV drivers has declined over the past four years, especially following the pandemic. A shortage of HGV drivers can negatively affect the ability of firms to trade internationally. In an October 2021 survey by the ONS, 22 per cent of

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<sup>11</sup> [GLA Economics' Identifying Green Occupations in London \(2021\)](#) and [Green Skills Adult Education Provision \(RCU, 2021\)](#)

UK businesses reported challenges with importing due to lack of hauliers and 10 per cent reported export challenges.

A lack of drivers could also have contributed to recent food supply shortages in the UK. When asked whether they were unable to find any essential food items, 18 per cent of Londoners surveyed in December 2021 responded 'yes', compared to the UK average of 13 per cent.

### **Additional London Priority Sector Skills Areas**

In addition to the national priority sectors, the DfE has allowed the GLA to pilot Skills Bootcamps in local priority sector skills areas. These are restricted to 10 per cent of the programme budget for London. We want to expand Skills Bootcamps in these sectors in future years and will use evidence of good practice from this year's Skills Bootcamps to support this expansion. As part of discussions with the DfE on future funding arrangements, we will make the case for integrating additional sectors into the main Skills Bootcamps programme.

The additional London priority sector skills areas are: Creative, Hospitality, Health and Social Care (including Life Sciences) and Professional Services (including Finance). These can be covered:

- as a stand-alone sector skills area using up to 10 per cent of the Skills Bootcamps programme budget.
- through linking with one or more of the core subject areas (or bespoke) in the national sectors skills areas (e.g. Digital-Creative, Green-Hospitality) with a clearly defined **lead** sector skills area.

### **Creative**

The Creative economy in London is worth £58 billion and accounts for 1 in 6 jobs in the capital. The impact of COVID-19 on the sector has been mixed: whilst some areas have been hit hard - particularly those relating to live events and the performing arts - film & TV and gaming, with animation integrated across both areas, are back to pre-pandemic levels and continue to grow. In the last five years, film & TV productions made in and around London generated over £10bn for the economy.

The demand for skills across the creative industries tends to be focused on higher level occupations and the need to upskill the existing workforce is widely recognised. Yet in-work training can be challenging in the creative industries, particularly for freelancer or individuals working in smaller firms.

The sector also faces key challenges in addressing under-representation of certain groups, particularly those from lower socio-economic backgrounds, women, ethnic minorities and Deaf and disabled Londoners.

## **Hospitality**

London has a large and diverse hospitality sector. COVID-19 has had a significant impact on London's hospitality sector, with younger people and those with fewer skills hit particularly hard. Yet there are also signs of recovery, with 40,300 more accommodation and food jobs in London in September 2021 relative to December 2020 (albeit this was still 43,800 lower than pre-pandemic).

Increasingly, digital skills, social and emotional skills and foreign language skills will be sought by employers in hospitality. There is a lack of diversity in parts of the hospitality sector in London. For example, only around 15 per cent of London's chefs are women, and only 12 per cent of head chefs in Michelin-starred restaurants are Black or from an ethnic minority group. The wider sector has a much younger profile with a higher proportion of 16-24-year-old workers compared with other sectors. People working in hospitality are more likely to be Londoners from ethnic minority groups and less likely to have a degree. Women are under-represented in senior roles in the hospitality industry.

## **Health and Social Care (including Life Sciences)**

The ONS estimates that the number of Londoners aged 65 and over will increase from 1.1m to 1.6m people between 2020 and 2035, an increase of 43 per cent. This will result in growing demand for health and social care services and therefore an increase in employment opportunities. The use of data / technology in service planning and the care sector is expected to grow, particularly in social care where these are currently underutilised.

The health and social care sector is already facing significant workforce challenges with high levels of staff turnover and worker shortages. These issues are likely to be exacerbated by a reduction in workforce supply as a result of new immigration rules. Approximately 81 per cent of the adult social care workforce is female and the average age of the workforce is 46 years; the sector also has an ageing workforce - 27 per cent of workers are aged 55 and above. The health care workforce is diverse, but ethnic minority staff report worse experiences in terms of their careers when compared with white staff and are under-represented in senior positions in the NHS.

This sector, for the purposes of Skills Bootcamps, includes life sciences. The London life sciences sector constitutes a significant proportion of the sector in the UK and is also a key part of the 'Golden Triangle' of London, Oxford and Cambridge – the strongest biosciences cluster in Europe. The sector in London has a number of key strengths, including: Advanced therapies, Digital health, Health data research, Oncology, Genomics, Rare diseases, Immunology, Mental health and Neuroscience.<sup>12</sup>

### **Professional Services (including Finance)**

The sector has a significant share of total employment in London – around 7 per cent (compared to 4 per cent across England). Demand for skills in this sector continues to be high. Financial managers and directors and chartered and certified accountants were, for example, among the occupations with the highest level of online job postings in London in 2021.

However, the finance industry<sup>13</sup> also faces significant challenges in terms of workforce diversity. Only 29 per cent of Londoners working in finance are from ethnic minority backgrounds,<sup>14</sup> and finance workers in the UK are relatively more likely to be from a higher socio-economic background, especially those in senior positions.<sup>15</sup>

## **5. Specific Cases Requirements**

### **a. Sector 5 Construction Skills Bootcamps**

**Level 2 or equivalent Construction skills training** - in addition to delivery of training at Level 3-5 or equivalent, Construction Skills Bootcamps can also be delivered at Level 2 or equivalent. Potential Suppliers must demonstrate the demand for delivery at this level. This should include evidence that: i) the delivery is for a key in-demand Construction skill, ii) that the skill level required by the sector is at Level 2 or equivalent and iii) that the skills required can be effectively delivered through the Skills Bootcamp model and that it leads to an actual vacancy with an employer.

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<sup>12</sup> For example, see <https://www.business.london/invest/sectors/life-sciences-and-healthtech>

<sup>13</sup> The Financial Services Skills Consortium has created a 'Future Skills Framework' which identifies those skills where there are acute skills shortages or where there is rapid and growing demand. <https://financialservicesskills.org/framework/>

<sup>14</sup> Annual Population Survey Oct 2020-Sep 2021.

<sup>15</sup> [Bridge Group \(2020\)](#), based on UK-wide survey of workers in finance.



Examples of in-demand Construction skills where training is at Level 2 or equivalent include Bricklaying, Dry Lining and Joinery.

b. Sector 6 Pathway to Accelerated Apprenticeships Skills Bootcamps

Pathway to Accelerated Apprenticeships Skills Bootcamps, designed to support learners to progress to an accelerated apprenticeship at either the same level or higher, can be offered in any of the sector skill areas specified in Table 1. If a supplier would like to supply this type of Skills Bootcamp, they should:

- Provide evidence of how their Skills Bootcamp will complement the relevant apprenticeship at Levels 3+, with **mandatory adherence to the guidance** on alignment to occupational standards (Attachment 13).
- Demonstrate how the Skills Bootcamp will align to the Knowledge, Skills and Behaviours (KSBs) set out in the relevant occupational standard, the extent to which they are partially or fully covered, and why this level of alignment is appropriate. The supplier will also be required to detail any additional content included which is not covered within the occupational standard.
- Explain to what extent Prior Learning from the Skills Bootcamp will lead to a proportional reduction in the content, duration and price of the apprenticeship.
- Demonstrate how the Skills Bootcamp provides a route to an accelerated apprenticeship, whilst ensuring the requirements of the apprenticeship are met (i.e. minimum 20 per cent off the job, 12 months duration and any other requirements of the occupational standard).
- Explain, in circumstances where the supplier is not an existing apprenticeship provider, how they will support Skills Bootcamp learners to transition onto an apprenticeship with a different supplier.
- Demonstrate how the competencies will be covered, including a training plan setting out the following:
  - Occupational standard name
  - Occupational standard reference number
  - Occupational level
  - List of KSBs to be covered during the Skills Bootcamp and if they will be fully met, partially met or not met
  - The extent to which learners will achieve competency against the KSBs

- Assessment methods
- Expected outcomes for learners

### c. Sector 7 Green Skills Bootcamps

**Skills Bootcamps in green skills must meet all the following criteria:**

**Meet the definition of delivering Green Skills:** *“Skills that directly meet the needs of the green economy<sup>16</sup> - support the transition from high to low carbon, directly contribute to the achievement of the UK's net zero emissions target<sup>17</sup> and help mitigate climate risks.”*

**Deliver Green Skills in one of the following**

The Skills Bootcamp **must** fall into one of the Prioritised Green Sectors as set out below. Skill and role examples given are not exhaustive but illustrate potential skills that might feature within each Prioritised Green Sector.

<b>Prioritised Green Sectors</b>	<b>Green Skills</b> (examples within each sector)
<b>Green Power</b>	Including renewables such as wind e.g. offshore wind manufacturing and onshore wind construction, solar e.g. solar roofing installation, and hydropower, nuclear power, grid infrastructure, energy storage and smart systems technology
<b>Green Construction and Buildings</b>	Including retrofit, energy-efficiency installation, insulation installation, smart devices and controls, low carbon / net zero heat networks, heat pump installation, hydrogen boiler installation, electric vehicle charge point installation
<b>Green Transport</b>	Including electric vehicle manufacture, maintenance and recycling, low/net zero carbon public transport including rail, sustainable aviation fuel manufacture

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<sup>16</sup> Green economy - “one in which value and growth are maximised across the whole economy, while natural assets are managed sustainably. Such an economy would be supported and enabled by a thriving low carbon and environmental goods and services sector. Environmental damage would be reduced, while energy security, resource efficiency and resilience to climate change would all be increased” (Green Jobs Taskforce Report July 2021).

<sup>17</sup> UK emissions target - cut greenhouse gas emission by 78% by 2035 compared to 1990 levels and to achieve net zero by 2050

<b>Green Protection of Natural Resources</b>	Including nature restoration, woodland management, arboriculture, decarbonising agriculture, waste management, recycling
<b>Green Business and industry</b>	Including hydrogen production and industrial use, carbon capture, utilisation & storage (CCUS) and industrial decarbonisation

**Be ‘Direct Green’** (rather than ‘Supporting Green’)

**‘Direct Green’ skills are skills that are specific to a Prioritised Green Sector or role within that sector.** For example, a heat pump installer needing specific skills in order to be able to do that role.

**‘Supporting Green’**

These are skills that support green economic activity but crucially, **do not** require significant changes in tasks, skills or knowledge if taking place within a green sector. For example, data analysis or project management.

In summary, Green Skills Bootcamps must clearly demonstrate how they i) deliver skills that meet the Green Skills definition, ii) deliver skills relevant to a Prioritised Green Sector, and iii) deliver skills that are ‘Direct Green’.

**Level 2 or equivalent Green Skills training** - in addition to delivery of training at Level 3-5 or equivalent, Green Skills Bootcamps can also be delivered at Level 2 or equivalent. There should be evidence that: i) the delivery is for a key in-demand green skill **in a Prioritised Green Sector** skill area, and ii) that the skill level required by that industry / sector is at Level 2 or equivalent and iii) that the skills required can be effectively delivered through the Skills Bootcamp model and that it leads to an actual vacancy with an employer.

Below is a suggested list of in-demand green skills where training is at Level 2 or equivalent:

<b>Prioritised Green Sector</b>	<b>Specified List of Level 2 green skills</b>
Green Transport	Electric vehicle manufacturing and recycling
Green Construction	Electric vehicle charge point installation
Green Construction	Energy efficiency installation
Green Construction	Heat pump installation

Green Protection of Natural Resources	Arboriculture
Green Power	Offshore wind manufacturing
Green Power	Onshore wind construction
Green Power	Solar roofing installation

## 6. Skills Bootcamps Objective and General Requirements

The GLA's key objective is to deliver a commercial solution which achieves the 'Skills Bootcamps' policy aims, efficiency and value for money by using industry best practice approaches to training design and delivery which demonstrate benefits in terms of learner participation and outcomes, cost, innovation, operational resilience and meets the timescales for implementation prescribed.

**The estimated total grant value of Skills Bootcamps across sectors 1 to 12 will be up to £12m.** This is the value of the initial grant award process and does not include any future extensions. Within the above total grant value, additional London priority sector skills areas will account for up to **£1.8m**.

This is not a procurement exercise, and this process is not subject to the Public Contracts Regulation 2015. Awards will be made in line with the process set out in this document.

### Data submission

The Supplier must supply the GLA with data in accordance with the following:

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

The Supplier must:

- submit Skills Bootcamps Data Submission Sheets monthly to reflect delivery and, if required in future, Individualised Learner Record (ILR) data
- report new learner starts within one month of the learner starting, and
- report within two months of the learner finishing, all withdrawals and completions

- report job outcomes for learners in the next monthly reporting cycle following an offer of a job by an employer to a learner
- report employment status of participants six months after completion of the Skills Bootcamp

The Supplier must undertake to submit accurate data. Where we are concerned about the quality of the data, including the completeness or accuracy of the data, provided by the Supplier, we may require the Supplier to supply data more frequently for a specified period, and may audit the Supplier's data and controls, as required to gain assurance that the quality improvements have been made.

We reserve the right to require the Supplier, at its own cost, to carry out such work as we deem necessary to improve the quality of data.

The Supplier must register with UKRLP ([UK Register of Learning Providers \(ukrlp.co.uk\)](http://ukrlp.co.uk)) and maintain contact details on an on-going basis.

The Supplier must submit delivery data via the Skills Bootcamps Data Submission Sheet. This data collection is mandatory and must be submitted on a monthly basis via the spreadsheet template supplied by the GLA. Submitted data will be used for payments, performance management, audit, assurance and evaluation purposes.

A draft version of the Data Submission template is at Attachment 10, but the template is likely to be subject to change. In the event of changes being made we will provide an updated version of the Data Submission template and additional guidance prior to the commencement of delivery. Suppliers will also be expected to provide the GLA with any additional data which may be required to enable full evaluation of Skills Bootcamps to be completed.

Skills Bootcamps Data Submission Sheets must be transmitted to the GLA through the required data exchange portal, which is likely to be the GLA's FileCloud portal. Access to the GLA's FileCloud portal is restricted, and in registering for an account to use the portal the Supplier must agree to comply with the conditions of use regarding the supply of data to the GLA set out in the Service Requirement and any additional guidance which may be provided by the GLA. We will confirm detailed arrangements for data exchange in additional guidance which will be provided prior to commencement of delivery.

The Supplier must return complete data, including contact details such as telephone numbers, and must only return 'not knowns' in exceptional circumstances. If the information is not provided, or 'not known', or is not available, then the Supplier must use 'learner has withheld this information'. Submitted delivery data must accurately

reflect the learning and support (where applicable) the Supplier has identified, planned and delivered to eligible individuals. The Supplier must not report inaccurate information that would result in an overstatement of the funding claimed.

We will confirm the data successfully submitted, and the data which has failed validation, on a monthly basis through Funding Summary and other reports made available to the Supplier on the GLA Skills Gateway web portal after the data has been submitted. The Supplier must correct or remove data that fails the validation rules detailed in the Data Validation Issues Report which will be provided by the GLA.

Access to the GLA Skills Gateway will be enabled by the same account that will be created when the Supplier registers on GLA-OPS, the GLA's programme management system. All Suppliers are required to register on GLA-OPS during the bidding process, using the detailed guidance provided in Attachment 17.

Using validated Submission data, we will calculate the value of the Supplier's earnings for the Funding year to-date. We will pay the Supplier monthly. The schedule of when we will make monthly payments to the Supplier will be provided as part of the confirmed grant award, prior to the commencement of delivery.

The Supplier must retain an evidence pack for every Skills Bootcamp which must contain evidence to support the funding claimed and which must be made available to the GLA when requested. The evidence pack must confirm all evidence reported by the Supplier in the Skills Bootcamps Data Submission Sheets and, if applicable, the ILR, and all supporting evidence to substantiate the data that the Supplier reports. The following list provides a non-exhaustive list of examples of what this evidence may include: learner registration records, accreditation, certification or digital reporting records, copies of work contracts etc. In cases where irregularities are identified, the GLA reserves the right to carry out further checks and other remedial action.

If on review by the GLA 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 reserve the right to reclaim any funds which were paid out based on that data submission. 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.

Use of the ILR is not currently operational for Skills Bootcamps funded by the GLA or other devolved authorities. At such time as the ILR becomes available, GLA-funded Skills Bootcamps Suppliers will be required to return ILR data on each Individual learner, in accordance with the data collections framework set out in the 'ILR specification validation rules and appendices' published in the [ESFA - Online](#)

[Documentation \(fasst.org.uk\)](https://fasst.org.uk), and in accordance with the national '*Provider Support Manual*' and any other guidance which may be provided by the GLA. Any future submission of ILR data will be additional to the monthly Skills Bootcamps Data Submission.

## Supplier Eligibility

Through this grant award process, the GLA is awarding grant funding to Potential Suppliers with **an established London / London fringe delivery base** for the delivery of Skills Bootcamps (see Annex A).

This programme is open to all training providers registered on the UK Register of Learning Providers. Suppliers not currently registered can apply at [UK Register of Learning Providers \(ukrlp.co.uk\)](https://ukrlp.co.uk). Successful Suppliers must have a UKPRN number at delivery start.

The programme is also open to any employer/s or employer bodies.

## Learner Eligibility

- Skills Bootcamps are open to all **London residents** aged 19 or over on **1 July 2022**, who are full-time or part-time employed, self-employed, unemployed (i.e. not in work), as well as adults returning to work after a break. A Supplier has discretion to determine whether to use a Skills Bootcamp to support adults who have been unemployed for longer than 12 months if they judge that will support them effectively. Skills Bootcamps should also be open to serving prisoners due to be released within six months of completion of a Skills Bootcamp and those on Temporary Release.
- All Skills Bootcamps must be open to all eligible adults within the communities they serve.
- Skills Bootcamps should be designed to encourage the participation of under-represented groups, such as those with protected characteristics and those who might face barriers to employment e.g. veterans or serving prisoners due to be released within six months of completion of the Skills Bootcamp and those on Temporary Release. Suppliers will be required to set a percentage target for enrolment of groups of Londoners with the following protected characteristics: age, gender, ethnicity and disability. In addition, this will also include income.

- 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. An adult may only undertake one Skills Bootcamp per funding year.
- An adult must have the right to work in the UK. This right can be checked on [gov.uk/view-right-to-work](https://gov.uk/view-right-to-work).

## **Employer Engagement & Involvement**

We encourage employers to bid for funding to deliver Skills Bootcamps. If employers themselves are not bidding, prospective Suppliers will be required to demonstrate extensive evidence of employer involvement in the design and proposed delivery of their Skills Bootcamp provision. The latter could include involvement in the provision of behavioural skills support, work experience, coaching and mentoring, or the delivery of content. Suppliers are expected to include evidence of strategic engagement with named employers (via employer letters) and evidence of employers' commitment, in principle, to providing real job vacancies for Skills Bootcamp participants. Suppliers are expected to detail exactly how they are proposing the recruitment process for the learners will work and to set out a clear plan for achieving positive employment progression outcomes for learners.

We have an indicative target of 60 per cent of employers involved in the development of Skills Bootcamp provision being small and medium-sized enterprises (SMEs). We would expect suppliers to demonstrate how they will engage with SMEs in support of this objective.

## **Level of Delivery**

Skills Bootcamps must generally be delivered at Level 3-5 or equivalent. Level 2 or equivalent Skills Bootcamps can only be delivered in Construction, Green Skills and Logistics (HGV driving).

## **Course Length**

We expect the courses on offer to be a minimum of 60 Guided Learning Hours (GLH) and a maximum of 16 weeks. Guided Learning Hours are the time a learner spends being taught or instructed by – or otherwise participating in education or training under



the immediate (live) guidance or supervision of – a lecturer, supervisor, tutor or other appropriate Supplier of education or training whether this in in person or online.

## **Course Content & Flexibility**

Skills Bootcamps should be reasonably delivered to a participant concurrently employed in either a full-time or part-time role or around other commitments. Courses should also be accessible to learners and adjustments must be made, as appropriate for those learners with protected characteristics (as defined by the Equalities Act (2010)). Suppliers must also demonstrate the provision of a 'wraparound service' of learner support (for example, using a coaching and mentoring approach, from programme application stage, during and post programme, to move people into jobs/new roles and opportunities. This should include upfront screening of applicants, soft skills (or work readiness) training to support the occupational skills training, vacancy/role/opportunity identification, providing pastoral services to help participants complete the programme, and follow-up services to participants and employers to support job placement mentorship and pastoral support, as well as high-quality advice and guidance to support the learner into a positive employment outcome (for example, CV writing support, mock interviews).

We expect all learners to progress onto a guaranteed job interview upon the completion of the Skills Bootcamp (in the case of a new job).

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

All training must either be accredited, aligned to occupational standards managed by the Institute for Apprenticeship & Technical Education or utilise a recognised standard for representing attainment (e.g. RARPA, SFIA). Where the third pathway is chosen, we would expect a higher standard of evidence for employer engagement. We are keen to see innovative proposals of realistic and sustainable options that demonstrate commitment from all sides to a successful outcome.

## **7. Application Documents**

Potential Suppliers must submit all **Documents to be Completed** as set out in the box below for the GLA to consider their application.

**Documents to be Completed**

- Attachment 1: Skills Bootcamps General Application Form
- Attachment 2: Skills Bootcamps Specific Application Form (bootcamp specific)
- Attachment 3: Skills Bootcamps Pricing Schedule (bootcamp specific)
- Attachment 4: Skills Bootcamps Course Content Template (bootcamp specific)
- Attachment 5: Bootcamps Pathway to Accelerated Apprenticeships Mapping Spreadsheet (only to be completed if bidding for Sector 6)
- Attachment 6: Security Questionnaire
- Attachment 7: Skills Bootcamps Customer References (Or Employers Training Their Own Employees)
- Attachment 8: Skills Bootcamps Employer Letter of Support

**Application Guidance Documents (not to be returned with your application)**

- Attachment 9: Financial Health Requirements and Guidance
- Attachment 10: Skills Bootcamps Data Submission Sheet
- Attachment 11: Skills Bootcamps Prospectus (London)
- Attachment 12: Skills Bootcamps Application Guidance
- Attachment 13: Skills Bootcamps Pathway to Accelerated Apprenticeships Guidance (only for Sector 6)
- Attachment 14: Skills Bootcamps Interview Questions for Customer Referees
- Attachment 15: Skills Bootcamps Privacy Notice (Potential Suppliers)
- Attachment 16: Skills Bootcamps Privacy Notice (Successful Suppliers)
- Attachment 17: GLA OPS Registration Guidance

## **8. Instructions to Potential Suppliers**

You should read this document and all the other guidance documents that relate to this grant award process before completing all required attachments and submitting your application.

This funding is for twelve sector skills areas. Potential Suppliers can bid into more than one sector skills area but must not attempt to bid for the same Skills Bootcamp in two different sector skills areas. If Potential Suppliers submit bids for the same Skills Bootcamp in different sector skills areas, we reserve the right to use our discretion to decide which sector skills area to include this bid in and which sector skills area to

exclude it from, as we see fit. It is anticipated that a number of grant awards will be granted for each priority sector skills area.

All Potential Suppliers are expected to submit **one** Skills Bootcamps general application form (Attachment 1) irrespective of the number of bootcamps they intend to deliver. Potential Suppliers are also required to submit **for each bootcamp** a Skills Bootcamps Specific Application Form (Attachment 2), a Skills Bootcamps Pricing Schedule (Attachment 3) and a Skills Bootcamps Course Content Template (Attachment 4).

In addition to one Attachment 1 form, we expect a set of different bootcamp-specific attachments (Attachments 2-4) for each bootcamp. Multiple sets of Attachments 2-4 may therefore be required to be submitted, depending on the number of bootcamps the Potential Supplier is applying to deliver. For the completion of attachments 2-4, an individual bootcamp will be associated with one of the priority sector skills areas and, if multiple bootcamps are offered within a sector, for each combination of core subject area, course content, delivery duration (i.e. full-time or part-time) and learner type (i.e. fully funded or either type of co-funded).

Potential Suppliers will be expected to choose which sector skill area they feel best describes their proposed Skills Bootcamp(s). If your Skills Bootcamp does not fit under any of the suggested core subject areas but is still within sector skills area 2, 4 or 9-12, please bid into the 'Bespoke' Sectors (2, 4 or 9-12).

We anticipate funding multiple Suppliers. While there is no restriction on the number of sector skills areas, or core subject areas within a sector skills area, that a Potential Supplier may apply for, Potential Suppliers must be confident they possess the resources to deliver the services required under each and every sector skills area and/or core subject areas applied for, were they to be successful.

We will be assessing and scoring each Skills Bootcamp in a bid individually, which may result in only some Skills Bootcamps within a Potential Supplier's bid being successful and others being ranked below the required level for making an award. Potential Suppliers applying to deliver more than one bootcamp, in either the same sector or across a number of sectors, must be confident they possess the resources to deliver each bootcamp on a standalone basis, operating independently of any other bootcamp in their bid, or of any other existing or potentially awarded Skills Bootcamp(s), e.g. awarded by the DfE for national delivery of Skills Bootcamps.

## **General**

Potential Supplier can apply in a capacity of a **Sole Supplier, Lead Supplier or Consortium Lead**. The Potential Supplier could be a Further or Higher Education

organisation, an employer, an independent training provider or other organisation (other than a Mayoral Combined Authority or Local Enterprise Partnership) and we welcome consortia bids.

Even though consortia bids are encouraged, we will sign a grant agreement with a single legal entity, and may therefore require the consortium to assume a specific legal form for the purposes of concluding the grant agreement. This may be either:

- a joint venture company or special purpose vehicle to be established by the consortium which will then enter into the Agreement with the GLA; or
- a prime / lead Supplier or and sub-contractor arrangement with one member of the consortium taking the role of prime / lead Supplier and entering into the grant agreement with the GLA.

In the case of a joint venture company or special purpose vehicle being established, we may require the members of the consortium to nominate a Guarantor (or Guarantors) for the single legal entity's performance of the grant agreement. Following such requirement, we reserve the right to request and assess information on the economic and financial standing of the proposed guarantor(s) and to disqualify a consortium from further participation in this process in the event that the consortium does not nominate a guarantor(s) that resolves any GLA concerns in relation to the economic and financial standing of such single legal entity, or in relation to the technical and professional ability of the same.

In the case of a Sole / Lead Supplier or Consortium Lead arrangement it will be the financial standing of the Sole / Lead Supplier or Consortium Lead which will be assessed by the GLA. A Consortium Lead should be nominated to lead the application process and to complete the application on behalf of all the members of the consortium. Consortium Leads should set out details of the members of the proposed consortium and the percentage of obligations assigned to each member in their application forms.

Consortium Leads must clearly identify in their applications any instances in which they are relying on the capability and/or experience of one or more members of their consortium to demonstrate the Potential Supplier's technical and professional ability to provide the Services, and explain the member's role, capability and experience as the context of the question requires.

Potential Suppliers must clearly state which employers are involved with the application and how employers will have input into the co-design and approval of the

training. This also includes how job interviews will be guaranteed as part of the programme for individuals looking for new jobs.

The grant agreements will be subject to regular review and confirmation that the Supplier is providing the Services in accordance with the agreement.

A key requirement of the Potential Supplier will be the ability to be flexible and responsive to emerging issues or areas to be addressed – be these a result of Supplier needs, lessons learnt, policy requirements and/or an evolving wider policy context. We also reserve the right to refocus spend and amend indicative outputs based on actual numbers of eligible Potential Suppliers.

Potential Suppliers should read the prospectus carefully before submitting an application and are responsible for ensuring that they understand the requirements for this process. If any information is unclear or if a Potential Supplier considers that insufficient information has been provided, it should raise a query via the clarification process described within this prospectus.

Potential Suppliers are responsible for ensuring that they have submitted a complete and accurate application and that prices quoted are arithmetically correct for the units stated.

Failure to comply with the instructions set out in the prospectus or the provision of false, inaccurate or misleading information will result in the Potential Supplier's exclusion from this application process.

## **Subcontracting**

Where the Potential Supplier proposes to use one or more sub-contractors to deliver some or all of the grant requirements, all information requested in the application should be given in respect of the Lead Supplier.

Lead Suppliers must have a separate contractual arrangement with each subcontractor. We recognise that arrangements in relation to sub-contracting may be subject to future change and may not be finalised until a later date. However, Potential Suppliers should be aware that where information provided to the GLA indicates that sub-contractors are to play a significant role (equivalent to 25 per cent or more of the Skills Bootcamp value) in delivering key agreement requirements, any changes to those sub-contracting arrangements may affect the ability of the Lead Supplier to proceed with the application process or to provide the services required. If the proposed supply chain changes at any time after submission of its application, the Potential Supplier should inform the GLA immediately via email to

[skillsbootcamps@london.gov.uk](mailto:skillsbootcamps@london.gov.uk), including details of the changes and the equivalent information for any new sub-contractors. We reserve the right to deselect the Potential Supplier prior to any grant award, based on an assessment of the updated information.

If a Lead Supplier requests to change a subcontractor following the award, we reserve the right to revisit the selection criteria in the questionnaire to confirm that these criteria would still be met as originally tested during this award process in light of the new information and, if they are not met, approval for the proposed change may be refused

## 9. Submitting Your Application and Timetable

Potential Suppliers are required to submit their application in accordance with the instructions detailed in the prospectus. Applications must be sent via email to [skillsbootcamps@london.gov.uk](mailto:skillsbootcamps@london.gov.uk) by 12 Noon **GMT on 12<sup>th</sup> August 2022**. Applications received after the deadline may be rejected. Applications cannot be modified after the deadline. The GLA has the sole and absolute right to decide whether to reject an application received after the deadline. Potential Suppliers may withdraw their applications at any time by notifying the GLA through [skillsbootcamps@london.gov.uk](mailto:skillsbootcamps@london.gov.uk). Hard copies **will not** be accepted.

**Table 2 – Proposed Timetable**

Activity	Date
Notify GLA if intending to apply for funding	12 Noon 22 July 2022
Deadline for Clarification Questions	12 Noon 5 August 2022
Deadline for Receipt of Applications	12 Noon 12 August 2022
Evaluation of Applications	By 24 August 2022
Grant Award Notification	26 August 2022
Delivery Start Date	By 30 September 2022
Delivery completion Date	31 March 2023

Applications should provide costs of delivery for the period 5 September 2022 - 31 March 2023. Costs for any further grant awards will remain consistent with this proposal. Potential Suppliers are entirely responsible for the costs and expenses they incur in participating in this process. Regardless of the outcome of the process the GLA shall in no way be liable to Potential Suppliers for the costs and expenses they incur, including any professional adviser fees.

Any Suppliers awarded funding through this grant award process will be informed of future funding decisions or possible grant agreement extensions in due course.

The Supplier may not charge any learner directly in relation to their participation on a Skills Bootcamp.

No information/content in these application documents, or any other communication from or with the GLA, shall be taken as constituting a grant award or other binding agreement or a representation that any award shall be offered. Potential Suppliers' applications must remain valid and capable of acceptance by the GLA for a period of six calendar months following the application deadline.

## **Clarifications**

### **Grant Award Value**

The estimated total grant value of Skills Bootcamps across sectors 1 to 12 will be **up to £12m** (This is the value of the initial grant award process and does not include any future extensions). Within the above total grant value, additional London priority sector skills areas will account for up to **£1.8m**.

Subject to receiving sufficient eligible applications (applications that meet the minimum quality threshold as specified in Attachment 12), we intend to award grant agreements totalling up to £12 million. More detail on the evaluation methodology and criteria can be found in Attachment 12 (Skills Bootcamps Application Guidance).

Fully compliant applications that are received by the deadline will be scored by two evaluators. The total maximum score available for the application will be 100 per cent. Individual questions will be weighted to represent the importance that the GLA attaches to them. The evaluation criteria, all scored questions and their weightings are presented in Attachment 12. The scores of the two evaluators will be averaged to determine the final score for each question. Potential Suppliers will be ranked based on their overall score in accordance with the question weightings. The overall ranking will be reviewed by an expert panel prior to final recommendations being made.

Grant awards will be made to the highest ranked Potential Suppliers subject to recommendation by the expert panel, budget availability and financial due diligence. Successful Suppliers may be funded on a pro-rata basis to ensure allocation of the available budgets. If a pro-rata amount is awarded, the Supplier may receive an offer of funding lower than the requested amount and the bootcamp delivery may be

adjusted on a proportionate basis in consultation with the supplier. If an award offer is turned down by the Supplier, an offer will be made to the next highest Potential Supplier.

The initial term of any grant award is for the period 1 July 2022 - 31 March 2023. Any further grant award will be subject to funding availability. Potential Suppliers should note that applications should outline indicative plans to design and deliver the appropriate Skills Bootcamp for the initial period of the grant award.

A grant agreement with a Supplier may, at the sole discretion of the GLA, be extended for a further period. Any extension will be subject to funding approval in subsequent years and GLA priorities for skills. Any potential further grant award from the GLA beyond the specified grant award period shall be based on the costings and plans submitted in your initial application.

### **Supplier Feedback**

The GLA will notify Potential Suppliers of the outcome of the evaluation and provide general feedback to unsuccessful Potential Suppliers in June 2022. The GLA will not consider appeals regarding the final award decisions made.

## **10. Pricing Model and Payment**

Skills Bootcamps is a new programme in development and subject to ongoing impact evaluation and therefore is subject to change. As a result, Skills Bootcamps are currently subject to specific funding rules (Appendix B) outside of wider GLA AEB Funding Rules. Where relevant, established funding rules will be referenced. Only the rules set out here will apply to the proposed grant arrangements for Skills Bootcamps.

The funding model for the Skills Bootcamps delivered as part of this application process will be based on an agreed unit rate per eligible learner. The unit rate per eligible learner will be earned as follows:

### **Payment Mechanism (for Sectors 1-5 and Sectors 7-12)**

**Table 4 – Payment Milestone Table**

<b>First payment</b>	<b>Second payment</b>	<b>Third payment</b>
45% on completion of 5 qualifying days	35% on course completion and offer of an interview	20% on successful outcome



The GLA will pay monthly in arrears, subject to submission of accurate MI data returns:

- 45 per cent of agreed unit cost on completion of five qualifying days
- 35 per cent of agreed unit cost on successful completion of the training programme including passing any required assessments

**AND**

- an offer of an interview on completion of the Skills Bootcamp for a job that matches the new skills acquired through the Skills Bootcamp, **where the learner is fully funded**, or
- an offer of a new role and/or responsibilities that matches the new skills acquired through the Skills Bootcamp where the learner is co-funded, or
- written confirmation/plan from the learner of how the new learning has been/will be applied to acquire new opportunities/contracts **where the learner is self-employed**.
- 20 per cent of agreed unit cost on receipt of recording of 'a successful outcome' (a successful outcome being the offer of a new job (which must be continuous employment for at least 12 weeks), an Apprenticeship, a new role or additional responsibilities with an existing employer, or new contracts or new opportunities for the self-employed, utilising the skills acquired in the Skills Bootcamp, within 6 months of completing the Skills Bootcamp).

**Payment Mechanism (for Sector 6)**

**Table 5 – Payment Milestone Table**

<b>First payment</b>	<b>Second payment</b>	<b>Third payment</b>
45% on completion of 5 qualifying days	35% on course completion and offer of an interview	20% on successful outcome

The GLA will pay monthly in arrears, subject to submission of accurate MI data returns:

- 45 per cent of agreed unit cost on completion of five qualifying days.
- 35 per cent of agreed unit cost on successful completion of the training programme including passing any required assessments

**AND**

- an offer of an interview on completion of the Skills Bootcamp for an Accelerated Apprenticeship that matches the new skills acquired through the Skills Bootcamp.
- 20 per cent of agreed unit cost on receipt of recording of 'a successful outcome' (a successful outcome being the offer of an Accelerated Apprenticeship (which

must be continuous employment for at least 12 weeks), with a new or existing employer, utilising the skills acquired in the Skills Bootcamp, within 6 months of completing the Skills Bootcamp).

The GLA will pay, in line with the payment mechanism outlined above:

- up to 100 per cent of the unit rate for eligible learners deemed to be fully funded,
- up to 70 per cent of the unit rate for those eligible learners where their employer is training their own employees. Employers must co-fund 30 per cent of the unit rate where their employee is undertaking a Skills Bootcamp, this is reduced for SMEs (defined as an employer with less than 250 employees) who must co-fund 10 per cent of the unit rate where their employee is undertaking a Skills Bootcamp.

Suppliers must retain evidence to support the above, e.g. learner registration records, accreditation, certification or digital reporting records, copies of work contracts etc. In cases where irregularities are identified, we reserve the right to carry out further checks and other remedial action to be defined at grant agreement stage.

Eligible learners include adults aged 19+, regardless of prior attainment (unless required by the role / regulations of the industry in which vacancies are offered), who are either:

- employed/self-employed, or
- career changers/returners/redeployed, or
- unemployed, or
- serving prisoners due to be released within six months of completion of a Skills Bootcamp and those on Temporary Release.

It is the responsibility of the Lead Supplier to ensure eligible learners have the right to live and work in the UK and are resident in London.

## **11. Supplier Performance and Quality Assurance**

### **a. Key Performance Indicators (KPIs)**

The Supplier shall monitor its own performance and that of its supply chain, against the Key Performance Indicators outlined in the table below. All interviews and employment outcomes should meet the definition of good work.

For the purposes of the Skills Bootcamps, a ‘good work’ outcome is defined as a job (or new role/additional responsibilities with an existing employer), new contract or new opportunities for the self-employed, an apprenticeship or paid work placement which: utilises the skills acquired in the Skills Bootcamp, is a minimum of 16 hours/week and is continuous for at least 12 weeks, pays a basic salary of the London Living Wage or above and does not involve the use of zero hours contracts.

<b>Guaranteed Interview</b>	Interview must be for a job (which can be an apprenticeship) (or access to new opportunities in the case of the self-employed). The interview must be for a job that matches the skills acquired through the successful completion of the Skills Bootcamp.	100%
<b>Career Progression</b>	Unemployed learners/independent learners: Should get a new job (which can be an apprenticeship) within 6 months of completion that utilises the skills acquired in the Skills Bootcamp Current employees being supported by their employers: Should get a new or different role within 6 months of completion that utilises the skills acquired in the Skills Bootcamp Self-employed learners: Should secure new opportunities/contracts within 6 months of completion that utilises the skills acquired in the Skills Bootcamp	75%
<b>New Skills</b>	learners who successfully complete the Skills Bootcamp will have acquired new skills within the scope of the Skills Bootcamp programme.	100%
<b>Referral to alternative Opportunities</b>	learners who are unsuccessful at post completion interview should be referred to other job and training opportunities.	100%
<b>Learner Drop-Out Rates</b>	Robust recruitment and learner support processes must be in place to minimise learner drop-outs.	<= 20%
<b>Employer Engagement</b>	Every Skills Bootcamp should be able to evidence Employer Engagement at the Design Stage, during the Delivery Stage and	100%

	Post Skills Bootcamp Stage, supporting the learner into the improved outcome.	
<b>Employer Co-Funding</b>	<p>Where they are training their own existing employees*, all employers must co-fund the training with a cash contribution.</p> <p><i>*Employee defined as directly employed by the employer, not a worker, sub-contractor, or freelancer</i></p> <p><i>** SME defined as an employer with less than 250 employees.</i></p>	<p>=/&gt;30% of Skills Bootcamp Cost</p> <p>=/&gt;10% of Skills Bootcamp cost if the employer is an SME**</p>

#### b. Supplier Performance Management Requirements

The Supplier will capture and retain evidence for performance purposes.

- Management information should be collected monthly, during implementation and unless otherwise stated. We reserve the right to amend the frequency of data collection and reporting.
- The Supplier will be required to act in a flexible, responsive, and timely manner to provide the requested data within reasonable timescales specified by the GLA without additional cost to the GLA.
- We may amend/supplement the Supplier Performance Management Information we require at any time including but not limited to amendments to cover the Supplier's organisational structures/mechanisms for delivery of the Services.
- We reserve the right to validate the Supplier Performance Management Information, reports or claims made in reports, in whole or in part, independently or directly with Suppliers, participants, learners and/or partners.

The Supplier will attend regular performance review meetings with the GLA and will be required to present relevant/requested Supplier Management Information. Supplier Performance Management Information should be submitted to the GLA five days prior to the monthly performance review meeting.

### c. Supplier Quality Assurance

Ofsted are currently carrying out a thematic survey of Skills Bootcamps being delivered in Wave 2. The survey will assess the effectiveness and quality of the education and training students are receiving, identifying strengths and weaknesses, across a sample of Suppliers. In due course, Ofsted may begin inspections of Skills Bootcamps provision. If this occurs during your delivery of Skills Bootcamps provision, you may be subject to inspection by Ofsted.

## **12. Financial Due Diligence**

We will carry out financial due diligence checks prior to any agreement to award funding as per the Financial Health and Requirements Guidance (Attachment 9). Due diligence on Potential Suppliers will comprise the following checks: liquidity, profitability, return on capital employed, debtors and creditors cycle, a review of Credit Safe reports, Charity Commission checks (where applicable), a review of the Potential Supplier's insurance documents and finance regulations to ensure that robust governance arrangements are in place to account for and manage the GLA's funding.

## **13. Evaluation, Research and Data Collection**

The evaluation of this initiative is vital to development of the National Skills Fund. **All participating organisations and individuals** must commit to participate in research and evaluation by collecting and providing data and allowing their data to be processed and analysed for this purpose. We will provide an Excel template for manual completion.

Suppliers will be required to work with the GLA and the appointed Evaluation Supplier by DfE to ensure that the evaluation findings from this grant agreement can contribute to the end-of-project evaluation. In practise this will involve providing full, accurate and timely management information to support these aims and participating in data collection, surveys and interviews with research contractors acting on behalf of the DfE. The evaluation will involve suppliers, delivery partners and employers, focusing on the delivery and outcomes of Skills Bootcamps. Potential Suppliers and delivery partners will also be asked to provide more detail about themselves relating to Skills Bootcamps such as staffing levels and budget allocations, plus other firmographic details. Employers will need to take part in interviews and surveys to understand the impact of Skills Bootcamps on employers and the workforce. These requirements will be set out as part of implementation, a draft version of the MI template will be shared

but the data collection template may change and Potential Suppliers will be expected to provide any additional data to allow full evaluation to be completed.

We expect a robust approach to data collection. Data collection, storage and retrieval must be compliant with the requirements of General Data Protection Regulations (GDPR).

## **14. Disclaimers**

No information in this document is or should be relied upon as an undertaking or representation of GLA ultimate decision in relation to the education and training services requirement. The GLA reserve the right without notice to change the process detailed in this document or to amend the information provided, including, but not limited to, changing the timetable, the scope and nature of the grant competition and grant competition process.

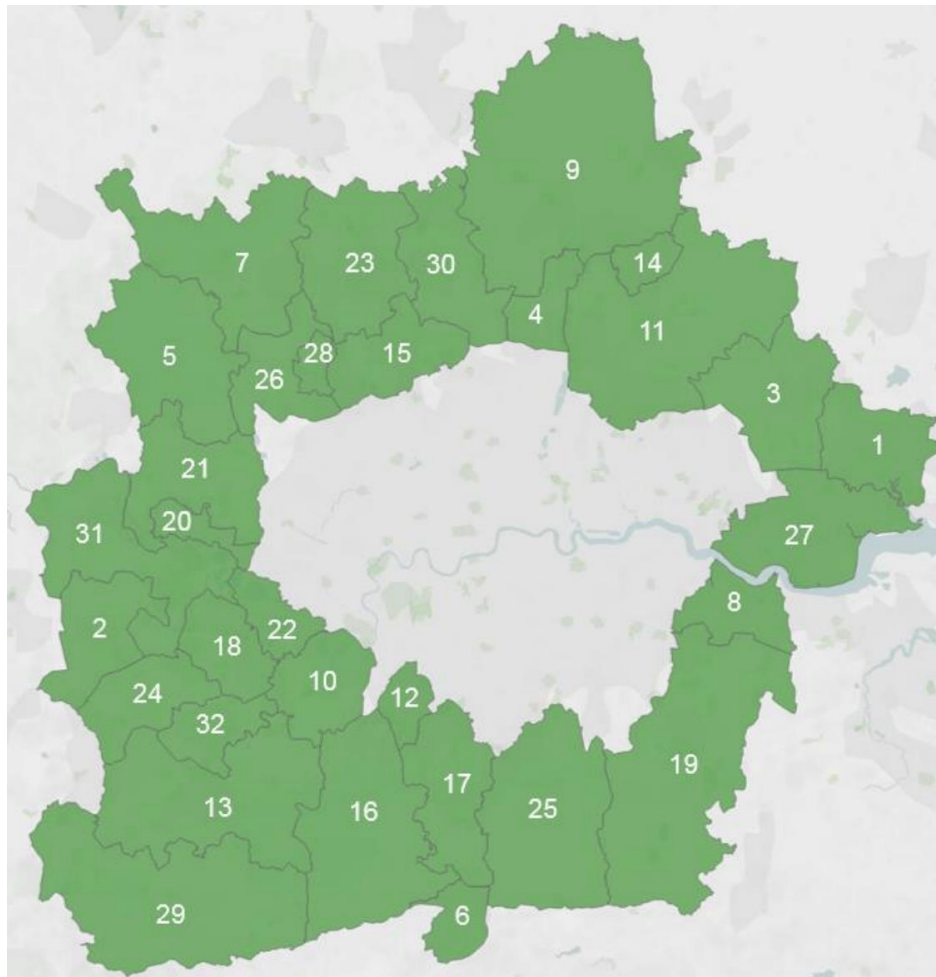
You enter into this process at your own risk. The GLA shall not accept liability nor reimburse you for any costs or losses incurred by you in relation to your participation in this grant award process, whether or not GLA has made changes to the grant award process and whether or not your Application is successful.

The GLA reserve the right, at any point and without notice, to discontinue the grant award process without awarding a grant, whether such discontinuance is related to the content of applications or otherwise. In such circumstances, the GLA will not reimburse any expenses incurred by any person in the consideration of and / or application to this opportunity.

You make all applications, proposals and submissions relating to this opportunity entirely at your own risk. No part of this document, any online document or its appendices, or any other communication from or with the GLA constitutes a binding agreement, or a representation that any grant award shall be offered.

## Annex A – London Fringe Area

A map of London and its fringe authorities is provided below.



## London Fringe Authorities

Reference	Local Authority
1	Basildon
2	Bracknell Forest
3	Brentwood
4	Broxbourne
5	Chiltern
6	Crawley
7	Dacorum
8	Dartford
9	East Hertfordshire
10	Elmbridge
11	Epping Forest
12	Epsom & Ewell
13	Guildford
14	Harlow
15	Hertsmere
16	Mole Valley
17	Reigate & Banstead
18	Runnymede
19	Sevenoaks
20	Slough
21	South Bucks
22	Spelthorne
23	St. Albans
24	Surrey Heath
25	Tandridge
26	Three Rivers
27	Thurrock
28	Watford
29	Waverley
30	Welwyn Hatfield
31	Windsor & Maidenhead
32	Woking



## Annex B – Funding Rules

### Eligibility for Skills Bootcamps

The Skills Bootcamps programme is open to all **adults residing in London**, aged 19 or over on 1 July 2022, who are full-time or part-time employed, self-employed, unemployed (i.e. not in work), as well as adults returning to work after a break. A Supplier has discretion to determine whether to use a Skills Bootcamp to support adults who have been unemployed for longer than 12 months if they judge that this provision will support them effectively. Skills Bootcamps should also be open, where practicable, to serving prisoners due to be released within six months of completion of a Skills Bootcamp and those on Temporary Release.

Skills Bootcamps should be designed to encourage the participation of under-represented groups, such as those with protected characteristics and those who might face barriers to employment e.g. disabled people.

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. This does not prevent the use of pre-screening for aptitude and/or motivations.

An adult may only undertake one Skills Bootcamp per funding year. We will not pay a Supplier for a learner where we have already incurred a payment for the same learner for a Skills Bootcamp within the same funding year. Suppliers must ensure when registering learners that they have not attended a Skills Bootcamp with any Supplier in the same funding year and are not planning to attend another Skills Bootcamp at the same time. We will not fund any part of any learner's learning aim or programme that duplicates provision they have received from any other source.

An adult must have the right to work in the UK, this right can be checked on [gov.uk/view-right-to-work](https://gov.uk/view-right-to-work).

Skills Bootcamps will be co-funded at 30 per cent by the employer where the employer is training their own existing employees (defined as someone directly employed by the employer, not a worker, sub-contractor, or freelancer). This is reduced to 10 per cent where the employer is a small or medium sized enterprise (SME) (defined as an employer with less than 250 employees) training their own existing employees, towards the cost of training. Courses are fully funded by Government for individuals not being co-funded by their employer, and for the self-employed. There must be no charges to the individual learner.

## Residency eligibility

Paragraphs 1 to 20 below reflect the GLA's requirements in relation to eligibility residency requirements for learners participating in Skills Bootcamps. Suppliers must ensure that all learners meet the residency requirements as set in paragraphs 1 to 20, as may be amended from time to time as set out below.

These requirements are not specific to Skills Bootcamps and are a reflection of the GLA's wider requirements in relation to residency eligibility as set out in the [GLA AEB Grant Funding Rules](#) paragraphs 36 to 61. These residency requirements within the AEB Funding Rules may be amended by the GLA from time to time and where any such amendments take place they shall be deemed to be incorporated into and to form part of these Skills Bootcamp Funding Rules at the time that they are made, whether or not the rules set out below are simultaneously updated. Suppliers should therefore ensure that they remain up to date with this element of the AEB Funding Rules at all times and ensure that learners meet the required conditions at any given time.

1. Individuals will be eligible for GLA funded Skills Bootcamps if they meet the criteria set out in Eligibility for Skills Bootcamps section (previous section in this document), the learning is taking place in England, they are resident in London and they fulfil the residency requirements set out in one or more of the following categories:
  - 1.1. UK nationals and other persons with right of abode
  - 1.2. UK nationals in the European Economic Area (EEA)
  - 1.3. EEA nationals in the UK
  - 1.4. Other non-UK nationals UK nationals and other persons with right of abode

### *UK nationals and other person with right of abode*

2. Individuals who meet the criteria in paragraph 1 and they:
  - 2.1. are UK nationals or other person with a right of abode<sup>4</sup> in the UK and
  - 2.2. have been ordinarily resident in the UK or British Overseas Territories or Crown Dependencies (Channel Islands and Isle of Man) for at least the previous 3 years on the first day of learning
  - 2.3. The British Overseas Territories are listed in Annex A of [GLA AEB Grant Funding Rules](#)

### *UK nationals in the EEA*

3. Individuals who meet the criteria in paragraph 1, and they:
  - 3.1. are UK nationals and
  - 3.2. are living in the EEA on or before 31 December 2020 (or have moved back to the UK immediately after living in the EEA); and
  - 3.3. have lived in the EEA only or the EEA and UK only for at least the previous 3 years on the first day of learning and
  - 3.4. have lived continuously in the EEA only and/or the EEA and the UK only between 31 December 2020 and the start of the course
  - 3.5. the course starts before January 2028<sup>5</sup>
  - 3.6. the EEA includes all the countries and territories listed in Annex A of [GLA AEB Grant Funding Rules](#)

### *EEA nationals in the UK*

4. Individuals who meet the criteria in paragraph 1,
  - 4.1. and with respect to EEA nationals not including Irish nationals, have obtained either pre-settled or settled status under the EU Settlement Scheme and
  - 4.2. have lived continuously in the EEA, Gibraltar or UK for at least the previous 3 years on the first day of learning
  - 4.3. the EEA includes all the countries and territories listed in Annex A of the [GLA AEB Grant Funding Rules](#)

### *Other non-UK nationals*

5. Individuals who meet the criteria in paragraph 1, and they fulfil the requirements of one or more of the below set out in paragraphs 5.1, 5.2 and 5.3.
  - 5.1. A non-UK national who:

- 5.1.1. has permission granted by the UK government to live in the UK and such permission is not for educational purposes only, and
- 5.1.2. has been ordinarily resident in the UK for at least the previous 3 years on the first day of learning
- 5.2. A non-UK national who is also a non-EEA national and:
  - 5.2.1. has obtained pre-settled or settled status under the EU Settlement Scheme and
  - 5.2.2. has been ordinarily resident in the UK for at least the previous 3 years on the first day of learning
- 5.3. An Irish national and:
  - 5.3.1. who is not also a UK national and
  - 5.3.2. has been ordinarily resident in the UK and/or Ireland for at least the previous 3 years on the first day of learning

*Family members of UK and EEA nationals*

- 6. In the explanations below, the 'principal' is the UK, EU or EEA national. The 'family' or 'family member' is the learner, and must be the husband, wife, civil partner, child, grandchild, dependent parent or grandparent of the 'principal'.
  - 6.1. If the learner, who is a family member of the principal, has been ordinarily resident in the UK, EU or EEA for the three years prior to the start of their course, they are eligible for funding.
  - 6.2. This table shows the eligibility for family members if:
    - 6.2.1. the family member is now ordinarily resident in England, but has not been ordinarily resident in the UK, EU or EEA for at least the previous three years before the start of learning; or
    - 6.2.2. a principal has been resident within the UK, EU or EEA for the last three years.

		Principal ordinarily resident in the UK, EU or EEA for three years		
		UK or EU citizen	Non-EU EEA Citizen	Non-EEA citizen
Family member not ordinarily resident in the UK, EU or EEA for three years	UK or EU citizen	Eligible	Eligible	Not Eligible
	Non-EU EEA citizen	Eligible	Not Eligible	Not Eligible
	Non-EEA citizen	Eligible	Not Eligible	Not Eligible

*Individuals with certain types of immigration status and their family members*

7. Any individual with any of the statuses listed below and is resident in London, is eligible to receive funding and are exempt from the 3-year residency requirement rule:
  - 7.1. Refugee Status;
  - 7.2. Discretionary Leave to Enter or Remain;
  - 7.3. Exceptional Leave to Enter or Remain;
  - 7.4. Indefinite Leave to Enter or Remain;
  - 7.5. Humanitarian Protection;
  - 7.6. Leave Outside the Rules;
  - 7.7. Ukraine Family Scheme
  - 7.8. Ukraine Sponsorship Scheme (Homes for Ukraine)
  - 7.9. The husband, wife, civil partner of any of the above in paragraphs 7.7 and 7.8
  - 7.10. Afghan Local Engaged Staff under the intimidation policy;
  - 7.11. the husband, wife, civil partner or child of any of the above in paragraphs 7.1 to 7.7<sup>1</sup>;

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<sup>1</sup> A child of a person who has received leave under section 67 of the Immigration Act 2016 or Calais leave to remain will come within paragraph **Error! Reference source not found.** or **Error! Reference so**

- 7.12. Section 67 of the Immigration Act 2016 Leave; or
  - 7.13. Calais Leave to Remain
8. In relation to the above categories, you must have seen the learner's immigration permission. This would include the biometric residence permit (BRP) and in some cases an accompanying letter from the Home Office.

*Extension or variation of current immigration permission*

- 9. Any learner or family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. This only applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application. Their leave will continue where they have appealed or sought an administrative review of their case within the time allowed to them for doing so.
- 10. Therefore, a learner or family member is considered to still have the immigration permission that they held when they made their application for an extension, administrative review or appeal, and their eligibility would be based upon this status.
- 11. You may wish to find information, advice and support on eligibility from the [UK Council for International Student Affairs](#).
- 12. The learner's immigration permission in the UK may have a 'no recourse to public funds' condition. Public funds do not include education or education funding. Therefore, this does not affect a learner's eligibility, which must be decided under the normal eligibility conditions.

*Children of Turkish workers*

- 13. A child of a Turkish worker is eligible if both the following apply:
  - 13.1. the Turkish worker is ordinarily resident in the UK on or before 31 December 2020 and has Turkish European Community Association Agreement (ECAA) rights or extended ECAA leave and

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**urce not found.** where they have been granted "leave in line" by virtue of being a dependent child of such a person.

- 13.2. the child has been ordinarily resident in the UK, EEA and/or Turkey for at least the previous 3 years on the first day of learning and is resident in the UK on or before 31 December 2020

#### *Asylum seekers*

- 14. Asylum seekers are eligible to receive funding if they are resident in London;
  - 14.1. and have lived in the UK for 6 months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
  - 14.2. are receiving local authority support under [section 23C](#) or [section 23CA of the Children Act 1989](#) or the Care Act 2014
- 15. An individual who has been refused asylum will be eligible if they are resident in London; and
  - 15.1. they have appealed against a decision made by the UK government against granting refugee status and no decision has been made within 6 months of lodging the appeal, or
  - 15.2. they are granted support for themselves under [section 4 of the Immigration and Asylum Act 1999](#), or
  - 15.3. are receiving local authority support for themselves under [section 23C](#) or [section 23CA of the Children Act 1989](#)

#### *Persons granted stateless leave*

- 16. A person granted stateless leave is a person who:
  - 16.1. has extant leave to remain as a stateless person under the immigration rules (within the meaning given in section [33\(1\) of the Immigration Act 1971](#)); and
  - 16.2. has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave
- 17. A stateless person must be resident in London; and
  - 17.1. be ordinarily resident in the UK on the first day of the first funding year of the course; and

- 17.2. have been ordinarily resident in the UK and Islands throughout the 3-year period preceding the first day of the first funding year of the course
- 18. Certain family members are also eligible under this category if:
  - 18.1. the spouse or civil partner of a person granted stateless leave (and who was the spouse or civil partner of that person on the leave application date), who is ordinarily resident in the UK on the first day of the first funding year of the course, and who has been ordinarily resident in the UK and Islands throughout the 3- year period preceding the first day of the first funding year of the course; or
  - 18.2. The child of a stateless person or of the stateless person's spouse or civil partner (and who was the child of that stateless person or the child of the stateless person's spouse or civil partner on the leave application date), was under 18 on the leave application date, is ordinarily resident in the UK on the first day of the first funding year of the course, and has been ordinarily resident in the UK and Islands throughout the 3 year period preceding the first day of the first funding year of the course
- 19. "Leave application date" means the date on which a person is granted stateless leave made an application to remain in the UK as a stateless person under the immigration rules (within the meaning given in [section 33\(1\) of the Immigration Act 1971](#))

### **Individuals who are not eligible for funding**

- 20. You must not claim funding for individuals who do not meet the eligibility criteria set out in paragraphs 1 - 19. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:
  - 20.1. those who are here without authority or lawful status
  - 20.2. those who are resident in the UK on a student visa unless they are eligible through meeting any other of the categories described above
  - 20.3. those who are in the UK on holiday, with or without a visa
  - 20.4. those who are a family member of a person granted a student visa, who have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous 3 years on the first day of learning



- 20.5. those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.

## Annex C – Glossary of Terms

Unless the context otherwise requires, the following words and expressions used within this document shall have the following meanings (to be interpreted in the singular or plural as the context requires):

TERM	MEANING
<b>Accredited Provision and Other Options</b>	All training must either be accredited, aligned to occupational standards managed by the Institute for Apprenticeship & Technical Education or utilise a recognised standard for representing attainment (e.g. RARPA, SFIA). Where the third pathway is chosen, we would expect a higher standard of evidence for employer engagement. We are keen to see innovative proposals of realistic and sustainable options that demonstrate commitment from all sides to a successful outcome.
<b>Accelerated Apprenticeship</b>	This means the apprentice's planned duration is shorter ( $\geq 3$ months) than the typical duration of the standard, based on recognition of prior learning. Minimum requirements of an apprenticeship must still be met, including the 12-month minimum duration and 20% off-the-job training.
<b>Application</b>	This means all of the information submitted by a Potential Supplier in application to this prospectus comprising the Potential Supplier's application to provide the Services described in this prospectus.
<b>Application Deadline</b>	This means the deadline for receipt of applications to this prospectus, as set out in the Timetable.
<b>Award Criteria</b>	This means the award criteria for this application process specified at Part One of Chapter 5 of this prospectus, and further detailed at Chapter 7.
<b>Bespoke Sectors</b>	This means Sector 2, Sector 4 and sectors 9-12. Where a proposed Skills Bootcamp is for a bespoke subject other than those core subjects listed in Table 1 of this document, bids should be made into the appropriate Bespoke Sector.

<b>Bid/Bids/Application/Applications</b>	This means either an individual submission for an individual Skills Bootcamp or an entire submission for all Skills Bootcamps that the Potential Supplier wishes to deliver. <b>Note:</b> the words ' <b>Bid(s)</b> ' and ' <b>Application(s)</b> ' are interchangeable.
<b>Co-funded Learner</b>	<p>This means a learner funded to 30% by their employer who is someone directly employed by the employer for on whose behalf the Skills Bootcamp is being provided funded, not a worker, sub-contractor, or freelancer (Please see link below to DWP employment status)</p> <p>This is reduced to 10% where the employer is a small or medium enterprise (SME) (defined as an employer with less than 250 employees).</p> <p><a href="https://www.gov.uk/employment-status/worker">https://www.gov.uk/employment-status/worker</a></p>
<b>Consortium Lead</b>	This means an organisation who will represent all organisations in the consortium, be responsible for the actions and performance of those organisations and its wider supply chain in the execution of any agreement(s) awarded.
<b>Eligible Learner</b>	This means learner as defined in <b>Annex B</b> of this document
<b>Existing Employee</b>	This means someone directly employed by the employer, not a worker, sub-contractor, or freelancer).
<b>Flexi Apprenticeships</b>	<p>Flexi-apprenticeships allow the apprentice to secure multiple short term employment contracts direct with businesses that support the requirements of the apprenticeship. This model could be of particular interest in sectors with higher rates of self-employment/freelance, including creative and digital.</p> <p>Further details on flexi-job apprenticeships are at <a href="https://www.gov.uk/guidance/flexi-job-apprenticeship-off">https://www.gov.uk/guidance/flexi-job-apprenticeship-off</a></p>
<b>GDPR</b>	Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).
<b>GLA</b>	The Greater London Authority
<b>GLA OPS</b>	GLA Operational System

<b>Good Work</b>	For the purposes of the Skills Bootcamps, a 'good work' outcome is defined as a job (or new role/additional responsibilities with an existing employer), new contract or new opportunities for the self-employed, an apprenticeship or paid work placement which: utilises the skills acquired in the Skills Bootcamp, is a minimum of 16 hours/week and is continuous for at least 12 weeks, pays a basic salary of the London Living Wage or above and does not involve the use of zero hours contracts. [NB mix of DfE 20% payment outcome with Academies Prospectus definition of Good Work].
<b>Grant Award</b>	This means the form of award to be entered into by the GLA and the successful Potential Supplier.
<b>Guided Learning Hour (GLH) / Cost Per Tutor Led Hour</b>	Guided Learning Hours are the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate Supplier of education or training, whether online or in person. <b>Note:</b> The phrases ' <b>Guided Learning Hour</b> ' and ' <b>Cost Per Tutor Led Hour</b> ' are interchangeable.
<b>Independent / Unemployed Learner / Self-Employed Learner</b>	This means a learner who will be fully funded by the GLA and is not being trained on behalf of their existing employer.
<b>Lead Supplier</b>	Organisation that will deliver the Services with the help of other organisations which are called subcontractors.
<b>Learner</b>	This means a person who receives training on a Skills Bootcamp.
<b>Potential Suppliers</b>	This means anyone responding to this prospectus (an Economic Operator or Consortium) with a view to providing the Services to the GLA.
<b>Pricing Schedule</b>	This means the Excel spreadsheet, which contains instructions, evaluation methodology and application template in which Potential Suppliers are required to submit their pricing information as part of an application.
<b>Prospectus</b>	This means this invitation to application document including all of its appendices and any related documents published by the GLA and made available to Potential Suppliers.
<b>Services</b>	The delivery of Bootcamps.

<b>Skills Bootcamps</b>	An initiative with the aim of delivering digital and technical skills training to meet the the needs of employers and address skills shortage gaps in England.
<b>SME</b>	Small and medium enterprise - an employer with less than 250 employees.
<b>Sole Supplier</b>	Organisation applying to deliver the Services on its own.
<b>Statement of Requirements</b>	This means the specification detailing the Services required by the GLA in relation to this application process as set out in attachment 3 & 4 of the prospectus.
<b>Sub-Contractor</b>	This means any sub-contractor a Supplier may nominate, or appoint, to supply any part of the Services, as identified as such in its application
<b>Suppliers</b>	This means the Potential Suppliers with whom the GLA has concluded a grant agreement under this process.
<b>Timetable</b>	This means the application timetable set out in this prospectus.
<b>Wave 3</b>	Wave 3 of the DfE's Skills Bootcamps programme is being procured through three separate strands: 1. national; 2. regional (GLA and Mayoral Combined Authorities); and 3. local/Local Enterprise Partnership areas outside of the regional strand.

## **Other formats and languages**

For a large print, Braille, disc, sign language video or audio-tape version of this document, please contact us at the address below:

Greater London Authority  
City Hall  
Kamal Chunchie Way  
London  
E16 1ZE

Telephone **020 7983 4000**  
**[www.london.gov.uk](http://www.london.gov.uk)**

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