

 Cheshire and Warrington  
Local Enterprise Partnership

# Skills Bootcamps Wave 4 (23/24) Open Framework Approach

Funded by



Department  
for Education



# The Team

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# Contents

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- Introduction
- What are skills bootcamps?
- The approach we take
- Grant process definitions
- New bootcamps grant process
- Current bootcamps grant process
- Awarding criteria
- Learner start times
- Department of education accepted bootcamps
- Claims and monitoring
- Marketing bootcamps
- Ofsted
- Questions



## The Opportunity (General)

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*Skills Bootcamps are funded\*, flexible courses of up to 16 weeks, giving people the opportunity to build up sector-specific skills and fast-track to an interview\*\* with a local employer.*

*\* Funding is 100% for independent learners and partial funding is available for employed learners being sponsored by their employer (90% for SME employers and 70% for large employers)*

*\*\* New job / new role / new responsibilities / access to new contracts*

Cheshire & Warrington have been awarded **~£1.2m from DfE** to fund **Skills Bootcamps** as part of the Wave 4 scheme this financial year, with the expectation that funding will also be available in 2024/25

Our aim is to **train over 350 people** from the Cheshire and Warrington area by March 2024 on the Skills Bootcamp programme.

We expect for **80% of all learners who start a bootcamp to complete it**, and **100% of those to get a “successful outcome” within 6 months** of completing the Skills Bootcamp.

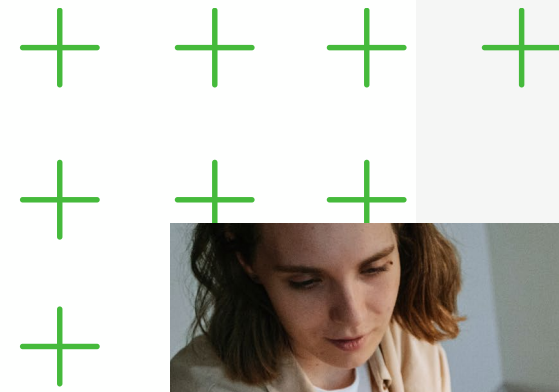
This is therefore not a traditional training course as the focus is on getting the learners into jobs.

[Skills Bootcamps \(education.gov.uk\)](https://www.education.gov.uk/skills-bootcamps)

## Approach

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- Employer Focused. Employer engagement can include:
  - defining skills and/or certification requirements
  - the development and delivery of bootcamps
  - clearly identified guaranteed interviews for job vacancies for specific roles
  - involvement in screening potential learners
  - coaching and mentoring
  - offering work experience
- Training Providers
  - Flexible approach
  - Accredited or non-accredited training acceptable (dependent on needs of specific bootcamp and associated employers)
  - Offer value for money
  - Delivery of level 3 or above, unless specified  
*(Construction, Logistics, Green Skills are permitted at Level 2).*



## Grant Process: Definitions

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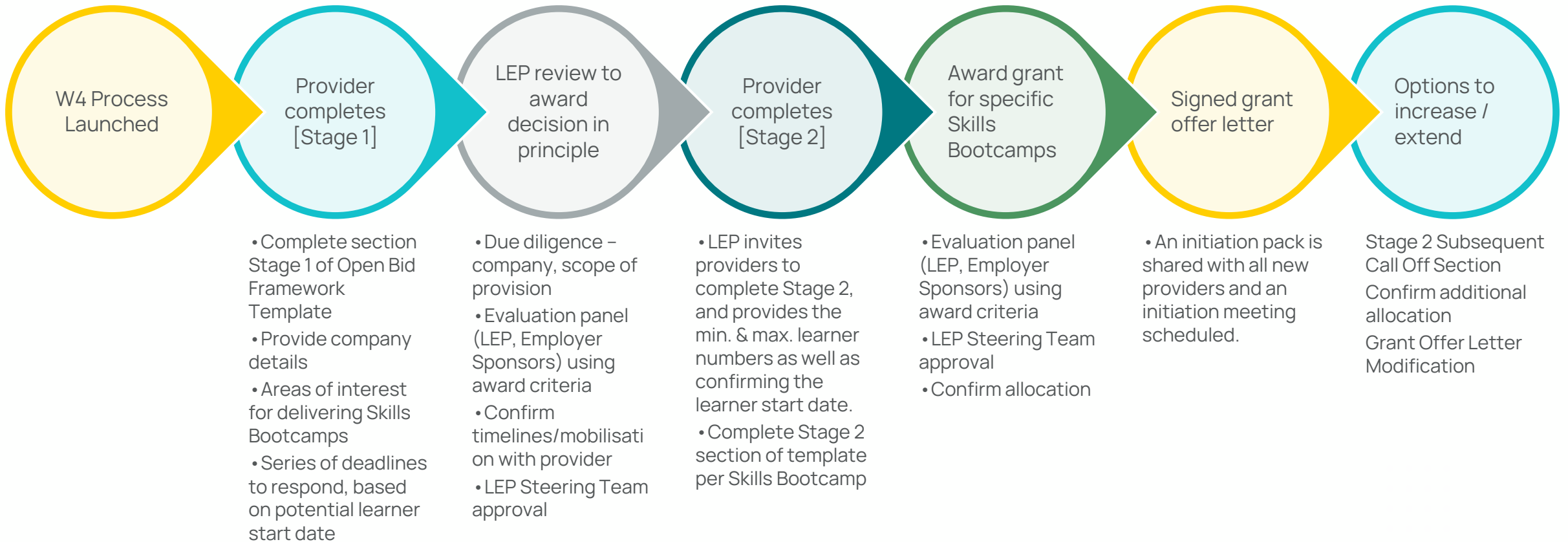
**Stage 1:** A training provider/employer has expressed interest in delivering training as a Skills Bootcamps in Cheshire and Warrington, with specific scope themes highlighted.

*Outcome:* A decision in principle

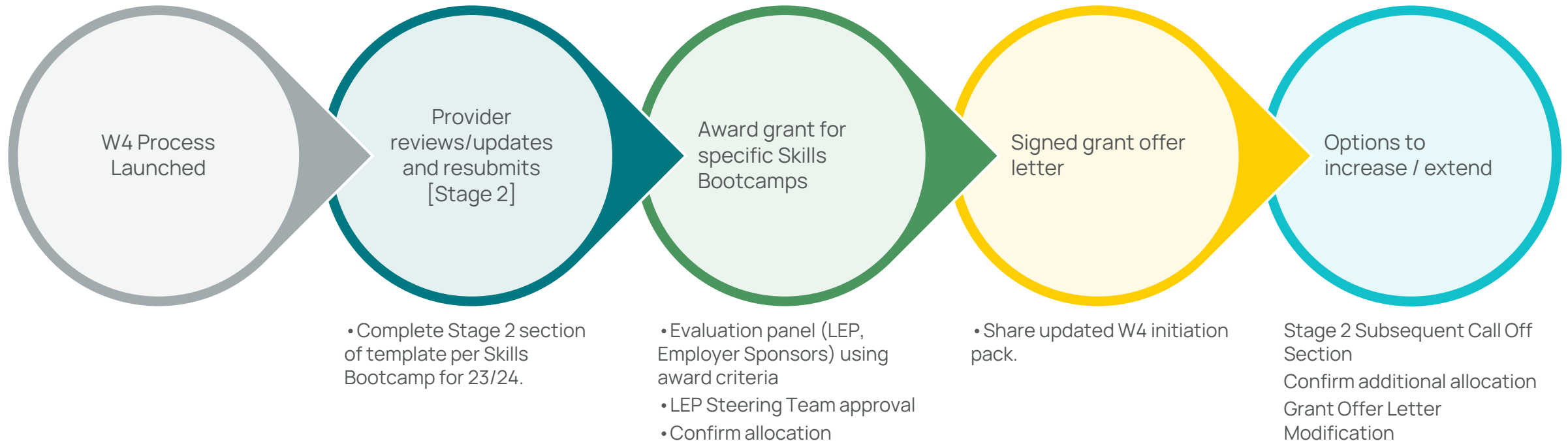
**Stage 2:** A training provider/employer has detailed a specific Skills Bootcamp proposal.

*Outcome:* An allocation decision with subsequent signed grant offer letter

# New Skills Bootcamp Providers: Grant Process: Summary Diagram



## Existing C&W Skills Bootcamp Providers: Grant Process: Summary Diagram



*All existing provider's Stage 1 application and approvals will roll over into 2023/24 for all previously approved Skills Bootcamps.*



## New Grant Process: Award Criteria

| Stage 1 Award Criteria  |           |
|---|-----------|
| Meets DfE policy  | Pass/Fail |
| Experience of Local Delivery  | 25%       |
| Employer Engagement   | 20%       |
| Learner Engagement  | 20%       |
| Data & Quality  | 15%       |
| Alignment to Local Data & Labour Market Information   | 20%       |
| <i>Providers will need a minimum weighted score of 3 to be awarded a decision in principle.</i> |           |

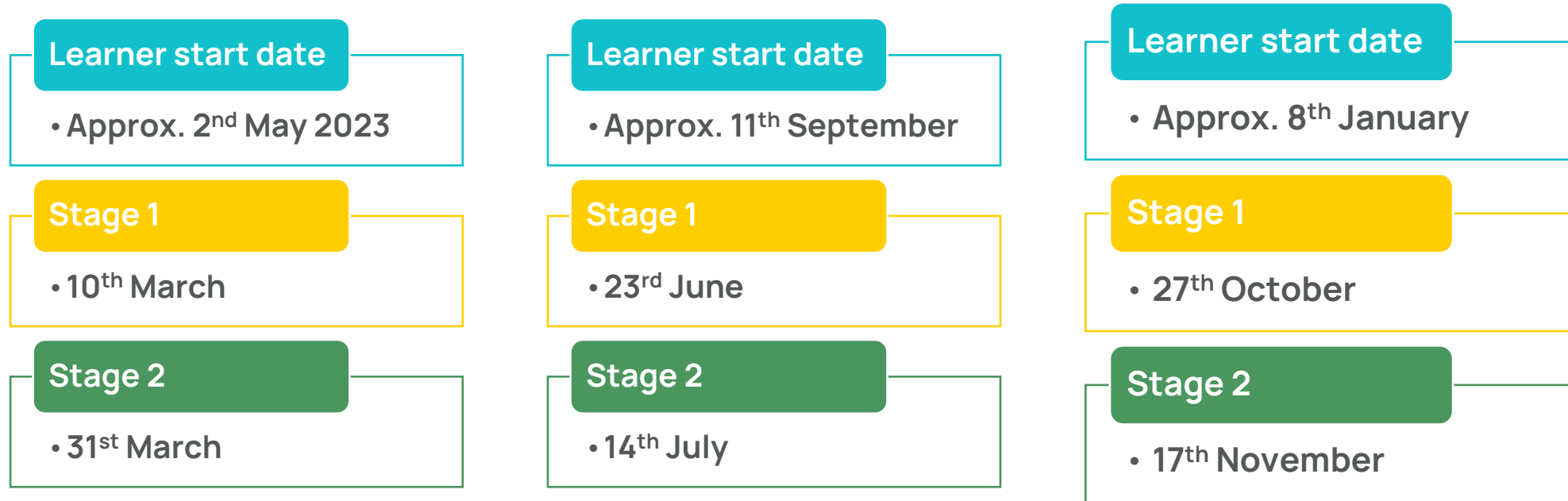
| Stage 2 Award Criteria  |            |
|---|------------|
| Design & delivery of Skills Bootcamp  | 30%        |
| Employer Evidence   | 30%        |
| Capacity  | 25%        |
| <b>Mobilisation &amp; Marketing</b>   | <b>15%</b> |
| <i>The highest scoring providers will be prioritised for award, and award will be subject to available funds.</i> |            |

| Award Criteria  |   |
|---|---|
| Failure to respond or irrelevant information which fails to meet the requirement. | 0 |
| Response is inadequate, significantly failing to meet the requirements.           | 1 |
| Response is unsatisfactory partially meets the requirement.                       | 2 |
| Response is acceptable and meets the minimum requirement.                         | 3 |
| Response is good - better than merely acceptable.                                 | 4 |
| Response is excellent, exceeds the requirement and gives added value.             | 5 |



# Timeline Options – We expect 3 main learner start windows throughout 2023/24

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*The earlier the full Stage 2 submissions are received the more likely the LEP will be able to confirm the allocation and start date, based on availability of funds.*

## Skills Bootcamps acceptable by DfE

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There are currently 3 core categories accepted by DfE for Skills Bootcamp Wave 4 Open Bid Framework digital courses, technical training and green skills. *(See Appendix 1 of W4 Open Framework for further detail)*

*From 2023/24 up to 30% of Cheshire & Warrington LEP's grant allocation can be used in an alternative "Other" category, subject to local employer demand.*

| Category        | Core Subject Area  |
|-----------------|--|
| Digital Core    | <ul style="list-style-type: none"> <li>• Cloud</li> <li>• Computer Aided Design</li> <li>• Cyber</li> <li>• Data</li> <li>• DevOps</li> <li>• Digital Marketing</li> <li>• Games</li> <li>• Network</li> <li>• Software Development</li> <li>• Software Engineering</li> <li>• Support</li> <li>• Web</li> </ul> |
| Digital Bespoke | Digital Bootcamps not falling within the above nominated core areas  |

| Category          | Core Subject Area  |
|-------------------|--|
| Technical Core    | <ul style="list-style-type: none"> <li>• Advanced Manufacturing</li> <li>• Design</li> <li>• Electronics &amp; Electrotechnical</li> <li>• Engineering</li> <li>• Welding</li> </ul> |
| Technical Bespoke | Digital Bootcamps not falling within the above nominated core areas  |
| Construction      | <ul style="list-style-type: none"> <li>• Construction Management</li> <li>• Construction Trades</li> </ul>   |
| Logistics         | <ul style="list-style-type: none"> <li>• HGV Driving</li> </ul>  |

| Category     | Core Subject Area  |
|--------------|--|
| Green Skills | <ul style="list-style-type: none"> <li>• Green Power</li> <li>• Green Construction &amp; Buildings</li> <li>• Green Transport</li> <li>• Green Protection of Natural Resources</li> <li>• Green Business &amp; Industry</li> </ul> |

## Claims & Monitoring

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| Monitoring   | Claim 1   | Claim 2   | Claim 3   |
|--|---|---|---|
| <ul style="list-style-type: none"><li>• Monthly DfE Data Submission</li><li>• Evidence &amp; Audit</li></ul> | <ul style="list-style-type: none"><li>• 45% of grant value</li><li>• Attended Day 1</li><li>• 5 GLH</li><li>• 5 qualifying days</li></ul> | <ul style="list-style-type: none"><li>• 35% of grant value</li><li>• Bootcamp completion</li><li>• Offer of an interview*</li></ul> | <ul style="list-style-type: none"><li>• 20% of grant claim value</li><li>• Successful outcome**</li></ul> |

*The milestone percentage payments will remain consistent with the percentages from Wave 3 (2022/23), this may be contrary to other geographies and national DfE Skills Bootcamp contracts.*

*Paid per unit cost of learner, with relevant employer contributions deducted:*

- 30% for large businesses,
- 10% where the employer is a small or medium enterprise of < 250 employees



## Key Definitions

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\*“Offer of an interview” refers to:

- Offer of an interview on completion of the bootcamp for a job that matches the new skills acquired through the bootcamp, where the learner is fully funded.
- An offer of a new role and/or responsibilities that matches the new skills acquired through the bootcamp, where the learner is co-funded.
- 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.

\*\*“Successful outcome” relates to:

- The utilisation of the skills acquired in the bootcamp, being deployed within 6 months of completing the bootcamp, and the learner achieving:
  - Offer of a new job and continuous employment for at least 12 weeks.
  - Apprenticeship
  - New role or additional responsibilities with an existing employer
  - New contracts or new opportunities for the self-employed

## Monitoring & Evaluation

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In 2023/24 all Skills Bootcamps will be within the remit of both the DfE's Skills Bootcamp Quality Assurance Team but also within the remit of Ofsted. DfE will also continue to audit learner evidence.

Ofsted utilise the education inspection framework, and will cover Intent, Implementation and Impact:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/education-inspection-framework)

On the 9<sup>th</sup> November Ofsted published the Skills Bootcamp thematic survey, which cover some of their current concerns on the quality of delivery of Skills Bootcamps across the country:

[Skills Bootcamps will help plug skills gaps, but improvements are needed - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/skills-bootcamps-will-help-plug-skills-gaps-but-improvements-are-needed)

*Further information will be provided as part of our Wave 4 initiation pack to successful providers.*



## Ofsted approach

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### New providers (typically)

- Should expect a “monitoring visit” within 18 months (from 1 April 2023).
  - Likely 1 day on site
  - Potential outputs: insufficient progress; reasonable progress significant progress
- After than you would typically receive a “full inspection” 18 months after the publication of the monitoring visit report
  - 1-3 days on site (depending on scale)
  - Potential outputs: outstanding; good; requires improvement; inadequate

### Existing providers (typically)

- Provision will not be inspected separately.
- Same inspection timescales will continue to apply for an existing provider.
- Skills Bootcamps plus other adult learning programmes will be graded together.

The LEP will assist with:

- Sharing of best practice;
- Sharing of templates;
- Assisting with the visit itself;
- Ofsted readiness

assessments/support



## Things to consider when preparing for Ofsted

### Information the inspection team may request



Providers are not expected to prepare anything extra for inspectors, but should make the following information available to inspectors (where relevant) when the inspection is notified:

- The programmes and courses you run as part of your offer.
- Timetables and schedules of activities involving learners (showing locations and staff).
- Up-to-date data on learner numbers, achievements and destinations.
- Information about the provider's organisation with staff names and responsibilities.
- Your quality improvement or self-assessment plan or equivalent.
- Details of training staff qualifications and experience and of training staff development activity over the last two years.
- A range of learners' work, including assessed work.
- Names and email addresses of any employers and/or subcontractors whose premises the inspection team intends to visit.

### What does inspection involve?



- A senior member of provider staff acts as the inspection 'nominee' and liaises with the inspection team throughout the inspection.
- Inspection involves a professional conversation between the inspectors, senior managers and staff.
- Inspectors collect evidence against the handbook evaluation criteria to establish judgements against the key judgements and the criteria. In particular through focused reviews of the curriculum offer known as 'deep dives', inspection activities focused on specific areas of provision.
  - Meetings and discussions with senior leaders concerning leaderships and management and curriculum intent.
  - Meetings and discussions with curriculum managers concerning the implementation of the curriculum.
  - Visits to classes, lectures, workshops etc to see training and education.
  - Meetings/ discussions with apprentices/learners about their programme, experiences and progress to get a rounded picture of the quality of the training and education.
  - Talking with employers about their relations with the provider, experiences and the progress their apprentices/learners are making. This will usually involve visits to employers at their premises.
  - Scrutiny of learners' work.
  - Review of provider records such as those relating to learners' assessment and safeguarding.

Build into your processes all the information that an inspection team may request

Prior to an Ofsted visit we can request a DfE QA site visit to prepare you and review your approach/processes prior to any Ofsted engagement

Consider a partnership with an FE college





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# Q&A

