**Cheshire and Warrington**

**Local Enterprise Partnership**

**PROSPECTUS**

**FOR**

**SKILLS BOOTCAMP GRANT**

**DATA ANALYTICS, DATABASE, DESIGN AND SCIENCE**

**June 2022**

THE LEP REF: SB Lot 2d

Submission Date: 14th July 2022, 9am

Contents

[1) Overview 3](#_Toc106096952)

[2) Scope 4](#_Toc106096954)

[3) Objectives and Key Performance Indicators 5](#_Toc106096955)

[4) Key Features of Skills Bootcamps 6](#_Toc106096956)

[5) Award Criteria 9](#_Toc106096962)

[6) Terms and conditions of submissions 10](#_Toc106096963)

[7) Next Steps and Timings 10](#_Toc106096964)

[Appendix 1: DfE Skills Bootcamp Summary 11](#_Toc106096965)

[Appendix 2: Cheshire and Warrington Skills Shortage Areas 13](#_Toc106096966)

[Appendix 3: Skills Bootcamps Objectives and Key Performance Indicators 14](#_Toc106096967)

[Appendix 4: DfE Data Submission Sheet 15](#_Toc106096968)

[Appendix 5: Supplier Technical Question and Answer Sheet 16](#_Toc106096969)

[Appendix 6: Cheshire and Warrington Skills Bootcamps Terms and Conditions of Submissions 21](#_Toc106096970)

## 1) Overview

Skills bootcamps (bootcamps) will support Cheshire and Warrington’s social and economic objectives of delivering a sustainable, healthy, inclusive and growing economy. They will enable:

* our employers to fill vacancies and reduce skills gaps and shortages in their workforce;
* unemployed individuals to develop the digital and technical skills needed to move into work; or
* employed individuals to develop the changing skills needed by employers.

The Department for Education (DfE) is supporting the development of bootcamps across the country (for further detail see **Appendix 1**).

### **Contact Details:**

If you have any specific questions concerning this document or the process for submission of your proposal they must be submitted by **noon 4th July**. To assist with questions the LEP has scheduled a Q&A session for **29th June at 3pm**, and meeting invitations will be shared on request.

Please submit your final proposals by **9am Thursday 14th July**.   
Any proposals received after the deadline will not be considered.

Questions and proposal submissions to be sent to: [grants@cheshireandwarrington.com](mailto:grants@cheshireandwarrington.com)

The points of contact for this project will be the following:

|  |  |
| --- | --- |
| Sarah Williams  Digital Skills Partnership Coordinator  [Sarah.Williams@cheshireandwarrington.com](mailto:Sarah.Williams@cheshireandwarrington.com)  07506 478681  Wyvern House, The Drumber, Winsford CW7 1AH | Rebecca Luck  Programme Manager  [Rebecca.Luck@cheshireandwarrington.com](mailto:Rebecca.Luck@cheshireandwarrington.com)  07432 360226  Wyvern House, The Drumber, Winsford, CW7 1AH |

## 2) Scope

This bootcamp prospectus focuses on Digital Core – Data - Analytics, Database, Design and Science. The bootcamp will deliver a minimum of 400 guided learning hours and will take place over of 10-16 weeks.

Digital Core – Data - Analytics, Database, Design and Science have been identified as skills shortage areas (see **Appendix 2**). The maximum grant allocation for this bootcamp is £56,500 and the bootcamp must involve a cohort of at least 15 learners.

The LEP may increase the funding allocation or extend the funding period, should additional funds be made available by the Department for Education, and where skills bootcamps are being successfully delivered. However, the LEP expect that the cost of the grant per learner will not exceed £4,000, unless otherwise agreed in writing.

The data analytics, database, design and science bootcamp should include training to enable learners to secure an apprenticeship or job in: finance analyst, data analyst, data scientist, bi analyst, soc analyst, marketing analytics, data quality, data governance, data architecture, data engineer, data design analyst, systems analyst, metadata analyst.

Learners will develop some or all of the following skills:

* Data driven business practice
* Technical applications databases and SQL
* Data visualization
* Cloud
* Connecting to other data sources
* Advanced Excel
* BI tools
* Python to solve business problems
* Data application techniques

The programme must be delivered flexibly so that those currently in work, looking for work or with caring or other responsibilities are able to participate. Pastoral support for learners whilst enrolled on a bootcamp and then support through interviews and other job applications, as necessary, should feature in your plans. Alongside the technical skills element of the bootcamp, it is important to develop the employability skills of learners and their confidence to enter a role using their new skills. Content for this should also be included.

While the training provision may not need to be qualification based or accredited, it must meet the employer requirements to enter employment or to progress at work.

We are hoping to work with a wide range of organisations to deliver this pilot and there is no requirement to be an Education Skills Funding Agency accredited training provider.

Skills bootcamp delivery must meet the following timescales:

* Best endeavours for learner starts the week commencing 26th September 2022, with an absolute requirement to meet DfE deadline by the 30th September 2022.
* Delivery and full grant spend must be completed by the end of March 2023.

We expect learners to move into employment or progress at work within six months of completing the bootcamp, thereby receiving continued support from the provider in that period to guarantee all learners receive an interview and subsequent movement into employment.

## 3) Objectives and Key Performance Indicators

The providers who are awarded this funding must deliver the following 4 objectives:

* Participating employers to commit to interviewing for their skills shortage vacancies (SSV) from the pool of trained individuals and every individual to be guaranteed an interview or progression in work, and majority of those interviewed to receive a successful outcome (as defined in Section 4.5).
* Successful providers to work with groups of employers to design and deliver appropriate courses to suit their vacancies.
* Recruit individuals using open and impartial methods to ensure fairness and equality of opportunity to local residents and protected groups.
* Collect/ensure all relevant data is provided to allow DfE to evaluate the effectiveness of bootcamps

**Appendix 3** provides the detailed performance indicators for each of these 4 objectives. Your response should outline how you intend to achieve these.

## 

## 4) Key Features of Skills Bootcamps

The key features of the bootcamps must include a focus on achieving the social and economic benefits of the bootcamps, as well as the following:

### **4.1 Level of training**

Training to be pitched at level Level 3 to Level 4 (or equivalent) and above. The Department for Education are not funding us for entry level skills bootcamps. This fund specifically focuses on developing specialist skills for Digital Core – Data - Analytics, Database, Design and Science.

### **4.2 Employer Involvement**

Employers can either bid to be a provider of training directly or must be actively and strategically engaged with training providers. Letters evidencing employer engagement and commitment are required. This does not stop recruiting additional employers once the grant has been awarded.

Employers must be involved in determining the training on offer, and it must deliver the skills they need to be able to recruit and/or fill skills gaps. Employer engagement can include:

* 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

Preference will be given to employers who have a base in Cheshire & Warrington and the funding must look to support training for jobs in this geography. This recognises the need for some flexibility for training providers to offer a holistic offer to the employers they are working with.

Bootcamps will be co-funded by the employer where the employer is training their own existing employees (defined as someone directly employed by the employer, not a sub-contractor, or freelancer). If the employer is a large business they will contribute 30% and this is reduced to 10% where the employer is a small or medium enterprise (SME) (defined as an employer with fewer than 250 employees).

Courses are fully funded for unemployed individuals or those not being co-funded by their employer, and for the self-employed.

### **4.3 Target learners**

Learners on the bootcamp must be aged 19 or over on 31 August 2022. They can be employed (full-time or part-time), self-employed or unemployed within the last 12 months. Where Job Centre work coaches or equivalent sponsors identify individuals who have been unemployed for longer than 12 months, there is discretion to make a recommendation for attending a bootcamp, to be considered on a case-by-case basis. We would expect training providers to liaise regularly with relevant Department for Work and Pensions and Job Centre colleagues to identify potential applicants.

Serving prisoners due to be released within 6 months of completion of a bootcamp and those on temporary release are also eligible.

We want to ensure that the training is accessible to all eligible adults within the community. Recruitment for learners who are unemployed or self-employed and screening for learners who are employed must use a fair and open process. 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, Ukrainian refugees) and aim to reflect the diversity of the local area. An adult must have the right to work in the UK, this right can be checked on [gov.uk/view-right-to-work](https://www.gov.uk/view-right-to-work). An adult may only undertake one bootcamp per funding year. Providers have an obligation to ask prospective learners whether they have already undertaken a bootcamp in that funding year.

No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies or development opportunities are offered. When recruiting learners, providers must have robust screening processes to ensure learners have the baseline skills, attitudes and competencies to successfully complete the course. If possible, employers should be involved in the initial screening process.

Charging learners in any form, including consumable and devices required for the duration of the bootcamp is not permitted. This includes any proposals that involve asking learners to pay the funding back afterwards.

Preference will be given to learners who either live, work or plan to work in Cheshire and Warrington. As previously referenced the funding must look to support training for jobs in this geography.

### 

### **4.4 Evaluation of the programme:**

All employers and providers must agree to work with the Cheshire and Warrington Local Enterprise Partnership (CWLEP) to fully evaluate the success of the bootcamps, including:

* Names/Details of employers involved
* Levels and details of employer co-funding achieved
* Numbers of and personal details/demographic data for all applicants wishing to become learners on the bootcamp
* Data on individual levels of training engagement and achievement (e.g. how many hours engage with the course, number of completions).
* Details of job interviews by employers and the success rate
* Track learners who complete the bootcamp, up to 6 months after completing the bootcamp to determine their outcome (as defined in section 4.5)
* Participate in qualitative interviews to reflect on implementation and identify lessons learned for future roll-out.
* Completion of an audit exercise for the bootcamp, including a spot-check review of the outcome of a minimum of 10% of the learners who complete the bootcamp.

### **4.5 Payment Terms**

|  |  |  |
| --- | --- | --- |
| First Payment | Second Payment | Third Payment |
| 45% - completion of 5 qualifying days of learning | 35% - course completion AND offer of an interview\* | 20% - successful outcome\*\* |

Payments will be made in monthly arrears, subject to submission of accurate monthly data and claim returns. (**Appendix 4** DfE Data Submission Sheet)

\*“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

## 5) Award Criteria

|  |  |
| --- | --- |
| How will you **design and deliver** high-quality bootcamps, including supporting new jobs and new skills in the local economy? | 20% |
| How will you **engage, enrol, and maximise participation with learners?** | 15% |
| How will you **work with employers**, and ensure their involvement from end to end (design/delivery/outcome)? | 20% |
| **Capacity** of resources allocated to the bootcamp | 10% |
| **Experience of local delivery** | 20% |
| **Data & Quality Management:** approach to data collection, management and reporting. | 15% |
| **Price & Value for Money** against outputs and outcomes. | Pass/Fail |

|  |  |
| --- | --- |
| **Scoring criteria** | **Score** |
| 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 |

Supplier technical question and answer sheet is at **Appendix 5.**

Please be concise in your responses and include all relevant information to enable your proposal to be assessed.

## 6) Terms and conditions of submissions

Through submitting a bid, you are committing to meet and abide by the following terms and conditions:

* Confidentiality and disclaimer
* Material misrepresentation
* Collusive Bidding
* Bribery
* TUPE
* Data Protection Act compliance
* Social value

**Appendix 6** provides the details of the terms and conditions.

## 7) Next Steps and Timings

The proposed schedule for the application process is as follows. However, the dates indicated, except for the return date should be regarded as indicative at this stage as The LEP reserves the right to extend and / or amend the timetable as necessary. Any major changes will be communicated to all potential bidders.

|  |  |
| --- | --- |
| **Activity** | **Date** |
| Prospectus Live | **22nd June** |
| Q&A Session | **29th June, 3pm** |
| Deadline for queries | **4th July, 12pm** |
| Submission deadline | **14th July, 9am** |
| Evaluation of submissions | **14th July – 21st July** |
| Bidders notified of grant award | **22nd July** |
| Inception meeting | **w/c 8th August** |
| Learner start date | **w/c 26th September** |

## Appendix 1: DfE Skills Bootcamp Summary

**Summary description of bootcamps**

The DFE wants to test whether bootcamps can support local regions and employers to fill skills shortages, by bringing participating individuals closer to better jobs through guaranteed interviews.

The key features of the model are:

* Employers must be involved in determining the training on offer – it must deliver the skills they need to be able to recruit.
* Individuals aged 19+ (can be employed; self-employed; unemployed within the last 12 months or career changers/returners/redeployed. Unemployed should have been job seeking for less than 12 months but providers should be flexible with regards to specific circumstances.
* Training must be delivered flexibly to allow people currently in work, looking for work or with caring or other responsibilities to participate, this can be remotely online or face to face or through a blended approach.
* Training must be accessible to learners and the provider must reasonable adjustments, as appropriate for those learners with protected characteristics (as defined by the Equalities Act (2010))
* Recruit learners using fair and open processes, with the aim of producing a cohort that reflects the population of the local area
* Each individual trained through a bootcamp must have a guaranteed interview with a participating employer – we are looking for 75% to move into a new job or new role1.
* Training to be pitched at level 3-5 (or equivalent), unless specified, and last up to 16 weeks. We are not looking for entry level skills.
* Training must be a minimum of 60 guided learning hours. 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 provider of education or training, whether online or in person.
* Providers must deliver a ‘wraparound service’ of learner support (for example, using a coaching and mentoring approach, from programme application stage, during, and post bootcamp, 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 complete the bootcamp and follow-up services to and employers to support job placement mentorship, pastoral support) and high-quality advice and guidance to support the learner into a positive employment outcome (for example, CV writing support, mock interviews).
* 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 will expect a higher standard of evidence for employer engagement.
* Employers should co-fund the training 30% cash if they are training their own employees (10% for SMEs defined as employers with less than 250 employees).

Also, employers and providers must agree to work with DfE and DfE appointed evaluation experts to provide data to fully evaluate the results, including:

* Numbers of employers involved by size
* Levels and details of employer co-funding achieved
* Numbers of and personal details/demographic data for all applicants  who wish to become learners
* Salary information both pre and post bootcamp
* Data on individual levels of training engagement and achievement (e.g. how many hours engage with the course, number of completions).
* Details of job interviews  by employers and the success rate
* Track successful learners at 6 months to determine continued employment
* You must provide such information, participate in such surveys or other opinion gathering, and engage in such discussions, that we may from time to time require in order to evaluate the outcomes of the bootcamp and/or to assist us in evaluating the outcomes of bootcamps more generally.

## Appendix 2: Cheshire and Warrington Skills Shortage Areas

Skills bootcamps are one of a range of local skills delivery programmes developing digital and technical skills in Cheshire and Warrington. While the scale of the current skills bootcamp provision will not single-handedly address the skills shortage within Cheshire and Warrington, it complements the existing interventions, and provides an exciting new opportunity to trial employer-led interventions that guarantee learners interviews.

The Cheshire and Warrington Skills Report\* highlights a few key challenges:

* Employers in Cheshire and Warrington are much more likely to have skills shortage vacancies in high skill roles and more likely to experience bottom line business impacts.
* To meet current demand, we need to fill at least 20K vacancies, many at Level 3 +; and to meet future employer demand, Cheshire and Warrington needs 71,000 more adults qualified to Level 3+, and 75,000 more qualified to level 4+ by 2027 compared to 2017. Many of these roles will require higher technical and digital skills

Evidence for skills needs shortages in Data Analytics/Database/Design is below:

* In 2021 there were 3,400 employers employing about 14,000 people in the Information and Communication sector in Cheshire and Warrington. \*\*
* From January 2021-December 2021 there were 1,437 vacancies for IT business analysts, architects and systems designer occupations and 253 vacancies for data analysis jobs \*\*\*. The following skills were in the top 200 skills requested in job vacancy postings\*\*\*:
* SQL – 2,372 job vacancies
* Data Analysis – 1,285 job vacancies
* Power BI - 596 job vacancies
* Python – 887 job vacancies
* Business analysis – 689 job vacancies
* Pivot tables - 417 job vacancies
* Cloud computing - 87 job vacancies
* From January 2021-December 2021 the following skills were in the top 200 Information Technology occupations job postings\*\*\*:
* Excel - 484 job vacancies
* Relational databases – 109 job vacancies
* Teradata DBA - 108 job vacancies
* Tableau – 84 job vacancies
* Visual Basic for applications - 36 job vacancies

\*Source: Cheshire and Warrington Skills Report – January 2022 ([link](https://cheshireandwarrington.com/media/jhtnqy2u/skills-report-2022.pdf))

\*\*Source: Cheshire and Warrington Labour Market Assessment – January 2022 ([link](https://cheshireandwarrington.com/media/mtid1yvh/cheshire-and-warrington-labour-market-assessment-report-january-2022.pdf))

\*\*\* Source: EMSI Burning Glass

## Appendix 3: Skills Bootcamps Objectives and Key Performance Indicators

|  |  |
| --- | --- |
| **Objective 1** | **Performance Indicators** |
| Participating employers to commit to interviewing for their skills shortage vacancies (SSV) from the pool of trained individuals. | * 100% guaranteed interview (job, new role or apprenticeship), or access to new opportunities in the case of the self-employed for each learner completing a skills bootcamp. * 75% of individuals to move into a new job or role within 6 months of completing of training. * 100% referral to alternative opportunities for learners who are unsuccessful at post completion interview |
| **Objective 2** | **Performance Indicators** |
| Successful providers to work with groups of employers to design and deliver appropriate courses to suit their vacancies. | * 100% of Skills bootcamps should be able to evidence employer engagement throughout the bootcamp (design/delivery/outcome) * 100% of courses designed to meet employer requirements to address their SSV. * Co-funding committed and achieved by employers. (as defined in section 4.2) * 100% of learners who successfully complete a bootcamp will have acquired new skills within the scope of the bootcamp programme |
| **Objective 3** | **Performance Indicators** |
| Recruit individuals using open and impartial methods to ensure fairness and equality of opportunity to local residents and protected groups. | * Numbers applying * Numbers starting * Numbers completing (>/=80%) * Data on dropouts (</=20%) * Success rates * Interview tracking * Diversity information |
| **Objective 4** | **Performance Indicators** |
| Collect/ensure all relevant data is provided to allow DfE to evaluate the effectiveness of the initiatives and the delivery model. | * Data collection will be monitored monthly, and will need to meet the minimum reporting requirements of DfE. (Appendix 3) |

## Appendix 4: DfE Data Submission Sheet

The provider must submit data via the DfE Data Submission Sheet. A draft version of the Data Submission Sheet is provided below, but this draft may be subject to change and providers will be expected to provide any additional data to allow full evaluation of bootcamps to be completed. This data collection is mandatory and must be submitted on a monthly basis via the spreadsheet template supplied by the LEP and will be used for audit, assurance and evaluation purposes.



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

* in line with agreed audit arrangements;
* in adherence with the UK General Data Protection Regulation and Data Protection Act 2018;
* to support payments to be made;
* to enable reconciliation to take place;
* to support the contract management process; and
* any other written request

The Provider must as a minimum:

* + submit performance management information on a monthly basis
  + submit DfE Data Submission Sheets monthly to reflect delivery
  + report new learner starts within one month of the learner starting
  + report within two months of the learner finishing, all drop-outs, 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 learners six months after completion of the bootcamp

A data sharing agreement will be provided to the successful applicant, within their grant offer letter.

## Appendix 5: Supplier Technical Question and Answer Sheet

Please provide company details within the table below:

|  |  |
| --- | --- |
| **Question** | **Response** |
| Full name of the potential supplier submitting the information |  |
| Registered office address (if applicable) |  |
| Registered website address (if applicable) |  |
| Please specify your trading status  (public limited company, limited company, limited liability partnership, other partnership, sole trader,  third sector, other (please specify)) |  |
| Date of registration in country of origin |  |
| Company registration number (if applicable) |  |
| Charity registration number (if applicable) |  |
| Registered VAT number |  |
| Confirmation you have Cyber Essentials and/or are working towards Cyber Essentials Plus ([link](https://www.gov.uk/government/publications/cyber-essentials-scheme-overview)) |  |

1. How will you **design and deliver** high-quality bootcamps, including supporting new jobs and new skills in the local economy?

|  |  |
| --- | --- |
| Bootcamp Title |  |
| Delivery Partner(s) if applicable: |  |
| Local geographical area(s) of delivery highlighting those with high levels of economic deprivation: |  |
| Please detail the high-level course content (identifying delivery subjects in each week of the bootcamp) |  |
| Level of skills being developed and any accreditation/certifications |  |
| Number of guided learning hours\* for each cohort |  |
| Number of independent learning hours |  |
| Mode of delivery (remote / classroom / blended) |  |
| Number of weeks of bootcamp full-time or part-time |  |
| Size of cohorts and number of cohorts proposed. |  |

\*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 provider of education or training, whether online or in person.

* 1. *Describe how you have evidenced the demand for the skills developed through the bootcamp, including evidence of vacancies in the local labour market. Citing local market evidence and priorities and how this has informed the bootcamp design and delivery.*
  2. *Project timeline & key milestones, including learner start and completion dates*
  3. *Key Risks & planned mitigations*

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 750, 20%)*

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|  |

1. How will you **engage, enrol, and maximise participation with learners**, including how you would ensure the bootcamp processes are fair, transparent and accessible (recruitment/screening/onboarding/during bootcamp/post bootcamp)?   
   Please also detail how you will support applicants and/or learners who are unsuccessful or drop-out at any stage of the bootcamp.

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 750, 15%)*

|  |
| --- |
|  |

1. How will you **work with local employers**, and ensure their full involvement in the recruitment to and the design and delivery of the bootcamp as well as the final interview?
   1. *Please detail any local employers supporting this application, including relevant evidence of their commitment and planned role within the bootcamp.*
   2. *Please detail how you plan to maintain/sustain employer engagement/commitment and progression of outcomes for learners.*

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 750, 20%)*  
*Please note relevant employer evidence is not subject to the word count.*

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1. **Capacity** of resources allocated to the bootcamp
   1. *Technical capability and experience of nominated staff*   
      *(project management/monitoring and training delivery)*
   2. *Time commitment of nominated staff*   
      *(project management/monitoring and training delivery)*

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 500, 10%)*

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|  |

1. **Experience of local delivery**
   1. *Specific examples of prior successful delivery of this type of employer led training (Level 3-5 or equivalent),* *including within the sub-region of Cheshire & Warrington.*

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 750, 20%)*

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|  |

1. **Data & Quality Management**: Approach to data collection, management and reporting.
   1. *Describe how you will ensure that all required data is collected and reported at the required intervals, and of the necessary accuracy/quality.* *We expect bidders to demonstrate their approach to robust data collection. Data collection, storage and retrieval must be compliant with the requirements of General Data Protection Regulations (GDPR) https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation*
   2. *Identify and/ or quantify the measurement of successful completion for the bootcamp*

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 750, 15%)*

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|  |

1. **Price & Value for Money** against Outputs and Outcomes.

|  |  |  |
| --- | --- | --- |
| A | Cost per learner | £ |
| B | Number of learners |  |
| C | Total Project Cost  (A x B) | £ |
| D | SME Employer Contribution\*  (A/100 x 10 x number of relevant learners) | £ |
| E | Large Company Employer Contribution\*  (A/100 x 30 x number of relevant learners) | £ |
| F | Maximum Grant Requested  (C – (D+E)) | £ |

*\*We know that the type of learners that participate on the bootcamp may not be known at this stage, therefore please provide detail of only known relevant learners at the time of application. The amount of grant subsequently available will therefore be amended once the learner types are known.*

* 1. *Please also indicate any additional outputs or outcomes you anticipate as part of your delivery plan, or other considerations regarding value for money.*

*ANSWER FEEDBACK (ADVISED MAXIMUM WORD COUNT 500)*

|  |
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## Appendix 6: Cheshire and Warrington Skills Bootcamps Terms and Conditions of Submissions

Through submitting a bid, you are committing to meet and abide by the following terms and conditions.

### **Confidentiality and Disclaimer**

This prospectus is not an offer capable of acceptance, but represents a definition of specific legal service requirements and an invitation to submit a response addressing such requirements.

Neither the issue of this prospectus to you, your preparation and submission of a tender, or the subsequent receipt and evaluation of your bid by The CWLEP commits The CWLEP to award a grant to you or any other bidder, even if all requirements stated in the prospectus are met. The CWLEP is not responsible directly or indirectly for any costs incurred by your firm in responding to this prospectus and participating in The CWLEP’s grant process.

All firms shall keep strictly confidential any and all information contained in this prospectus, and other information or documents made available to it by or on behalf of The CWLEP in connection with this prospectus. The firms shall not disclose, nor allow any such information to be disclosed. Submission of a formal response to this prospectus will confirm your agreement to observe these confidentiality requirements.

Contact by the firms with The CWLEP during the bidding process should only be via the contact stated within this prospectus. Respondents shall not offer or give any consideration of any kind to any employee or representative of The CWLEP as an inducement or reward for doing, or refraining from doing, any act in relation to the obtaining or execution of this or any other contract with The CWLEP.

### **Material Misrepresentation**

The CWLEP shall rely on the information provided by the bidder in relation to its offer. In providing the services as specified in the prospectus the successful provider shall comply with the contents of its offer as failure in this respect may constitute a material breach of contract.

### **Collusive Bidding**

Collusive bidding is unacceptable to The CWLEP. Any tenderer that is caught by The CWLEP to be circumventing rules or the law during this tender process will automatically be disqualified from the grant process.

This applies to any bidder who:

1. Fixes or adjusts the amount of their bid by or in accordance with any agreement or arrangement with any other person, or
2. Communicates to any person other than The CWLEP the amount or approximate amount of their proposal (except where such disclosure is made in confidence in order to obtain quotations necessary for the preparation of the prospectus for instance) or,
3. Enters into any agreement or arrangement with any other person\* that they shall refrain from bidding or as to the amount of any bid to be submitted, or
4. Offers or agrees to pay or give, or does pay or gives any sum of money, inducement or valuable consideration directly or indirectly to any person for doing or having done, or causing or having caused to be done in relation to any Offer or proposed Offer for the Services or any act or omission will be disqualified (without prejudice to any other civil remedies available to The CWLEP and without prejudice to any criminal liability which such conduct by a bidder may attract)

\*NB Sub-contracting is permissible where the bidder believes that this will enhance their proposal, however this must be clearly stated.

### **Bribery**

Bribery means any offence under the Bribery Act 2010 or related Laws creating offences in relation to offering, promising or giving a bribe or requesting, agreeing to receive or receiving a bribe.

The provider agrees with the CWLEP that this grant will operate on the basis of zero tolerance being shown towards any Fraud and/or Bribery. The provider shall take all reasonable steps, in accordance with Good Industry Practice, to prevent Fraud and Bribery by Staff and the provider (including its shareholders, members, directors) in connection with the receipt of monies from the CWLEP and with the operation of this grant.

### **TUPE**

The following provisions regarding TUPE are extremely important. Please ensure that you read them carefully.

The CWLEP expects that TUPE will **not** apply to this grant.

In cases of TUPE Tenderers are advised to seek independent professional advice on the effect of TUPE. Bidders must be prepared to accept all liabilities which may arise as a consequence of the application of TUPE, should it apply. The CWLEP takes no liability in regards to inaccuracy of TUPE information provided in this bid.

When submitting a bid, providers are required to include all costs relating to TUPE in their submission.

### **Data Protection Act Compliance**

The successful provider must comply with the UK General Data Protection Regulations (UK GDPR) and all applicable law concerning the processing of personal data and privacy.

The CWLEP privacy notice can be found at: <https://cheshireandwarrington.com/privacy-policy/>

### **Social Value**

The CWLEP’s vision to be the healthiest, most sustainable, inclusive and growing economy in the UK, closely aligns to the Government’s social value priorities.

Under the Public Services (Social Value) Act 2012 the CWLEP must consider:

1. how what is being procured might improve the economic, social and environmental well-being of the area where it exercises its functions, and
2. how, in conducting the process of procurement, it might act with a view to securing that improvement.

In addition, the National Procurement Policy Statement ([National\_Procurement\_Policy\_Statement.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/990289/National_Procurement_Policy_Statement.pdf) sets out the following national priorities that should be considered alongside individual local priorities:

* creating new businesses, new jobs and new skills;
* tackling climate change and reducing waste, and
* improving supplier diversity, innovation and resilience.

All successful providers must be willing to work closely with the CWLEP throughout the grant duration to assist them in achieving both their vision and their social value obligations.