



Department  
for Education

# Skills Bootcamps

**Funding and performance management  
guidance 2023 to 2024 for Jaggaer  
projects 7338 and 7698**

**October 2023**

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## Summary

For the 2023 to 2024 financial year (1 April 2023 – 31 March 2024).

This document sets out the funding and performance management rules that apply to all suppliers with a contract to deliver Skills Bootcamps in digital skills which were awarded from the procurement launched by the Department for Education in January 2023, and which are funded by the Department for Education via the Education and Skills Funding Agency. Those delivering Wave 3 contracts should refer to the funding guidance provided for those contracts, and not this document.

All suppliers accessing funding via a contract must follow the guidance set out in this document regardless of where they are based or delivering. For further detail on your contractual obligations please refer to your contract.

Suppliers accessing funding for Skills Bootcamp delivery directly via a Mayoral Combined Authority (MCA), Combined Authority (CA), Greater London Authority (GLA), Local Authority (LA), Local Economic Partnership (LEP), should refer to the specific guidance from them and not this document.

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

The DfE reserves the right to make changes to the Skills Bootcamps: funding and performance management guidance 2023 to 2024. You will be alerted to any changes via the Education and Skills Funding Agency (ESFA) Update. It is your responsibility to review this on a regular basis. To support this, you can [register for web alerts](#). This will notify you by email when a new edition of Update on GOV.UK is published.

## Expiry or review date

This guidance will be reviewed before April 2024.

## Who is this guidance for?

This guidance is for those delivering contracts under the Skills Bootcamps DPS Jaggaer project reference numbers 7338 and 7698.

- Those delivering Wave 3 contracts should refer to the funding and performance management guidance provided for those contracts, which can be found here: [Skills Bootcamps funding and performance management - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/skills-bootcamps-funding-and-performance-management)
- Suppliers accessing funding for Skills Bootcamp delivery directly via a Mayoral Combined Authority (MCA), Combined Authority (CA), Greater London Authority

(GLA), Local Authority (LA), Local Economic Partnership (LEP), should refer to the specific guidance from them and not this document.

## Skills Bootcamps – overarching principles

Skills Bootcamps are free, flexible courses of up to 16 weeks in sectors with skills shortage vacancies. They give adults aged 19+ the opportunity to build up sector-specific skills.

Skills Bootcamps equip adults with technical skills that enable them to access in-demand jobs, apprenticeships (and for the self-employed, new opportunities) leading to increased income and productivity, they fast-track learners to an interview with an employer.

Only those suppliers that have been awarded a Skills Bootcamps contract can deliver Skills Bootcamps.

In addition, Mayoral Combined Authority (MCA), Combined Authority (CA), Greater London Authority (GLA), Local Authority (LA), Local Economic Partnership (LEP) have been awarded grants for the delivery of Skills Bootcamps in financial year 2023-24. These are subject to a separate set of guidance notes.

## Delivery of Skills Bootcamps

The supplier must ensure that the Skills Bootcamps can be reasonably delivered to a learner concurrently employed in either a full-time or part-time role or around other commitments.

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

## Skills Bootcamps - content

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

Each Skills Bootcamp (for these specific contracts in digital) must have a minimum of 100 Guided Learning Hours (GLH) and a maximum duration of 16 weeks.

The exception is for Skills Bootcamps which are a Pathway to an Accelerated Apprenticeship, they must have a minimum of 60 GLH and a maximum duration 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, real-time guidance of a lecturer, supervisor, tutor or other appropriate supplier of education or training, whether online or in person. Pre-recorded content does not count towards GLHs.

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

## **Wraparound Support**

Funding for wraparound support for Skills Bootcamps is included in your Skills Bootcamps allocation.

The supplier must deliver wraparound support for all phases of the Skills Bootcamps delivery such support should include:

- behavioural skills support
- appropriate pastoral support, coaching and mentoring
- appropriate academic, skills and training support
- IT, internet access and administrative support by providing supplier contact details during office hours
- assistance with the drafting of CVs and preparation for interviews
- in the event that a learner is either unsuccessful at interview or does not attend an interview, carry out a follow up review with the learner to discuss why the learner did not pass the interview
- based on the review, signposting appropriate next steps for the learner, which may include further learning if the learner requires more training to pass an interview related to the relevant skills need or helping the learner to secure further interviews with appropriate employers
- scheduling monthly check-ins to track a learner's employment status for the number of months after completion of the relevant Skills Bootcamp specified in the Contract Order Form or until a Learner has achieved a job outcome (whichever occurs earlier)

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

## Learner Eligibility

To be funded, the learners must

- must be 19 or older on or before 31 August 2023
- have the right to work in the UK. This can be checked [on gov.uk/view-right-to-work](https://www.gov.uk/view-right-to-work) and
- meet residency requirements. Suppliers should refer to the [residency eligibility](#) section of the AEB funding rules before accepting an individual onto a Skills Bootcamp and
- live in England, subject to further detail is provided below.

## Delivery outside of England

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

We will fund an individual who lives in Scotland and Wales if specialist skills training is only available in England and the individual intends to work in England as a result of the Skills Bootcamp. We do not expect these numbers to be significant.

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

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

In respect of potential supplier (or sub-contractor) personnel from overseas the supplier must comply with the relevant personnel guidance in the Skills Bootcamps Call off Agreement clause 16.1.

## Target Groups

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

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



## Prior Attainment and experience

No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies offered are situated. Suppliers should screen potential learners and select those who will benefit from enrolling onto a Skills Bootcamp, including by checking that the potential learner does not already have a significant proportion of the knowledge, skills and behaviours that the Skills Bootcamp is designed to help them acquire. Suppliers should signpost to other opportunities where a Skills Bootcamp is not appropriate for a potential Learner including a referral to the [website of the National Careers Service](#).

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

## Funding conditions

You must not transfer funding between the following budgets:

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

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

We have adjusted learner eligibility so participants enrolled on DWP's Restart programme can access Skills Bootcamps, recognising differences in provision. However, if suppliers are delivering both a DWP Restart programme and a DfE Skills Bootcamp, they must ensure that they are delivering two separate sets of activities to receive funding from both programmes for an individual learner and must inform their DfE contract manager that they are engaged in delivery of both programmes.

An adult may only undertake one Skills Bootcamp per funding year (1 April to 31 March) and must not be on more than one Skills Bootcamp at any one time. However, where an individual starts a Skills Bootcamp and then realises that it is not suitable for them for whatever reason, they may start, and be funded for, another Skills Bootcamp so long as the first milestone payment has not been reached. Providers have an obligation to ask prospective learners whether they have already undertaken a Skills Bootcamp in that funding year and if they are currently undertaking a Skills Bootcamp.

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

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

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

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

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

Suppliers are responsible for ensuring they collect, and maintain evidence of, payment of the employer's contribution.

Courses are fully funded by Government for independent learners (individuals not being co-funded by their employer), and for the self-employed.

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

As part of their delivery, the Supplier will comply with Part 2 (The Management of Safeguarding) of Keeping Children Safe in Education statutory guidance on order to ensure the provision is delivered with a view to safeguarding and promoting the welfare of high needs learners aged up to 25 receiving education or training at their institution or under the auspices of the supplier in the environment outside the direct control of the Supplier in an environment outside the direct control of the supplier.

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

## **Contract period**

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

The authority may extend the contract period on one or more occasions for a minimum of 6 months per extension subject to the maximum aggregate extension that is permissible being 24 months.

The contract contains extension provisions which enable the authority to exercise discretion and extend for up to 24 months on 4 occasions up to a maximum total term (including the initial term) of 6 years to align with the DPS lifespan.

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

The authority is not required to offer any extension periods.

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

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

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

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

We recognise that there may be instances where a learner has changed their status part way through their Skills Bootcamp, e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected completion/outcome has changed. Where that is the case, you should discuss this with your contract manager to confirm what evidence requirements are expected to enable a claim to be made.

## **Payment milestone details**

This is a summary. For detailed advice on what must be provided to obtain a milestone payment, see the evidence section.

### **Commencement - 40%**

Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements).

We expect the 14 qualifying days of the training course to include a minimum of 10 guided learning hours.

Suppliers must achieve starts by 31<sup>st</sup> March 2024, in line with delivery plans and in time to achieve completions by this deadline also.

The supplier should report on the next monthly reporting cycle any new learner starts via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

### **Contract delivery (course completion and interview offered) – 30%**

Completion of the training and completion of a final assessment (final assessment as set out in the service requirements).

For the independent learner: an offer of an interview for a vacancy which meets the criteria set out in the service requirements.

For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation which meets the criteria set out in the service requirements.

For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out in the service requirements.

If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.

Suppliers must achieve completions by 31<sup>st</sup> March 2024 and in line with delivery plans. The supplier should report on the next monthly reporting cycle any new learner completions via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

### **Outcome (on job offer or equivalent) – 30%**

For the independent learner: an offer for a job which meets the criteria set out in the service requirements.

For the co-funded learner: the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements.

For the self-employed learner: learner has secured new work/new contracts which meet the criteria set out in the service requirements.

If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.

Suppliers should note that the learner must have finished the training element of the Skills Bootcamp for the supplier to be able to claim a positive outcome payment.

Suppliers must achieve positive outcomes within the six months after the training finishes. The supplier should report on the next monthly reporting cycle any new learner positive outcomes via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

## **Pathways to Accelerated Apprenticeships – payment milestone details**

### **Commencement - 40%**

Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements).

We expect the 14 qualifying days of the training course to include a minimum of 10 guided learning hours.

Suppliers must achieve Starts by 31<sup>st</sup> March 2024, in line with delivery monthly reporting cycle any new learner starts via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

### **Contract delivery (course completion and interview offered) – 30%**

Completion of the training and completion of a final assessment (final assessment as set out in the service requirements).

For the independent learner: an offer of an interview for an accelerated apprenticeship or other job (which is not an apprenticeship) vacancy which meets the criteria set out in the service requirements.

For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation which meets the criteria set out in the service requirements.

For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out in the service requirements.

If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.

Suppliers must achieve completions by 31<sup>st</sup> March 2024 and in line with delivery plans. The supplier should report on the next monthly reporting cycle any new learner completions via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

## **Outcome (on job offer or equivalent) – 30%**

For the independent learner: an offer for an accelerated apprenticeship or for a job (which is not an apprenticeship) that meets the criteria set out in the service requirements.

For the co-funded learner: the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements.

For the self-employed learner: learner has secured new work/new contracts which meet the criteria set out in the service requirements.

If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.

The offer of an apprenticeship that has not been accelerated cannot be used to claim for the outcome payment in this model. Suppliers should note that the learner must have completed the training element of the Skills Bootcamp to be able to claim an outcome payment.

Suppliers must achieve positive outcomes within the six months after the training finishes. The supplier should report on the next monthly reporting cycle any new learner positive outcomes via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

## **Data Reporting requirements**

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

- in adherence with the UK GDPR and DPA 2018
- to support payments to be made
- to enable reconciliation to take place
- to support the contract management and assurance processes including employer engagement
- to respond to any reasonable written request
- audit arrangements

The supplier must:

- submit performance management information defined in the contract on a monthly basis, via the Contract Management Plan
- submit data sheets in relation to all applicants, learners and employers (your nominated contract manager will provide this)

- submit an Individual Learner Record (ILR) to enable payment to be made.

In order to ensure the timely reporting of data the supplier should report on the next monthly reporting cycle:

- new learner starts
- learner completions
- learner drop-outs
- job outcomes for learners following an offer of a job by an employer to a learner
- new opportunities/contracts for the self-employed
- new applicants and employers engaged

You must accurately complete all ILR fields as required in the [2023 - 2024 ILR specification](#), even if they are not required for funding purposes. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned, and delivered to eligible individuals.

You must not report inaccurate information that would result in an overstatement of the funding claimed. Where your data does not support the funding claimed, we will take action to correct this, and we will recover funds you overstated.

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

## Data Returns

Data sheets must be submitted via a secure data transfer form, details of which are outlined in the data sheet guidance. Your nominated contract manager will provide this.

Suppliers must return their Contract Management Plan directly to their nominated contract manager. Your nominated contract manager will provide this.

## ILR Reporting requirements

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

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

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

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

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

Suppliers should use one of the learning aim references listed in Table 1, below, when completing the ILR.

**Table 1: Category codes for use in ILR returns**

<b>Category code</b>	<b>Descriptor</b>
Cat code 57	Skills Bootcamps - offer of an interview
Z0059747	Skills Bootcamp: offer of an interview for a role which matches skills acquired during a bootcamp
Cat Code 58	Skills Bootcamps - offer of a new role or added responsibilities with existing employer
Z0059748	Skills Bootcamp: offer of a new role or added responsibilities, which match skills acquired during the bootcamp, with existing employer
Cat Code 59	Skills Bootcamps - receipt of plan from learner to acquire new self-employment opportunities or contracts
Z0059749	Skills Bootcamp: receipt of plan from learner of how the bootcamp learning will be applied to acquire new self-employment opportunities/ contracts
Cat Code 62	Skills Bootcamps - Subject Learning
<b>Learning Aim codes</b>	<b>Descriptor</b>
Z0060300	DfE Skills Bootcamps - Digital - Cloud - Level 3
Z0060301	DfE Skills Bootcamps - Digital - Cloud - Level 4
Z0060302	DfE Skills Bootcamps - Digital - Cloud - Level 5
Z0060303	DfE Skills Bootcamps - Digital - Computer Aided Design - Level 3
Z0060304	DfE Skills Bootcamps - Digital - Computer Aided Design - Level 4
Z0060305	DfE Skills Bootcamps - Digital - Computer Aided Design - Level 5
Z0060306	DfE Skills Bootcamps - Digital - Cyber - Level 3



Z0060307	DfE Skills Bootcamps - Digital - Cyber - Level 4
Z0060308	DfE Skills Bootcamps - Digital - Cyber - Level 5
Z0060309	DfE Skills Bootcamps - Digital - Data - Level 3
Z0060310	DfE Skills Bootcamps - Digital - Data - Level 4
Z0060311	DfE Skills Bootcamps - Digital - Data - Level 5
Z0060312	DfE Skills Bootcamps - Digital - DevOps - Level 3
Z0060313	DfE Skills Bootcamps - Digital - DevOps - Level 4
Z0060314	DfE Skills Bootcamps - Digital - DevOps - Level 5
Z0060315	DfE Skills Bootcamps - Digital - Games - Level 3
Z0060316	DfE Skills Bootcamps - Digital - Games - Level 4
Z0060317	DfE Skills Bootcamps - Digital - Games - Level 5
Z0060318	DfE Skills Bootcamps - Digital - Network - Level 3
Z0060319	DfE Skills Bootcamps - Digital - Network - Level 4
Z0060320	DfE Skills Bootcamps - Digital - Network - Level 5
Z0060321	DfE Skills Bootcamps - Digital - Software Development - Level 3
Z0060322	DfE Skills Bootcamps - Digital - Software Development - Level 4
Z0060323	DfE Skills Bootcamps - Digital - Software Development - Level 5
Z0060324	DfE Skills Bootcamps - Digital - Software Engineering - Level 3
Z0060325	DfE Skills Bootcamps - Digital - Software Engineering - Level 4
Z0060326	DfE Skills Bootcamps - Digital - Software Engineering - Level 5
Z0060327	DfE Skills Bootcamps - Digital - Support - Level 3
Z0060328	DfE Skills Bootcamps - Digital - Support - Level 4
Z0060329	DfE Skills Bootcamps - Digital - Support - Level 5
Z0060330	DfE Skills Bootcamps - Digital - Web - Level 3
Z0060331	DfE Skills Bootcamps - Digital - Web - Level 4
Z0060332	DfE Skills Bootcamps - Digital - Web - Level 5
Z0060333	DfE Skills Bootcamps - Digital - Computer Science - Level 3
Z0060334	DfE Skills Bootcamps - Digital - Computer Science - Level 4
Z0060335	DfE Skills Bootcamps - Digital - Computer Science - Level 5

Z0060336	DfE Skills Bootcamps - Digital - Digital Leadership - Level 3
Z0060337	DfE Skills Bootcamps - Digital - Digital Leadership - Level 4
Z0060338	DfE Skills Bootcamps - Digital - Digital Leadership - Level 5
Z0060339	DfE Skills Bootcamps - Digital - Digital Literacy Associate - Level 3
Z0060340	DfE Skills Bootcamps - Digital - Digital Literacy Associate - Level 4
Z0060341	DfE Skills Bootcamps - Digital - Digital Literacy Associate - Level 5
Z0060342	DfE Skills Bootcamps - Digital - Digital Skills for Accountancy - Level 3
Z0060343	DfE Skills Bootcamps - Digital - Digital Skills for Accountancy - Level 4
Z0060344	DfE Skills Bootcamps - Digital - Digital Skills for Accountancy - Level 5
Z0060345	DfE Skills Bootcamps - Digital - Digital Bespoke Skills Bootcamp - Level 3
Z0060346	DfE Skills Bootcamps - Digital - Digital Bespoke Skills Bootcamp - Level 4
Z0060347	DfE Skills Bootcamps - Digital - Digital Bespoke Skills Bootcamp - Level 5
Z0060348	DfE Skills Bootcamps - Digital - Project Management and Digital Data - Level 3
Z0060349	DfE Skills Bootcamps - Digital - Project Management and Digital Data - Level 4
Z0060350	DfE Skills Bootcamps - Digital - Project Management and Digital Data - Level 5
Z0060351	DfE Skills Bootcamps - Digital - Software Tester - Level 3
Z0060352	DfE Skills Bootcamps - Digital - Software Tester - Level 4
Z0060353	DfE Skills Bootcamps - Digital - Software Tester - Level 5
Z0060354	DfE Skills Bootcamps - Digital - Step into Agile Project Management with Scrum - Level 3
Z0060355	DfE Skills Bootcamps - Digital - Step into Agile Project Management with Scrum - Level 4
Z0060356	DfE Skills Bootcamps - Digital - Step into Agile Project Management with Scrum - Level 5

Z0060357	DfE Skills Bootcamps - Sales Marketing & Procurement - IT Technical Sales - Level 3
Z0060358	DfE Skills Bootcamps - Sales Marketing & Procurement - IT Technical Sales - Level 4
Z0060359	DfE Skills Bootcamps - Sales Marketing & Procurement - IT Technical Sales - Level 5
Z0060360	DfE Skills Bootcamps - Sales Marketing & Procurement - Digital Marketing - Level 3
Z0060361	DfE Skills Bootcamps - Sales Marketing & Procurement - Digital Marketing - Level 4
Z0060362	DfE Skills Bootcamps - Sales Marketing & Procurement - Digital Marketing - Level 5

## Breaks in Learning

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

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

You must have evidence that the learner agrees to return and continue with the same learning aim; otherwise, you must report the learner as withdrawn. When the learner returns to learning, you must re-plan and extend the remaining delivery as required.

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

## Evaluation

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

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

## Evidence

The evidence pack for a Skills Bootcamp must contain evidence to support the funding claimed and must be available to us as requested. In reviewing this evidence, we are seeking assurance that the learner exists and that they have undertaken the activities claimed for. You should refer to [AEB funding rules](#) on the use of electronic evidence, including electronic/digital signatures.

The evidence pack must contain:

For each Skills Bootcamp:

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

For each individual learner:

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

To support claims for the learner start payments:

- learner enrolment documentation
- completion of the initial assessment (initial assessment as set out in the service requirements)
- learner starts via the ILR, Contract Monitoring Plan (CMDP) and Learner Datasheet.

To support claims for the learner completion payment either:

- fully funded/independent learners' evidence of an offer of a job interview for a role that matches the new skills acquired through the Skills Bootcamp, or
- where the learner has been trained by their own employer, we need evidence that they have been offered a new role and/or responsibility within the current organisation which meets the criteria set out in the service requirements.
- where the learner is self-employed, written confirmation/plan from the learner indicating how the new learning has been/will be applied to acquire new opportunities/contracts.
- and completion of the training and completion of a final assessment (final assessment as set out in the service requirements)

Pathways to Accelerated Apprenticeships only:

- fully funded/independent learners' evidence of an offer of an accelerated apprenticeship interview or other job (which is not an apprenticeship) vacancy. The apprenticeship must be linked to the skills acquired on the Skills Bootcamp
- for the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation
- for the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts

To support claims for the learner outcomes payment either:

- fully funded/independent learners - evidence of an offer of a job which utilises the skills gained through the Skills Bootcamp which must be intended to be continuous employment for at least 12 weeks, or an apprenticeship, or
- where the learner has been trained by their own employer evidence of progression to a new job role or their existing role but with additional responsibilities, or
- where the learner is self-employed, evidence that they have secured new contracts or new opportunities
- Pathways to Accelerated Apprenticeships only:
  - an accelerated apprenticeship with a new employer or existing employer that utilises the skills acquired through the Skills Bootcamp
  - a job (which is not an apprenticeship) that utilises the new skills acquired through the Skills Bootcamp
  - upskilling of an employee into a new role or their existing role but with additional responsibilities that utilises the new skills acquired through the Skills Bootcamp
  - a new opportunity or contract where the learner is self-employed (note: we expect this to be an unlikely outcome for this model) gained as a result of the new skills acquired through the Skills Bootcamp

- we will also require evidence that an apprenticeship outcome will be accelerated (reduced in length by at least 3 months)
- offer of an apprenticeship that has not been accelerated cannot be claimed for the outcome payment.

We recognise that there may be instances where a learner has changed their status part way through their Skills Bootcamp e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected completion/outcome has changed. Where that is the case, you should discuss this with your contract manager to confirm what evidence requirements are to enable a claim to be made.

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

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

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

## **Performance Management**

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

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

The Department for Education will conduct regular formal performance management review meetings at a frequency (usually monthly) determined by the Department for Education from time to time to monitor, measure and review the supplier's performance under this call off contract.

Further details of performance measures can be found in the supplier call off agreement, schedule 2: services, performance management and contract management. Suppliers should ensure compliance with the tier 1 performance measures and the tier 2

performance measures listed below. The supplier's performance will be measured, and its performance rated in accordance with the criteria set out in the call off agreement.

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

## Tier 1 performance measures

### Performance measure 1: completions

Learners who successfully complete **(this includes an interview or evidence that learner will move into new role/take on new responsibilities or has developed an action plan or business plan if self-employed)** the Skills Bootcamp course, of those learners who Start the Skills Bootcamp **(at milestone 1)**.

For the purposes of this measure, completion must be achieved within 8 weeks of the training finishing **(or by the deadline for completions if that falls earlier i.e., 31 March 2024)**.

Performance Measure Metric:
Green: 80% or more of learners
Amber: between 79 – 40% of learners
Red: less than 40% of learners

### Performance measure 2: positive outcomes (new job, new role/responsibilities or plan to access new contracts/work for the self-employed)

Learners who successfully achieve a positive outcome within six months of completing the Skills Bootcamp **(at milestone 2)**, of those learners who complete the Skills Bootcamp.

Performance Measure Metric:
Green: 75% of learners
Amber: 74 – 40% of learners
Red: less than 40% of Learners

### Performance measure 3: data requests from DfE

The supplier must submit timely, accurate and complete data and evidence. This includes:

- the Contract Monitoring Plan (CMDP) report on a monthly basis on a date specified by the authority.

- the Learner Datasheet (LD) each time the supplier makes an ILR submission to provide supporting information for the ILR submission

Data returns will be checked on an ongoing basis to review if they are on time, accurate and complete.

<b>Performance Measure Metric:</b>
Green: 90% or more of data returns are timely, accurate and complete
Amber: 89 – 40% of data returns are timely, accurate and complete
Red: less than 40% of data returns are timely, accurate and complete

## Tier 2 performance measures

### Performance measure 5: dropouts

Learners who leave a Skills Bootcamp before they finish the training, of those learners who start the Skills Bootcamp.

This measure will be assessed on an ongoing basis .

<b>Service Level Metric:</b>
Green: 15% or fewer of learners
Amber: 16 – 25% of learners
Red: More than 25% of learners

### Performance measure 6: meeting Delivery Plan trajectory points

Likelihood of achieving the Tier 1 performance measure targets. An assessment of likelihood will be judged by DfE.

This measure will be assessed on an ongoing basis.

<b>Service Level Metric:</b>
Green: The supplier is likely or very likely
Amber: The supplier is unlikely
Red: The supplier is very unlikely

### Performance measure 7: social value

Total percentage of full-time equivalent (FTE) people from groups under-represented in the provider workforce employed under the contract, as a proportion of the total FTE



contract workforce, including apprentices. (Contract workforce can include contractors and T-level placements.)

Contractor to declare percentage position at contract start and achieve a percentage point improvement on that starting position by contract end. i.e., if at contract start the 20% are from under-represented groups, a 10% improvement would mean that by contract end 22% are from under-represented groups.

Under-represented groups defined as those with protected characteristics as defined under the Equality Act 2010 (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation) as well those who may face barriers to employment such as veterans, prison leavers, serving prisoners due to be released within 6 months of completion of the Skills Bootcamp, prisoners on temporary release or learners with childcare or similar responsibilities.

This measure will be assessed at the end of the contract term.

Ongoing reporting will be required throughout the contract.

<b>Service Level Metric:</b>
Green: 10% and above improvement within the lifetime of the contract from the starting position
Amber: above 0 to less than 10%
Red: 0 or decline

### **Performance measure 8: employer engagement**

The supplier has engaged employers at the design, delivery and post-Skills Bootcamp stage as set out in the supplier call off agreement: employer engagement performance measure.

The supplier should be able to evidence employer engagement at the design stage, learner recruitment during the delivery stage and post Skills Bootcamp stage on every Skills Bootcamp.

The supplier should list on the learner data sheet the employers they have engaged (updated from bid stage) and include the role of each employer and contact details.

The supplier will then need to provide evidence at four points employers have been engaged in the way set out in the datasheet and the supplier has achieved a minimum level of employer satisfaction for the Skills Bootcamp.

This measure will be assessed on an ongoing basis.

<b>Service Level Metric:</b>
Green: the supplier has met all four points to date
Amber: the supplier has met two to three points
Red: the supplier has met only one point

## Supplier call off agreement: performance measures rating

<b>Rating</b>	<b>Criteria</b>
Green - good	The supplier is meeting or exceeding the target
Amber - improvement needed	The performance of the supplier is below the target
Red - unacceptable	The performance of the supplier is significantly below the target

## Supplier call off agreement: employer engagement performance measure

### Mobilisation

**This will be measured at or before mobilisation.**

The supplier will list on the learner datasheet the employers engaged with each of the supplier's Skills Bootcamps (updated from bid stage) within that call off contract with the role of each employer and contact details provided.

The supplier must include satisfactory explanation of the differences between employers cited in bids or letters of support, and an updated list where some employers have dropped out with an explanation of any dropouts and replacement employers identified to ensure sufficient engagement and interviews for vacancies can be secured further on.

### Point 1- understanding skills needs and learner screening

**This will be measured at or before commencement payment.**

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

- confirming agreement with the employer regarding which learner eligibility requirements are needed in addition to the standard Skills Bootcamps eligibility requirements, to ensure successful completion of the Skills Bootcamp OR

- confirmation that no further eligibility requirements are needed as agreed with the employer based on their skills needs; co-designing recruitment criteria, interview criteria, or pre-interview recruitment assessments (for example situational judgement tests if applicable) with the employer; and/or the employer conducting learner recruitment activities, including interviews.

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

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

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

## **Point 2- course content agreement**

**This will be measured at or before commencement payment .**

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

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

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

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

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

### **Point 3 - Course Delivery**

**This will be measured at or before completion payment.**

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

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

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

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

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

### **Point 4 - Course and Candidate Suitability Review**

**This will be measured at or before outcome payment.**

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

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

Acceptable evidence format for this stage:

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

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

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

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

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

- your overall Ofsted grade is inadequate
- you are in formal intervention for performance measures
- you have significantly under delivered against your contract value in previous years
- you are subject to an investigation for breach of contract and/or failed audit

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

There will be a programme review in the 2023-24 financial year – taking place at the end of November/December 2023. This is to allow the Department for Education to maximise spend, and meet unexpected or changing demand, in the Skills Bootcamps programme in any financial year. At these points we may adjust values based on delivery to date and planned delivery.

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

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

## **Subcontracting**

Suppliers must select their subcontractors fairly and without discrimination and must comply with any procurement rules that apply when doing so, including the Public Contracts Regulations 2015. Suppliers must have a written contract with their subcontractor before the subcontractor commences the delivery of the proposed

subcontracted services it must set out the respective responsibilities of both the institution and the subcontractor. The contract must entitle the institution to exercise management controls over the subcontractor's activity including access by auditors appointed by either the institution or the funding body.

Suppliers are responsible and liable for all delivery through their subcontractors. This includes any omissions or errors that may occur. It is the responsibility of the supplier to review their own supply chain relationships and put in place their own contractual agreements for how they will manage their supply chain. The contracting lead supplier should decide if any party delivering any element of Skills Bootcamps is a subcontractor or not (see for useful guidance [Employment status: Self-employed and contractor - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/employment-status-self-employed-and-contractor)). The Supplier may enter into one or more Sub-Contracts provided that it does so in accordance with Clause 18, Contract Schedule 1 (Service Requirements) and Contract Schedule 14 (Sub-Contracting) in the call off.

We recognise that arrangements in relation to sub-contracting may be subject to future change. You must alert your contract manager in advance of any planned changes to your subcontracting model including any plans to bring in new delivery partners. We reserve the right to reject any proposed subcontractors for any reason.

Suppliers must provide details of all delivery partners and their performance as part of their monthly Contract Monitoring Plan (CMDP) return. Suppliers must ensure that its subcontractors do not subcontract any of the services further to other suppliers unless the Department for Education has given its permission for further subcontracting. Suppliers must not enter into any agreement for brokerage in relation to the service under this contract. Where the Department for Education requests it, the supplier must obtain an annual report from an external auditor if the aggregate total of services for which the supplier has entered into sub-contracts, exceeds or is anticipated to exceed £50,000 in any single contract year for service under a call off contract to deliver Skills Bootcamps. See call off contract for further details.

## Publicity and Comms

Suppliers, and where appropriate sub-contractors, are required to provide summary information about the Skills Bootcamp(s), including a web link to more information about your Skills Bootcamp(s) and how to sign up. Suppliers, and where appropriate subcontractors, are required to update this course information as soon as possible, including when the Skills Bootcamp is no longer open for enquiries or applications. The link will be shared on the list of Skills Bootcamps on gov.uk - [List of Skills Bootcamps - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/list-of-skills-bootcamps). Your contract manager will provide further details on how to do this.

Suppliers must adhere with DfE's communications guidance and Skills Bootcamps should be advertised, marketed and delivered in accordance with the specified naming

convention and branding. Your nominated contract manager will provide you with a pack that outlines the mandatory requirements along with some optional guidance to support you.

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

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

## Complaints

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

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

supplier's (and where applicable, their subcontractors), should have procedures in place to gather and act upon feedback and complaints.

This should be well-advertised and an accessible mechanism (for example, a published webform, an email address or a phone number) to raise a formal complaint through for all applicants, learners, staff and others (e.g., engaged employers) linked to Skills Bootcamps delivery. This should be signposted as part of the onboarding process.

The published procedures should outline the process, including any appeals process and timeframe for response. The supplier (or their subcontractor) will be responsible for resolving complaints in accordance with their own procedures and any guidance issued by DfE. Once the supplier (or their subcontractor) has concluded its investigations, including any appeals process, it should inform the complainant in writing (letter or email) of the final outcome.

The supplier (or their subcontractor) should ensure it has in place and complies with an effective whistleblowing procedure, whereby staff may raise in confidence concerns about possible malpractice without fear of victimisation, subsequent discrimination, or disadvantage.

This will be monitored as part of the contract monitoring process. Suppliers (or their subcontractors) should ensure they retain a record of complaints received. At a minimum this includes:

- date received
- complainant name
- summary of complaint
- The supplier (or their subcontractor) response to complaint at each stage of their published complaint procedure, including any appeal process.

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

## Contacting us

Suppliers with a contract to deliver Skills Bootcamps should speak to their nominated contract manager in the first instance. All others should direct their questions to the [Department for Education Enquiry service](#), signposting that their query relates to Skills Bootcamps. It will then be passed on to the relevant team for response.



## Glossary

	Descriptor
14 qualifying days	For funding purposes, 14 qualifying days means that a learner attended day 1 of their Skills Bootcamp and undertook the required study and remains on programme on day 14 (calendar days) having completed a minimum of 10 guided learning hours.
Accelerated Apprenticeship	An accelerated apprenticeship means the apprenticeship's planned duration is shorter by at least 3 months than the typical duration of the standard, based on recognition of prior learning. Minimum requirements of an apprenticeship must still be met (12-month minimum duration and 20% off-the-job training).
Authority	Department for Education (DfE). Contracts will be issued via the Education and Skills Funding Agency (ESFA) who will be responsible for managing payments. DfE will assign a dedicated contract manager who will work with providers on an ongoing basis bringing in other DfE colleagues as required.
Co-funded Learner	Employed individuals where the employer is co-funding the learning.
Contractor	Organisation that has entered into the contract with DfE.
Completion	At milestone 2 (finished training and offered interview, new role/responsibility, submitted plan to secure new contracts/opportunities for the self-employed).
Employment status	The main types of employment are: worker employee self-employed contractor director office holder More information on <a href="#">employment status</a> is available.
Funding Model 37	Identifies the funding methodology we apply to submission of finalised ILR data. More information is available in the <a href="#">ILR Specification</a> .

Guided Learning Hour (GLH)	Time a learner spends being taught or instructed by, or otherwise participating in education or training under the immediate, real-time guidance of a lecturer, supervisor, tutor or other appropriate supplier of education or training, whether online or in person. Pre-recorded content does not count towards GLHs.
Independent Learner	Individuals not being co-funded by their employer.
RRPA	Recognising and Rewarding Progress and Achievement.
SFIA	Skills Framework for the Information Age.
Small or Medium Enterprise (SME)	A small or medium sized employer is defined as having fewer than 250 employees.
Starts	Learners claimed at milestone 1 (M1)
Subcontractor	Person other than the supplier, who is a party to a sub-contract and the servants or agents of that person.
Supplier	Person, firm or company with whom the authority enters into this contract as identified in the contract order form.

# Annex: Examples - Performance Measures and Payment Mechanism

## Example 1

Learner starts training 1 September 2023

Learners finishes training December 2023

Completion (including interview offer) must be achieved within 8 weeks of finishing training or by the deadline for completions if that falls earlier i.e., 31 March 24

Completion date in this example would be end **February 2024**

Outcome must be achieved by **August 2024**

## Example 2

Learner starts training January 2024

Learner finishes training March 2024

Completion (including interview offer) must be achieved within 8 weeks of finishing training or by the deadline for completions if that falls earlier i.e., 31 March 24

Completion date in this example would be **31 March 2024**

Outcome must be achieved by **September 2024**

## Example 3

Learner starts training in November 2023

Learner finishes training in February 2024

Completion (including interview offer) must be achieved within 8 weeks of finishing training or by the deadline for completions if that falls earlier i.e., 31 March 24

Completion date in this example would be **31 March 2024**

Outcome must be achieved by **September 2024**

## **DPS Payment Mechanism**

### **Milestone 1 - 40%**

Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements). Learners must achieve 14 qualifying days of the training course and a minimum of 10 guided learning hours.

### **Milestone 2 - 30%**

Completion of the training and completion of a final assessment (final assessment as set out in the service requirements), and;

- For the independent learner: an offer of an interview for a vacancy which meets the criteria set out under the service requirements;
- For the co-funded learner: an offer of an interview which meets the criteria set out under the service requirements
- For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out under the service requirements

### **Milestone 3 - 30%**

- For the independent learner: An offer for a job which meets the criteria set out in the service requirements
- For the co-funded learner: the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements
- For the self employed learner: Learner has secured new work/new contracts which meet the criteria set out in the service requirements



Department  
for Education

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