

Norfolk and Suffolk Skills Bootcamps

Tender Specification

1. Background to Skills Bootcamps

Skills Bootcamps are Government-funded initiatives designed to help businesses find and hire the workers they need; as well as supporting adults to flourish and fulfil their potential through high quality training.

Skills Bootcamps aim to secure benefits for adults by giving them access to in-demand skills training and a guaranteed interview for a more sustainable, higher-skilled job and higher wages over time. The benefits for employers include helping them fill specific skills shortage vacancies, enabling them to become more productive, more quickly.

Skills Bootcamps are intensive, generally Level 3-5 or equivalent flexible training courses up to 16 weeks, with a guaranteed job interview (in the case of a new job), which equip adults with technical skills that enable them to access in-demand jobs, apprenticeships, new opportunities and an increased level of income over time (including for the self-employed).

The overall aims of the Skills Bootcamps are:

- to deliver flexible training programmes lasting up to 16 weeks, based on employer / sector 'in-demand' skills needs which may be either regulated (i.e. qualification based) or non-regulated (e.g. based on alignment with industry standards) enabling adults (both unemployed and employed) to do training around work and other commitments, looking to gain work, additional responsibilities, or access new opportunities and will offer a guaranteed job interview (in the case of a new job) to individual participants on completion of the course
- to address the needs of adults (19+) who are full-time and part-time employed, unemployed, returning to work after a break or self-employed, and provide individuals with wider access to opportunities to retrain, update or formalise their skills or acquire specialist skills
- to address the needs of employers and the wider economy, to deliver targeted interventions to meet short-medium term demand to fill vacancies and drive productivity. They will help fill medium-higher level vacancies and bring individuals closer to better jobs, by linking them with line of sight to a job/ different role, additional responsibilities or new opportunities/contracts

In Wave 3, the following lot areas are being focused on:

- Digital Core
- Digital Bespoke
- Technical Core
- Technical Bespoke
- Construction
- Green Skills

- Logistics
- Pathways to Accelerated Apprenticeships

2. Learner Eligibility

Skills Bootcamps should be open to all adults aged 19 or over, who are full-time or part-time employed, self-employed, unemployed (i.e. not in work), as well as adults returning to work after a break. A provider has discretion to determine whether to use a Skills Bootcamp to support adults who have been unemployed for longer than 12 months if they judge that will support them effectively. Skills Bootcamps should also be open to serving prisoners due to be released within 6 months of completion of a Skills Bootcamp and those on Temporary Release.

All Skills Bootcamps must be open to all eligible adults within the communities they serve.

No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies offered are situated. An adult may only undertake one Skills Bootcamp per funding year.

An adult must have the right to work in the UK.

3. Level of Delivery

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

4. Course Length

We expect the courses on offer to be a minimum of 60 Guided Learning Hours (GLH) and a maximum of 16 weeks. Guided Learning Hours are the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training whether this is in person or online.

5. Course Content & Flexibility

Skills Bootcamps should be delivered flexibly in order to accommodate the concurrent commitments of participants. This includes the work-related responsibilities of those employed in either a full-time or part-time role as well as around any other commitments that may apply to any participant (employed or unemployed). Courses should also be accessible to learners and adjustments must be made, as appropriate, for those learners with Protected Characteristics (as defined by the Equalities Act (2010)).

Providers should provide a 'wraparound service' of learner support (for example, using a coaching/mentoring approach), from programme application stage, during, and post programme, to move people into jobs/new roles and opportunities. This should include upfront screening of applicants, soft skills (or work readiness) training to support the occupational skills training, vacancy/role/opportunity identification, providing pastoral services to help participants complete the programme.

This may also include follow-up services to participants 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).

We expect all learners to progress onto a **guaranteed job interview**, or into an enhanced role, upon the completion of the Skills Bootcamp.

Provision may be delivered remotely online or face to face or a blended approach and suppliers should provide a clear rationale for their chosen method of delivery. 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).

6. Provider Eligibility

This programme is open to all training providers registered on the UK Register of Learning Providers – providers not currently registered can apply [here](#). It is also open to any employer/s or employer bodies.

7. Mandatory Requirements

The mandatory requirements for skills bootcamp provision are as follows:

For all

- Certificate of achievement
- Although we are not stipulating that specific vendor qualifications or accredited qualifications are delivered, these can be included where it is deemed necessary to secure a positive outcome

For the unemployed

- A guaranteed job interview for a genuine vacancy
- Clear and structured support in securing employment both during the bootcamp and upon completion

For the self-employed

- Able to demonstrate that they have secured enhanced contracts of work following the bootcamp

For the employed

- An increase in responsibility within current employment to be demonstrated by a letter from the employer AND/OR
- A change of job role to be demonstrated by an employment contract/job offer letter

8. Key Performance Indicators (KPIs)

Performance for the New Anglia LEP contract will be monitored by the Department for Education against the following KPIs:

Learner Starts	A minimum of 240 learner starts across the programme before 31 March 2023.	240
Learner Starts by end of September 2022	A minimum of 120 learner starts across the programme before 30 th September 2023.	120
Learner Completions	At least 80% of learners complete their course.	192
Guaranteed Interview	Interview must be for a job (which can be an apprenticeship) (or access to new opportunities in the case of the self-employed). The interview must be for a job that matches the skills acquired through the successful completion of the Skills Bootcamp	100%
Learner Outcomes / Career Progression	<p><i>Unemployed learners/independent learners:</i> Should get a new job (which can be an apprenticeship) within 6 months of completion that utilises the skills acquired in the Skills Bootcamp</p> <p><i>Employed Learners being supported by their employers:</i> Should get a new or different role within 6 months of completion of their Skills Bootcamp, that utilises the skills acquired in the Skills Bootcamp.</p> <p><i>Self-employed learners:</i> Should secure new opportunities/contracts within 6 months of completion that utilises the skills acquired in the Skills Bootcamp</p>	75%
New Skills	Learners who successfully complete the Skills Bootcamp will have acquired new skills within the scope of the Skills Bootcamp programme	100%
Referral to alternative opportunities	Learners who are unsuccessful at post completion interview should be referred to other job and training opportunities	100%
Learner Drop-Out Rates	Robust recruitment and learner support processes must be in place to minimise learner drop-outs	<= 20%
Employer Engagement	Every Skills Bootcamp should be able to evidence Employer Engagement at the Design Stage, during the Delivery Stage and Post Skills Bootcamp Stage, supporting the learner into the improved outcome	100%
Employer Co-Funding	Where employers are utilising Skills Bootcamp training for their own existing employees*, all employers must co-fund the training with a cash contribution. Wages/employment costs of the employee whilst on training cannot be used.	=/>30% of Skills Bootcamp Cost

	<p><i>*Employee defined as directly employed by the employer, not a worker, sub-contractor, or freelancer</i></p> <p><i>** SME defined as an employer with less than 250 employees.</i></p>	=/>10% of Skills Bootcamp cost if the employer is an SME**
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We will expect providers to adhere to these KPIs plus we need commitment to partially/wholly contribute to the delivery of the Department for Education's target of 120 starts by the 30th September 2022.

9. Payments

Payments for the delivery of skills bootcamps are made monthly in arrears against services delivered and against the maximum contract value. Providers will be working within the following payment model:

Payments	Percentage	Terms and Conditions
1 st payment	45%	On completion of 5 qualifying days
2 nd payment	35%	Successful completion of the training programme and an offer of an interview for a job that matches the new skills acquired through the bootcamp where the learner is fully funded; or an offer of a new role / or responsibilities to match the new skills acquired / or, where the learner is self-employed, written confirmation from the learner of how the new learning has been / will be applied
Final payment	20%	Positive Outcome payment i.e. offer of a new job (and continuous for at least 12 weeks), an Apprenticeship, a new role or additional responsibilities with an existing employer, or new contracts or new opportunities for the self-employed, utilising the skills acquired in the Skills Bootcamp, within 6 months of completing the Skills Bootcamp

Where the employer is training their own existing employees (defined as someone directly employed by the employer, not a worker, sub-contractor, or freelancer), Skills Bootcamps will be **co-funded** at 30% by the employer. This is reduced to 10% towards the cost of training where the employer is an SME (defined as an employer with less than 250 employees) training their own existing employees. It is the responsibility of the providers to invoice these employers direct.

Courses are **fully funded** by Government for individuals not being co-funded by their employer and for the self-employed. There must be no charges to the individual learner.

The programme team will work closely with providers and employers in the implementation and delivery of bootcamp provision, ensuring content aligns as closely as possible with immediate employment and progression opportunities.

To further support providers, the New Anglia LEP programme team will recruit additional resource to develop learner referrals and secure employer opportunities (job interviews). This includes the provision of a FT Skills Broker role to promote and engage with stakeholders and the significant number of employment programmes available locally – supporting the development of learner pathways to appropriate Bootcamp provision.

The Skills Broker will also provide additional support for providers in identifying employment opportunities. This will include significant employer engagement locally with the relevant sectors in the engagement of employers and associated vacancies.

10. Our Ambition for Norfolk and Suffolk

The [Norfolk and Suffolk Economic Strategy](#) sets out our ambition to transform our economy into a globally recognised, technology-driven and inclusive economy which is leading the transition to a zero carbon economy through sustainable food production, clean energy generation and consumption and digital innovation; becoming one of the best places in the world to live, work, learn and succeed in business.

The Strategy sets out a number of actions that have been agreed with partners to inspire and enable all people across our region to access employment, upskill and reskill, including addressing labour market shortages through a combination of automation, reskilling and attracting talent to learn and work here. Successful delivery of the Skills Bootcamps programme provides a good opportunity to support our local businesses and our people.

11. Evidence for Local Skills Bootcamps

Across Norfolk and Suffolk there is a need to upskill the workforce and create a pathway to Level 4+ qualifications. Only 35% of the Norfolk and Suffolk population hold a Level 4+ qualification, relative to the national average of 43% and we are aware that the requirement for higher level skills is increasing. This is particularly imperative for STEM subjects, as only 35% of HE qualifiers were in STEM subjects relative to the national average of 40%. The outlined Skills Bootcamp categories will help support this pathway.

Digital Core

The volume of unique job postings in Norfolk and Suffolk requiring digital skills has risen rapidly since the start of the 2021.

The demand-supply variance table shows that some of these vacancies are forecasted to be in areas which are currently underrepresented locally in FE and apprenticeships. The table displays evidence of a need for increased provision in the following digital core bootcamp subject areas; DevOps, Games, Software Development & Support; as well as Computer Engineering spanning across the Cloud, Cyber, Data, Network, Software Engineering and Web subject areas as well.

SSA 2 Program	Program	FE & Apprenticeship Achievements (2020)	Forecasted Annual Openings (2022/23)	Demand-Supply Variance
ICT Practitioners	ICT Systems Support	0	485	485
	IT/Computing	324	629	305
	ICT Systems Installation and Maintenance	0	189	189
	Game Development	0	183	183

	Software Development	0	152	152
	Communications	0	137	137
	Information Systems	134	211	77
Engineering	Computer Engineering	0	77	77
ICT Practitioners	Hardware Development	0	17	17

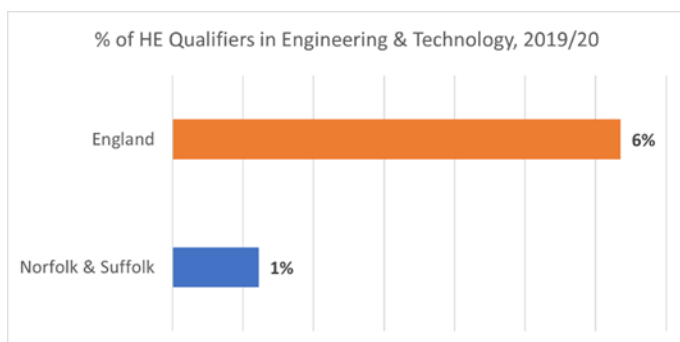
Demand-Supply Variance (EMSI) – Information & Communication Technology – Norfolk & Suffolk

Technical Core (& 4. Technical Bespoke)

The volume of unique job postings in Norfolk and Suffolk requiring engineering-related skills has risen rapidly since the start of 2021.

The demand-supply variance table shows that some of these vacancies are forecasted to be in areas which are currently underrepresented locally in FE and apprenticeships with there being evidence of a need for increased provision across all the technical core bootcamp subject areas.

Furthermore, despite the substantial anticipated future demand for engineering-related skills across Norfolk and Suffolk, the volume of Engineering and Technology higher education qualifiers from local providers currently falls far short of the national average. As a result, one of the ambitions for the technical core bootcamps is to support the pathway into Level 4+ qualifications.



Source: HESA

SSA 2 Program	Program	FE & Apprenticeship Achievements (2020)	Forecasted Annual Openings (2022/23)	Demand-Supply Variance
Manufacturing Technologies		578	1,457	879
Transportation Operations and Maintenance		999	1,438	439
Engineering	Maintenance	125	353	228
	Mining Engineering	0	138	138
	Aerospace Engineering	28	153	125
	Marine Engineering	0	108	108
	Materials Engineering	6	97	91
	Computer Engineering	0	77	77
	Nuclear Engineering	0	72	72
	Civil Engineering	7	67	60

	Mechanical Engineering	55	101	46
	Energy and Water	0	21	21
	Chemical Engineering	0	19	19
	Renewable Energy	0	15	15
	Forging	0	2	2

Demand-Supply Variance (EMSI) – Norfolk and Suffolk

Construction

The Norfolk and Suffolk construction sector is a major strength of the region:

- 132,563 employed in CSN occupations (15% above national average)
- 41,051 directly employed in the sector (19% above national average)
- Sector employment increased by 6% locally, relative to 2% nationally
- Average wage of £40k per job locally, in comparison to £37k nationally

As a result, there is significant existing demand for construction-related skills across Norfolk and Suffolk, with this demand increasing further since the start of 2021, as shown below by the volume of unique job postings in Norfolk and Suffolk for construction occupations.

Furthermore, as outlined by the Technical Skills Legacy Report commissioned by the Suffolk Growth Programme Board and Norfolk County Council, demand for this particular skills sets will remain high over the next 15 years due to the volume of local infrastructure projects due to take place. Because of this, there is evidence of a need for increased construction-related provision. As shown in the demand-supply variance table, some of these vacancies are forecasted to be in areas which are currently underrepresented locally in further education and apprenticeships.

SSA 2 Program	Program	FE & Apprenticeship Achievements (2020)	Forecasted Annual Openings (2022/23)	Demand-Supply Variance
Building & Construction	Built Environment	2	479	477
	Construction	799	1,100	301
	Construction Equipment Operation	28	253	225
	Insulation & Building Treatments	0	188	188
	HVAC & Refrigeration	4	164	160
	CCN1 (Gas Safety)	0	144	144
Urban, Rural, & Regional Planning		4	134	130
Architecture		0	84	84
Building & Construction	Surveying	4	82	78
	Site Management	24	83	59
	Quantity Surveying	0	51	51
	Stone Masonry	0	37	37
	Window & Door Installation	4	29	25
	Roofing	18	31	13
	Floorcovering Occupations	2	9	7

Demand-Supply Variance (EMSI) – Construction, Planning, and the Built Environment – Norfolk & Suffolk

Green Skills

Local demand for green skills is growing rapidly, with evidence showing a substantial rise in demand for green jobs post-pandemic. As a result of businesses adjusting for a net zero economy, the volumes of green job postings in December 2021 were nearly double pre-pandemic levels. The table below highlights some of the green skills that are in particularly high demand locally.

Green Skill	Vacancies	Location Quotient
Environment Health and Safety	326	1.07
Auditing	245	1.10
Risk Analysis	186	1.03
Environmental Laws	106	1.34
Environmental Issue	71	1.51
Environment Agency	61	1.61
Pumps	56	1.53
Occupational Safety and Health	50	1.34
Biology	36	2.08
Groundwater	31	1.20
Sampling (Statistics)	31	1.19
Environmental Auditing	30	1.37

Vacancies & Location Quotient for Green Skills (EMSI) – Norfolk & Suffolk

12. Deliverables

- Engagement with employers to shape the Skills Bootcamps, secure guaranteed job interviews and employment opportunities
- Implementation plan/schemes of work
- Successful running of the relevant Skills Bootcamp(s) assigned to the provider
- Wrap around support for the learners
- Contribution of evidence for successful claims and monthly reporting
- Active support to secure learners for the Skills Bootcamps
- Engagement for
- Case studies – minimum 1 per Skills Bootcamp

A Skills Broker employed by New Anglia LEP will support you with many of these deliverables but ultimately the onus is on the provider to ensure they are in place.

13. What is Required

We are inviting suppliers to submit proposals to join a Framework Agreement to deliver skills bootcamps that meet local employer needs.

We have identified the following initial subject areas for delivery – with the first cohorts expected to commence before the end of August 2022. **120 learners need to have commenced training by the end of September 2022. We will expect successful providers to show how they can partially/fully support this requirement.** The Department for Education has suggested that there may be an extension of contract in time and value if delivery of this contract is successful.

This table below shows indicative list and alternative bootcamps will be considered where a strong evidence base is provided.

Successful suppliers will be required to work with businesses to further refine the need and design the relevant courses, during delivery and to support the learners to gain a successful outcome. These discussions should be documented.

Subject Area	Short Description	Anticipated Nos. to have started training before 30th September 2022
Digital Core Digital Bespoke	Level 3 to 5 courses Initial priority will be: <ul style="list-style-type: none"> • Software Development / Engineering • DevOps • Digital Marketing Further bootcamps will be identified for later rounds of cohorts following further evidence gathering of business need. Early indication shows need and appetite for Cloud, Data and web. This will include support for SMEs across the local economy looking to digitise and innovate.	40
Technical Core Technical Bespoke	Level 3 to 5 courses Initial priority will be: <ul style="list-style-type: none"> • Welding Further bootcamps will be identified for later rounds of cohorts following further evidence gather of business need. Early indication shows need and appetite for Advanced Manufacturing, Design, Electronics & Engineering.	40
Construction	Level 2 – 5 Initial priority will be: <ul style="list-style-type: none"> • Bricklaying Further bootcamps will be identified for later rounds of cohorts following further evidence gather of business need. Early indication shows need and appetite for construction and site management, construction trades such as plasterers, carpentry and groundworks.	40

The following subject areas have been identified for later rounds of cohorts, following further evidence gathering of business need. However, if a provider can prove evidence of a robust case for delivering at an early stage then this will be welcomed.

Green Skills	Level 2 – 5
Bespoke Green Skills	Early indication shows need and appetite for green protection of natural resources, retrofit and hydrogen production and industrial. A key focus will be on supporting SMEs across the economy to upskill to support decarbonisation of their business.
Logistics	Level 2-5
Pathways to Accelerated Apprenticeships	Level 3 - 5

We have also been given approval to use up to 10% of the value of our grant in FY 2022-23 to test Skills Bootcamps in the additional sectors set out below at Levels 3-5 or equivalent.

- Health and Social Care (inc Life Sciences)
- Creative Industries
- Hospitality
- Leadership and Management
- Professional Services (inc Finance)

We know there is a demand for enhanced Leadership and Management training in Norfolk and Suffolk but we would seek interest in any of these areas at this stage.

Bootcamps should be a minimum of 60 Guided Learning Hours (GLH) and a maximum of 16 weeks. Bootcamps can be accredited or non-accredited and it is expected that learners will be provided with a Certificate of Completion *as a minimum*.

We expect all successful suppliers to provide a clear indication of how they intend to recruit learners across Norfolk and Suffolk to ensure equal and fair opportunities for all residents.

A training needs assessment is required for **all** learners to ensure they meet the learner eligibility requirements and are 'employment ready'. Any pre-requisites on learners should be fully evidenced by providers. Any learner who does not meet the required entry criteria should be actively directed to other positive opportunities to support their education and/or employment journey. The LEP Skills Bootcamp team can work with providers to identify the current suite of funded skills and employment programmes.

Providers should ensure that risk management procedures are in place.

In terms of geography, the focus of this Framework Agreement is to support businesses in Norfolk and Suffolk. However, support for other areas may be considered, particularly if learners live outside of the area, but work within Norfolk or Suffolk or vice versa. Any proposals to provide support to wider areas would need to be discussed with New Anglia LEP.

Successful suppliers will be expected to work constructively and collaboratively with local and regional partners and other providers to support learner engagement, progression into work and referral arrangements. The intention through collaboration is to provide strong, place-based relationships delivering more skills and support for local residents

All suppliers must demonstrate how they propose to work with employers, business intermediaries, sector groups and relevant catapults to validate the content of the bootcamps

and secure positive outcomes for learners upon successful completion of their programmes. We anticipate this support to come in the form of guaranteed interviews, shared content creation and ringfenced roles.

A skills broker will be appointed to support providers and engagement with businesses. It is the joint responsibility of the skills broker and provider(s) to ensure successful delivery of cohorts from an employer engagement perspective. Actual delivery of the skills bootcamps remains solely the responsibility of the provider(s).

In addition to the development of employment and progression opportunities from employers, we anticipate Norfolk and Suffolk businesses supporting the programme through a range of activities, which in partnership with providers may include:

- Providing space for training
Providing 'real world' environments for the training and application of learnt tasks.
- Providing technical equipment for learning
In the use of current equipment, technical knowledge and contemporary practices
- Helping delivery of the training – e.g., providing some learning materials or teaching part of the course content
- Giving their workers time to learn
Acknowledging the business case of benefits for the organisation in upskilling staff and increasing productivity

We expect successful suppliers to proactively utilise evidence of local need to drive delivery of Skills Bootcamps and bring forward cohorts.

It is expected that the first cohorts will commence before the end of August 2022. All training courses will be completed by 31 March 2023, with a requirement on providers to continue data monitoring for 6 months afterwards.

All costs associated with development and delivery of training courses should be included in the participant learning rate, this includes developing training materials, resources, marketing, recruitment, certification, wraparound support for learners and collating information for the claim. (This is not an exhaustive list). **Any VAT must be included in this cost.**

Training costs should be a maximum of £3500 inc. VAT per learner. In exceptional circumstances, if a course can't be delivered within those costings, a case can be made with robust evidence for us to consider. There is no guarantee that this will be approved.

We will provide communications and marketing materials for your publicity.

All suppliers should state in their proposals whether they are looking to start delivering the initial cohorts in August and/or September 2022 and/or are applying to deliver courses covering wider subject areas, working with the LEP to deliver these.

All suppliers should **as a minimum** include in their proposals an outline of the courses that they propose delivering, timings of delivery (time of day, number of weeks, total hours, etc), average cohort sizes, delivery method (face to face, online, blended model), location of training and capacity.

Where there is an appetite to explore accelerated apprenticeships with the LEP, suppliers should also include this in their proposals.

Where suppliers are already delivering Skills Bootcamps in other areas, they should outline in their proposal how they will ensure there is capacity to successfully deliver Skills Bootcamps in our area, as well as demonstrating best practice and incorporating lessons learnt from previous/current delivery.

Suppliers are expected to capture and retain evidence for contractual and performance purposes, in line with the Key Performance Indicators outlined above.

Suppliers will be required to adhere to monthly reporting requirements, as set out by the Department for Education and New Anglia LEP and provide evidence to support the processing of claims.

In delivering Skills Bootcamp programmes, suppliers must be able to demonstrate a clear understanding of the Skills Bootcamp policy specification including:

- Specification and eligibility Requirements
- Employer & stakeholder engagement
- Reporting Mechanisms
- Data collection requirements

Suppliers must also consider Social Value in their proposals as set out below.

The Public Services (Social Value) Act places a requirement to consider how economic, environmental and social well-being might be improved by what we're buying. There are three categories – Social, Environmental and Economic out of which fall several themes.

The Skills Bootcamp policy delivers specifically on four of the Social Value Themes in varying extents:

- **Social Value Theme 1: COVID-19 Recovery** - Policy Outcome: Help local communities to manage and recover from the impact of COVID-19
- **Social Value Theme 2: Tackling economic inequality** – Policy Outcome: Create new businesses, new jobs and new skills
- **Social Value Theme 3: Fighting climate change** – Policy Outcome: Effective stewardship of the environment
- **Social Value Theme 4: Equal opportunity** – Policy Outcome: Tackle workforce inequality

Suppliers should also ensure that tenders address the following:

A. Outline your approach to the design/delivery of the Skills Bootcamp model to support new jobs and new skills in local economies (*supports Social Value Theme 2*).

- Set out a high-level project plan, and service delivery implementation plan for delivery of the proposed Skills Bootcamp(s), to include milestones where possible.

- Detail how the Skills Bootcamps proposed consider the training needs of i) the unemployed, ii) those looking to move into a new job with an existing employer iii) to move into a new role or additional responsibilities with an existing employer, or iv) the self-employed looking to access new contracts and new opportunities.
- Identify key stakeholders and the role they will play in the design and delivery of your Skills Bootcamps.
- Provide a high-level risk register detailing the key risks to delivery and the mitigations you propose to undertake in response.

B. Describe your over-arching approach to learner engagement, enrolment, and participation including wraparound support, particularly for under-represented groups (Social Value Theme 4)

- How will learners be recruited, who are the key stakeholders in learner recruitment, and how will you ensure that you are recruiting a diverse cohort?
- Describe how you will ensure that recruitment processes are fair and transparent, that alternative selection methods are available according to need and that participants fully understand the commitment involved.
- Describe how you will ensure training opportunities will be available and accessible to a diverse cohort, including serving prisoners due to be released within 6 months of completion of the Skills Bootcamp and those on Temporary Release, and which represent the local communities in which you will deliver
- Describe what support you will expect to be provided before, during and after the completion of the training e.g. mentoring, coaching, interview preparation, signposting, career advice
- Demonstrate a consideration of support already being provided locally and identify any links to be made to enhance the support to be provided to the participant before, during or following the bootcamp.
- Demonstrate how support will be offered to unsuccessful applicants, and what other options/routes they will be referred to e.g. apprenticeships / other courses (Social Value Theme 1&4)
- Demonstrate how wraparound provision will link into existing support currently being offered locally.
- Suppliers should provide a clear rationale for their chosen method of delivery.

C. Describe your over-arching approach to employer engagement for the duration of the delivery commitment, including how employers will be involved with the co-design and delivery of training. State how you will ensure the minimum 100% requirement to guarantee interviews (in the case of a new job) and 75% into new roles KPIs are met.

This should include:

- Identifying by name the employers who support this application either through co-design, endorsement of course content and/or offering potential vacancies for your learners.
- Describe how you will utilise and grow your employer network.
- Describe how you will encourage SME involvement to meet the 60% SME target
- Outline how you will prioritise/or have prioritised demand for training

D. Describe any delivery of prior employer led training initiatives, medium to higher level skills (level 3-5 or equivalent), that are aimed at delivering an improved job/role/work outcome

- Give any specific examples of prior successful delivery of this type of employer led medium to higher level skills (level 3-5 or equivalent) training or level 2 construction or professional standards if applicable
- Describe how you will ensure that training is delivered by suitable, high quality, experienced practitioners, and that providers have sufficient teacher resource to deliver the proposed Skills Bootcamps
- Where suppliers are already delivering Skills Bootcamps in other areas, they should outline in their proposal how they will ensure there is capacity to successfully deliver Skills Bootcamps in our area, as well as demonstrating best practice and incorporating lessons learnt from previous/current delivery.

E. Demonstrate how you will utilise local market data, information from employers and sector insights to inform service planning and delivery

- State what data/information you have used to determine which Skills Bootcamps and learner numbers have informed your proposal.

F. Demonstrate your approach to quality assurance and continuous improvement. Describe your approach to data collection, management and reporting to meet project requirements

Describe your approach to monitoring assurance and continuous improvement, with evidence, e.g. SFIA, RARPA, industry standards/accreditation, alignment with apprenticeship standards

- Describe your overall approach to continuous improvement including how you will:
 - i) Share lessons learned and develop new ways of working to maximise efficiency
 - ii) Implement robust and auditable procedures for logging, managing, escalating, and resolving issues, complaints, and risks.
 - iii) Optimise value for money opportunities through system and process reviews and improvements.
- Describe how you will ensure that all required data is collected and reported to the Authority at the defined intervals
- Describe how you will coordinate data collection and reporting within your supply chain
- Describe how you will ensure that the data collected is accurate

14. Success Criteria

Applicants will be shortlisted based on their initial tender submissions, with shortlisted applicants being invited to pitch their proposals to a panel. Submissions will be assessed on the basis of and on their ability to:

- Price – weighting 30%
We will be scoring all suppliers on value for money and expect a full breakdown of cost per learner (participant learning rate). To include:
 - Cost of delivery including wraparound support for the learners and employer engagement
 - Cost of qualifications (if offered)
 - Additional costs such as equipment, software, recruitment
 - Data monitoring and reporting
 - VAT
- Quality – weighting 70%, made up of:
 - Be in a position to start work immediately upon appointment and deliver training plus associated activity as outlined in the timescales and milestones listed above including intention to deliver training before the end of September 2022 – weighting 20%
 - Clearly demonstrate that they can meet all the specifications and requirements outlined in this tender document and show an innovative approach to developing and delivering Skills Bootcamps with a clear rationale for chosen method of delivery with evidence of the success including prompt submission of funding claim and clean audits – weighting 20%
 - Excellent knowledge of the skills and training requirements within Norfolk and Suffolk, the challenges that our residents face, the ability to attract learners and the networks that you will embed within your processes to support successful cohorts - weighting 15%
 - Have previous experience of developing and delivering employer led training which are of a similar nature including gaining positive employment opportunities for the learners at the completion of their courses – weighting 15%.

Each element will be scored using a model of 1 to 5, where 1 is poor / does not meet criteria and 5 is outstanding / exceeds the criteria.

Where an existing bootcamp provider is seeking additional funds to what is currently funded; we will expect a clear and evidenced rationale for this.

15. Timescales and Milestones

Proposals should be with New Anglia LEP by **5pm on Sunday 10th July 2022**.

Shortlisted companies will be invited by email by close of play on Tuesday 12th July to present their ideas to the tender panel on Friday 15th July.

Successful suppliers will be notified on Tuesday, 19th July 2022, with contracts anticipated to commence on 1st August 2022.

16. Tender Process

Tenders must address all the requirements and be in the format requested below. Tenders not in this format will not be considered.

Applicants are requested to provide core information in summary form with detail in appendices.

The following must be supplied:

- Organisation identity including name, address, telephone number, e-mail address, company registration number, VAT registration number and website address (if applicable).
- Details of the main point of contact within the organisation for this tender.
- Name, address, telephone number and e-mail address of any third parties involved in this tender.
- A list of all key personnel to be deployed on the project and details of their previous relevant experience, along with details of the day inputs by level against each element.
- References of three organisations that you have undertaken this type of work for in the last three years.

Consortium bids are welcomed, however a nominated lead will be required and clear divisions of roles and responsibilities will need to be provided.

How to apply

Tenders must be completed in accordance with the format specified above. Tenders which are incomplete will not be evaluated.

Tenders should be submitted in Word or PDF format and should not exceed 15 pages, by e-mail to Natasha.Waller@newanglia.co.uk **no later than 5pm on Sunday, 10 July 2022.**

We anticipate running a session to support potential applicants. Once a date has been determined, it will be posted on our website - [Tenders - New Anglia](#).

Tenders delivered after this time will not be accepted.

Main contact

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New Anglia LEP
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