



**SKILLS FOR  
GROWTH**  
DOING THINGS DIFFERENTLY FOR  
GREATER MANCHESTER'S **WORKFORCE**

**GMCA** GREATER  
MANCHESTER  
COMBINED  
AUTHORITY



# **ESF Skills for Growth Specification**

## **CPD for Allied Health Professionals**

CONFIDENTIAL



## Contents

1. Specification Overview
2. ESF Skills for Growth Programme Overview
3. Strategic Background
4. Sector Summary
5. Scope, Design and Delivery
6. Eligibility
7. Critical Success Factors
8. Organisational Experience
9. Reporting
10. Timescale
11. Budget
12. Payment Model
13. Performance Requirements
14. Data Collection and GM Individual Tracker (GMIT) System
15. Monitoring and Compliance
16. Evaluation
17. Governance
18. Marketing and Communications
19. Information Governance

Annexes		
	Title	Contents
<b>Annex 1</b>	Data set requirements	A list of data items required related to individuals before, during and after delivery.
<b>Annex 2</b>	GMCA Performance management and compliance framework	A description of how performance will be managed and improvement action to be taken if necessary.
<b>Annex 3</b>	Information Governance	Information Governance requirements and guidance in relation to the specification.
<b>Annex 4</b>	Values and Standards	A description of the policies and plans Providers should have in place to meet required values of delivery.
<b>Annex 5</b>	ESF Skills for Growth outline	A description of the overarching ESF Skills for Growth programme.
<b>Annex 6</b>	Glossary of Terms	A list of terms used in the specification and annexes, and their definitions.
<b>Annex 7</b>	Data Collection and GM Individual Tracker (GMIT) System	Requirements for data collection and working in conjunction with GMIT
<b>Annex 8</b>	Monitoring and Compliance	Description of the monitoring and compliance requirements for the programme
<b>Annex 9</b>	Evaluation	Description of the requirements for evaluation of the programme
<b>Annex 10</b>	Mobilisation Checklist	Description of requirements for mobilisation relating to the mobilisation fee
<b>Annex 11</b>	NW Allied Health Professionals (AHP) Survey	Survey results and Training Needs Analysis of GM AHP workforce
<b>Annex 12</b>	GM Allied Health Professionals Strategy 2019-22	Strategy for AHP workforce 2019-22



## 1. Specification Overview

<b>Sector / Skill Requirement</b>	<b>CPD for Allied Health Professionals</b>
<b>Contract Value</b>	<b>£1,200,000</b>
<b>No. of Individuals</b>	<b>1,000 minimum</b>
<b>Summary of Activity</b>	
<p>Greater Manchester Combined Authority (GMCA) is looking to procure a lead organisation to deliver training at Level 3 and above which will support individuals employed in Allied Health Professional (AHP) roles (such as paramedics, physiotherapists, radiographers and occupational therapists) across Greater Manchester. The training developed for this sector will form part of the commissioned provision element of the wider Skills for Growth programme. Although we are looking for a lead organisation to deliver the training, we will also welcome bids which include a supply chain to enhance the delivery model</p> <p>A North West (NW) Allied Health Professionals survey (Annex 11) was conducted in January 2021 to understand how generalist and specialist AHP's are currently supporting cancer patients and to identify specific training needs. AHP's have a key role in delivering personalised care for patients however, the survey highlighted low awareness of personalised care assessments and interventions for cancer patients which needs to be addressed.</p> <p>As part of the intelligence gathering for this specification, we consulted with individuals in AHP roles, their role in delivering care to people affected by cancer is not well defined or recognised and although they play a pivotal role in diagnosis, and personalised treatment, they remain an under-acknowledged part of the cancer workforce. This specification sets out requirements for the delivery of training and upskilling for individuals employed in Allied Health Professional roles across Greater Manchester, specifically around caring for patients with cancer.</p> <p>The proposed training aligns with the aims and priorities set out in the Greater Manchester Allied Health Professions Strategy 2019-2022 (Annex 12), in particular ensuring AHP's are utilised effectively and to their maximum potential; ensuring the workforce meets the needs of its service users and delivers an enhanced patient experience.</p> <p>Greater Manchester Health &amp; Social Care Partnership have outlined a specific education and training programme needed to upskill both generalist and specialist AHP's. <b>Delivery must include the following modules:</b></p> <ol style="list-style-type: none"> <li>1. Understanding cancer and its treatments</li> <li>2. Understanding the psychological impact of a cancer diagnosis (strategies for healthcare professionals to better support people with a cancer diagnosis)</li> <li>3. Developing personal resilience and communication skills</li> <li>4. Supporting people with a cancer diagnosis to live well</li> <li>5. Nutrition for living with and beyond cancer</li> <li>6. Service improvement skills and how to work effectively with service user representatives:</li> <li>7. Understanding palliative and end of life care.</li> <li>8. Understanding and delivering personalised care interventions for cancer patients</li> </ol> <p>The specification is part of a longer-term plan to develop skills to ensure that businesses are better able to retain and progress staff. Increasing opportunities for upskilling and investing in staff training and development has been highlighted as a key factor in reducing staff turnover and increasing business growth. The overarching aim of the package is to improve skills, create pathways for progression, and prepare people for higher apprenticeships/higher levels of learning.</p> <p><b>Further information about the scope, design and delivery of the activity can be found in section 5.</b></p>	



## 2. ESF Skills for Growth Programme Overview

GM has secured approx. £40m European Social Fund (ESF) to deliver GM's Skills for Growth Programme. An overview of the full programme has been provided to set the scene for how the training being procured through this specification fits in to the wider model (see Annex 5). The main aim of the wider programme is to create both business growth and progression for individuals in work. This specification and the resulting commission contribute to the skills delivery element of the programme, where several commissions are already live. There are more commissions planned over the coming months as the intelligence emerges.

The skills delivery element of the programme is focusing on increasing the skills levels of employed people, increasing the number of people with technical and job specific skills, and increasing skills levels of priority groups (see below). **More than 50% of individuals accessing the programme will need to evidence progression.**

**The Skills for Growth programme, as a whole**, will work with more than 25,000 individuals and more than 3,000 SME's prioritising the following target groups as a minimum:

- 54% of individuals to be female
- 17% of individuals over 50 years of age
- 20% of individuals from ethnic minorities
- 10% of individuals with disabilities
- 5% of individuals from a single adult household with dependent children.

Working with employers, business networks, providers & colleges, industry intelligence is being used to inform highly relevant commissioning of skills delivery through a procured framework of approved training organisations, GMCA's Education, Work and Skills Flexible Procurement System (FPS).

The programme is iterative in its delivery, in that a constant feedback loop will be created to inform next steps on the programme as intelligence and further learning emerges. York Consulting have been appointed as the evaluation partner, their findings throughout the programme will play a key role in informing our further development of the programme.

## 3. Strategic Background

The Skills for Growth programme is purposefully iterative in its development and commissioning, the aim of which is to put GM in a unique position to build a truly collaborative programme that shapes skills delivery and responds to skills needs that emerge throughout the three-year programme. It will provide opportunities to support businesses as they rapidly develop and innovate to maintain and create economic activity and jobs, with a focus on increased productivity through developing the skills of their workforce. Previous to the pandemic, the foundational and frontier growth sectors identified in [GM's Independent Prosperity Review](#) (IPR) and [Local Industrial Strategy](#) (LIS) were key priorities for this programme in the city-region. Skills provision in these areas continues to be just as, if not even more, critical to GM's recovery from COVID19.

Skills underpin every facet of life in GM, from running the businesses our economy needs, to building the homes we live in and delivering the public services we rely upon. As set out in The Department for Education's January 2021 [Skills for Jobs White Paper](#) & subsequent [Skills & Post 16 Education Bill](#) both nationally and in GM, there is a pressing need for more highly skilled people than ever before, trained effectively to grow the economy and raise productivity.

Our underpinning strategies, the [Local Industrial Strategy](#) (LIS) and the [Greater Manchester Strategy 2021-2031](#) (GMS), recognise the critical role of effectively targeted and delivered skills investment in unlocking and enabling economic growth, with a system built with the employer voice and skills requirements at the heart. Both strategies together with the GM Employment and Skills Advisory Panel's [Local Skills Report & Labour Market Plan](#), recognise the central role of skills in determining an



individual's employment status and prospects, along with the necessity of a skilled workforce in driving overall economic growth and productivity.

GMCA's Education, Work & Skills Directorate has a clear vision for the regions' education, skills and employment support system; underpinned by outcomes that work for everyone (with Skills for Growth contributing to the first three):

#### Young People

- Young people leave education and training ready to succeed in the labour market, with a balance of academic, technical and 'life ready' skills

#### Adults

- Adults can acquire the skills, mindset and support they need to fulfil their career potential and adapt to changing employer needs throughout their lives, from entering employment for the first time through to highly skilled careers and retraining.

#### Employers

- Employers have access to a system that is flexible, resilient and adaptable, and which meets their needs in the rapidly changing 21<sup>st</sup> century world of work driving a sustainable economic future for GM in which companies compete on the basis of high productivity, good quality work, and excellent employment practices

#### Support

- Residents are supported by a welfare system, under Universal Credit, that provides access to good work for those who can, support for those who could, and care for those who can't

Within the GMCA [Education, Work and Skills Directorate](#), we are committed to strengthening employer engagement, developing the work and skills infrastructure to meet the needs of the economy and growing the quantity and quality of Apprenticeships and wider skills interventions. We are looking to reinforce the importance and value of businesses in the development and delivery of skills, engaging with the skills system to provide meaningful experiences of the world of work and ensuring that the skills needed for growth and increased productivity are co-developed with businesses.

The GM skills system is facing several challenges both now and into the future. The full impact of COVID19 and of Brexit on the labour market are still unfolding, however, GM businesses will need to continue to adapt to new models in order to survive, which in turn will impact the skills needs within our workforces. Greater international competition, the impact of climate change and faster technological change will put many roles that exist today at risk. With these challenges comes a myriad of new opportunities for the city-region. GM's economic strength is in its diversity: in contrast to many other cities in the UK, the city-region is not reliant on a single sector for growth and that offers real opportunities for both business and residents. All of GM's skills and work programmes form part of a broad and complex skills landscape contributing to the talent pipeline which supports that economic growth.

Forecasts suggest greater demand for higher-level technical and specialist skills in the future. To realise our ambitions for GM as a dynamic, inclusive and knowledge-intensive city region, GM's skills base must improve, particularly in those sectors identified as a priority for the city-region. Despite recent

progress and the commitment, expertise and enthusiasm of providers and stakeholders, the current skills system does not deliver enough people with high quality, relevant skills and, at higher levels, the technical knowledge required by employers.

#### 4. Sector Summary

The growth in the cancer workforce has not kept pace with the growing demand for cancer services across the region. There are over 5,000 AHP's and almost 1,000 AHP support staff across Greater Manchester; working closely with other professions and agencies to provide person-centred, holistic, integrated care working within and across boundaries to improve health, wellbeing and outcomes of care for people with co-morbidities.

A North West (NW) Allied Health Professionals survey (Annex 11) was conducted in January 2021 to understand how generalist and specialist AHP's are currently supporting cancer patients and to identify specific training needs. AHP's have a key role in delivering personalised care for patients however, the survey highlighted low awareness of personalised care assessments and interventions for cancer patients which needs to be addressed.

The survey results demonstrate the need to provide education and development opportunities to the AHP workforce to enhance knowledge and increase confidence when providing support for people with cancer. A significant number of respondents to the survey expressed low to moderate confidence levels in relation to delivering assessments and interventions to cancer patients; with 100% of respondents expressing a desire for accessing cancer-related training and development opportunities.

Respondents also highlighted continued professional development as a key area to focus on as well as communication between health professionals (both inter-professional and inter-agency working). In terms of current barriers to accessing training, 79% of respondents said time was the main barrier, followed by funding (76%), capacity (62%) and availability (59%). **Activity delivered as part of this specification should look to address these barriers and ensure that delivery models can be flexible and adaptable to enable more individuals to take up training and development opportunities that work around their current roles.** It is also important to note that 60% of respondents said they preferred face-to-face training, or interactive webinars/online modules. This should also be taken into account when designing delivery models.

To address current workforce challenges it is important to look at new ways of working, new roles, and how best to utilise the workforce we already have through increased opportunities for upskilling. AHP's are the third largest professional workforce in the NHS with fourteen disciplines<sup>1</sup>. AHP's provide system-wide care to assess, diagnose, treat and discharge patients across social care, housing, education and independent and voluntary sectors. By adopting a holistic approach to healthcare, AHP's are able to manage patients from birth to palliative care. The role of AHP's in delivering care to people affected by cancer is not well defined or recognised and although they play a pivotal role in diagnosis and personalised treatment, they remain an under-acknowledged part of the cancer workforce. This specification sets out requirements for the delivery of training and upskilling for individuals employed in Allied Health Professional roles across Greater Manchester, specifically around caring for patients with cancer. This training aligns with the aims and priorities set out in the Greater Manchester Allied Health Professions Strategy 2019-2022 (Annex 12), in particular ensuring AHP's are utilised effectively and to their maximum potential, and ensuring the workforce meets the needs of its service users.

**We expect providers to work closely with partners such as the GM Health & Social Care Partnership, the GM AHP Faculty and NHS Trusts across the region to ensure the training on offer meets the training needs identified by the workforce. The successful provider will be required to work closely with the GM AHP Advisory Board during the development phase of the programme to ensure activity is aligned to specific skills and knowledge gaps.**

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<sup>1</sup> [NHS England » The 14 allied health professions](#)

## 5. Scope, Design and Delivery

There will be various elements to the upskilling training, all awarded to one lead provider for this package. However, GMCA encourages innovative models which encourage collaboration and partnerships with specialist training providers and employer networks. Training suggested below provides an example of how delivery could be shaped.

CPD for Allied Health Professionals	
Objective	<p>To upskill individuals employed in Allied Health Professional roles across Greater Manchester with the aim of increasing their awareness, knowledge and skills in relation to caring for patients with cancer.</p> <p>The growth in the cancer workforce has not kept pace with the growing demand for cancer services and so the need to upskill generalist AHP's to feel more confidence to utilise their skills to benefit cancer patients has never been more important. There are specific gaps in skills, knowledge and understanding which should be addressed as part of this programme of activity.</p> <p>Given the barriers highlighted around lack of time to complete training and development opportunities, <b>consideration should be taken to ensuring that modules can be delivered over a period of time throughout the programme</b> and do not have to be delivered either in totality, or all in one sitting. Flexibility and adaptability will be key to this programme being both successful and accessible for those who need it.</p>
Accreditation	<p>There should be accreditation for each training module where this is possible. These may be modules or units of existing qualifications or apprenticeships standards and able to be used as accredited prior learning towards other qualifications.</p> <p><b>The individual should have evidence to show new competencies and skills gained through the training.</b></p>
Suggested Programme Model	<p>Greater Manchester Health &amp; Social Care Partnership have outlined a specific education and training programme needed to upskill both generalist and specialist AHP's.</p> <p><b>Delivery must include the following modules, as a minimum:</b></p> <ol style="list-style-type: none"> <li>1. Understanding cancer and its treatments (module to cover): <ul style="list-style-type: none"> <li>• Understanding the consequences of cancer</li> <li>• Understanding the late effects of cancer and its treatment</li> <li>• Understanding cancer prehab/rehabilitation and survivorship</li> </ul> </li> <li>2. Understanding the psychological impact of a cancer diagnosis (strategies for healthcare professionals to better support people, and their families/carers, with a cancer diagnosis): <ul style="list-style-type: none"> <li>• Cognitive and psychological factors of cancer</li> <li>• Cognitive behavioural therapy or motivational interviewing</li> </ul> </li> <li>3. Developing personal resilience and communication skills: <ul style="list-style-type: none"> <li>• Developing personal resilience to burnout and emotional wellbeing</li> <li>• Communicating with people in distress</li> <li>• Improving confidence when working with people with a cancer diagnosis</li> </ul> </li> <li>4. Supporting people with a cancer diagnosis to live well: <ul style="list-style-type: none"> <li>• Supporting independence and promoting self-management</li> <li>• Understanding physical activity and cancer</li> <li>• Cancer related fatigue and its management</li> </ul> </li> <li>5. Nutrition for living with and beyond cancer</li> </ol>



	<p>6. Service improvement skills and how to work effectively with service user representatives:</p> <ul style="list-style-type: none"> <li>• Adult, research and service improvement skills</li> <li>• Using clinical data and information to inform service</li> <li>• Using patient experience and stories to inform service</li> </ul> <p>7. Understanding palliative and end of life care.</p> <p>8. Understanding and delivering personalised care interventions for cancer patients</p> <p><b>Individuals are expected to complete all modules, over the course of the programme. The offer should also include flexible delivery models that can be delivered both in person/online; fit around shift patterns of people employed in these roles and offer opportunities for catching up on any modules missed.</b></p>
Who is this training aimed at?	Anyone who is currently employed in an Allied Health Professional role <sup>2</sup> in Greater Manchester.
Volumes*	Minimum of <b>1,000</b> individuals

\*Please note although the minimum volumes for each training strand have been set out in this specification, GMCA reserve the right to increase these should evidence and demand emerge that higher volumes are needed. In this occurrence GMCA will use the contract extension allowances as set out in section 9 to increase the contract value in line with the higher profiles and agree this with the successful provider.

**All training elements should take into account the following key principles:**

- All training delivered, whether this is modules or full qualifications (accredited or non-accredited) **should be at Level 3 and above** and **targeted at upskilling individuals that are currently employed in an Allied Health Professional role.**
- We expect to see **strong employer involvement.** Training should be designed by or with employers to ensure that the training is relevant to employer need and **appropriate for businesses of all sizes**
- Training should be **accredited where that is important to employers.** Where there is no formal qualification requirement for the proposed training, evidence should be submitted to demonstrate the competence the learner will achieve and what evidence the learner needs to demonstrate the competencies developed.
- Training should be **designed around individual needs** and consider what is appropriate for the individual. This may include additional wraparound support and post training support to aid progressions.
- **Delivery models should be flexible.** Bidders should be creative about the duration, intensity, place/mode of courses/delivery to best meet the needs of individuals and their employer.
- It is expected that a **blended approach to delivery** will be suggested by applicants, and this should be designed around learner needs and focused on **removing barriers to engagement** and providing flexibility.
- Bids should show awareness of **inclusivity, accessibility,** and the importance of **diversity** in the way their training will be delivered.
- All delivery should show aspects of helping the individual **embed their learning back into their organisation** through activities like workplace projects.
- The successful organisation will be expected to **generate referrals into their programme** to achieve the numbers set out in the Critical Success Factors, by engaging with the SME Support provider, GM Skills Map, GM businesses, AHP Network and employed individuals as well as various other referral routes as identified in Annex 5 – ESF Skills for Growth outline.

<sup>2</sup> [NHS England » The 14 allied health professions](#)



- Linked to the above it is expected that the successful applicant will make their **own links with employers** and be able to provide existing evidence of links and partnerships to strengthen their delivery from the outset.
- **Progression is critical** and therefore makes up a key part of the Critical Success Factors. Providers will be expected to show how they will support that transition e.g., mentoring, supporting employers, wrap around support for learners etc.
- Marketing and engagement/outreach activity should be designed to generate interest from the different groups which need to be targeted. This will likely involve **proactively running targeted activities and events** to reach the appropriate audiences and promote the importance of skills development.
- It will be expected that the successful applicant will continue to **share learning with the Programme Office through regular meetings and engagement** to ensure learning from this package continues to develop understanding around high quality skills delivery and supports GMCA in delivering wider skills plans.
- Applicants are required to **consider existing national and GM initiatives** to prevent duplication and to ensure training meets the needs of the sector.

## 6. Eligibility

Individuals accessing the programme will need to meet the [ESF eligibility criteria](#) and responsibility for collecting evidence on individuals (at entry to the programme), results and outputs will be the commissioned lead provider. Please see guidance on [ESF data Evidence requirements](#) for more detail on evidencing.

The programme will have a core focus on supporting those **employed and in work**, definition as per ESF guidance.

In line with the ambitions of the programme the aim is to reach as many individuals as possible across GM with the packages of skills support on the programme. Any individual claimed through the programme may only be claimed once, as a unique individual (see section 13 for further details on tracking individuals). Therefore, it is expected that the provider will work with the individual (and their employer) to help them choose the correct training package.

In addition to the ESF eligibility, individuals will also need to evidence at entry to the programme the following requirements. They must:

- Not have completed any other skills training programmes funded by other GM Skills for Growth programmes, there is a facility to check this using GMIT (see section 13 and Annex 7).
- Be employed at the time of entry onto the programme. This includes individuals in work with a full/part-time contract, zero hours contract, in work claiming Universal Credit, and self-employed (or unemployed with prior approval as mentioned above).
- Have the baseline level of Maths, English, and Digital literacy as well as the correct attitudes & competencies to complete the training. We would expect to see an initial assessment process designed with strong input from employer partners.
- Be able to evidence right to work and live in the UK
- Be aged over 16.
- Live and/or work within Great Manchester (individual's residency or employer's trading address must be on the approved postcode list provided on the tracker system mentioned in section 13)

## 7. Critical Success Factors

The **critical success factors** and targets associated with this programme are listed below and would be seen as the **minimum requirements** for successful delivery.

A minimum of **1,000** individuals to **complete** training as part of this skills package:

- A minimum of 50% of all individuals to progress, as per [ESF outcome definitions](#):



- R7 – Individuals gaining level 3 or above or a unit of a level 3 or above qualification (as per ESF definition: R7 – Individuals gaining level 3 or above or a unit of a level 3 or above qualification, where training is non accredited L3 equivalence will need to be evidenced)
- R8 – Employed individuals gaining an improved labour market status
- The successful provider must be able to demonstrate how it will **make an ongoing effort** to reach the minimum target groups for individuals, as per ESF definitions:
  - 54% of individuals to be female
  - 17% of individuals over 50 years of age
  - 20% of individuals from ethnic minorities
  - 10% of individuals with disabilities
  - 5% of individuals from a single adult household with dependent children.
- The proposed delivery model and engagement should reflect the priority groups and ensure equality and accessibility to this sector.
- All outputs must be **compliant with ESF funding** requirements and claims. A draft provider guidance will be provided on award of contract.
- Monthly **qualitative and quantitative** reporting to GMCA to monitor performance and compliance. The qualitative data will also support the intelligence gathering and future skills commissioning on the programme.
- A clear **marketing and engagement** strategy that should:
  - Outline how you will target the priority groups outlined above.
  - Set out how you will work with various partners
  - Produce a minimum of 1 case study each month, to be signed off by GMCA Programme Office and made available for sharing more widely to promote the programme.

## 8. Organisational Experience

The Provider must ensure and be able to demonstrate that:

- Employees with responsibility for delivering any element of the provision have experience, skills and, where appropriate, qualifications that are relevant to the type and scale of the provision offered.
- The management structure is of sufficient size, is organised appropriately and is supported by administrative systems and any other infrastructure necessary to effectively manage and deliver the provision from the implementation phase of the contract.
- There is the capacity to operate flexibly, responding to emerging evidence as the programme progresses.
- Recruitment plans (for staff working on Skills for Growth activity) are in place (these must be provided at regular intervals). The Provider must immediately inform the Programme Office of any staff absences with mitigation plans that will impact on the delivery of the programme.

The provider is expected to comply with GMCA's values and standards as described in Annex 4.

## 9. Reporting

To meet ESF standards, as well as GMCA requirements, we will expect to see:

- Clear reporting built into the programme at intervals in line with the payment model.
- Reporting which meets ESF requirements.
- Reporting against outputs outlined in payment model to the programme office monthly, in order to make the claims as per the payment model.
- Clear stakeholder engagement with regular engagement and reporting of delivery across GM.
- Continuous Evaluation: as part of the model the Skills provider will be expected to evaluate the support they have provided to the individuals and gather feedback that informs future delivery to improve their service. As part of both the evaluation work and comms, case studies and examples will be expected at regular intervals.



- Programme evaluation: GMCA has appointed York Consulting as our evaluation partner to evaluate the programme in its entirety, therefore the Skills provider will need to work with the evaluator and report the required information. All individuals will be asked to give consent for the evaluation partner to contact them and will need to do this to access the programme.
- Requirements for data collection and working with the GMIT System are laid out in Annex 7.

## 10. Timescale

Delivery is expected to start by no later than end of July 2022 and all activity should be completed and claimed by September 2023. Bidders are expected to complete the financial template at Appendix A and profile their activity over the duration of the contract. We expect a significant proportion of enrolments to happen within the first 7 months of the contract.

As per section 5 above, exceptional performance may result in discussions around an extension option being implemented in relation to more funding associated with increased volumes (there will be no extensions to time due to the end date on ESF funding). In this instance GMCA will use the ongoing reports to monitor and agree with the provider any extensions available.

## 11. Budget

The maximum budget for this package is £1,200,000. The bidder is expected to complete the financial template provided at Appendix A to break this down in line with the payment model.

## 12. Payment Model

The payment model for this programme is payment for results, however an upfront mobilisation fee has also been made available to assist with mobilisation and delivery costs. Bidders are asked to read and submit the financial template where they can submit their own intended volumes and unit prices per strand. The critical success factors set out in section 7 above are the **minimum** volumes expected and the contract will be performance managed in line with the performance management framework as set out in Annex 2.

### Mobilisation Checklist and Fee

We are anticipating the provider who is delivering will need to complete some upfront development work on the package and will therefore make a maximum of 20% contract value available as a mobilisation fee, this is inclusive of the £1,200,000 available. The mobilisation fee has been designed to help with the development work and mobilisation of the contracts, helping to ensure quality delivery is available in line with the contract timescale start.

GMCA will invite the successful provider to a weekly mobilisation meeting commencing from contract award, a mobilisation fee checklist (Annex 10) has been created that will form the basis of these meetings. Upon final sign off of the checklist items by GMCA and the provider, the mobilisation fee will be paid to the provider in line with GMCA's payment terms.

Please note the mobilisation checklist may be subject to changes and GMCA reserve the right to withhold the mobilisation fee should there be any concerns with the contract mobilisation activity.

### Payment for Results

The remaining 80% of the payments will be paid upon successful completion and verification of claims to the programme office on a monthly basis. Claims can be made **per individual** at the following points, the % given are a guide to how we expect to see the unit costs split. Please see the financial template provided within the mini competition documents for further guidance



- **Enrolment – 20%**
- **Completion – 40%**
- **Progression in qualification or in work – 40%**
  - **Progression in qualification –** (As per ESF definition: R7 – Individuals gaining level 3 or above or a unit of a level 3 or above qualification, where training is non accredited L3 equivalence will need to be evidenced)
  - **Progression in work –** (As per ESF definition: R8 – Employed individuals gaining an improved labour market status, this does not just apply to females on this contract.)

The bidder must provide a monthly forecast profile of the volumes they intend to complete, using the financial template provided, a minimum of 1,000 individuals must complete their skills package with performance against this profile monitored by GMCA, in line with GMCA's performance management framework as set out in Annex 2.

The successful organisation will be paid monthly in arrears for results at a fixed unit cost per unit as specified in the provider's financial submission. Monthly payment will vary dependent on actual performance achieved. Payment will be based on the submission of an invoice with supporting evidence.

For all payment components GMCA will undertake validation against both contractual and ESF requirements of provider evidence (financial and individual records) prior to releasing payment within our 30-day payment terms.

### **13. Performance Requirements**

The provider will be required to report performance to GMCA monthly. GMCA will also build in quarterly review points to assess the delivery and performance and reporting requirements.

The aim is to ensure the Provider meets the performance levels that make up the critical success factors and targets listed within this specification (listed within section 7 of this document). This will be monitored through activities such as the monthly performance report, six monthly review, audits, and monthly claim.

The critical success factors, targets and ESF requirements will be referred to in the performance management framework as Minimum Service Delivery Standards (MSDS) and where required the Programme Office will take formal actions against the Provider, where they do not meet such performance levels and MSDS.

Further detail regarding the performance management framework and levels of performance management can be found in the Skills Delivery Provider Guidance, which will be supplied to provider upon contract award.

### **14. Data Collection and GM Individual Tracker (GMIT) System**

Requirements for data collection and working with the GMIT System are laid out in Annex 7.

### **15. Monitoring and Compliance**

Requirements for monitoring and compliance are laid out in Annex 8.

### **16. Evaluation**

Requirements for evaluation are laid out in Annex 9.

### **17. Governance**

The accountability for the contract will be the responsibility of GMCA's Education, Work and Skills



Director, via the internal governance group. Delegated authority sits with the GMCA Chief Executive and Treasurer. Regular reporting will also be provided to the GM Employment and Skills Advisory Panel. Performance and evaluation reports will be shared with European Social Fund and Department for Education.

A monthly performance review will be established between GMCA and the Provider with the purpose being to review delivery, performance, issues and risks.

A quarterly Skills for Growth provider forum has been set up by GMCA in order for the various providers delivering under the skills delivery element of the Programme to share updates on their delivery, for GMCA to update on the wider Programme and to create an environment where best practice can be shared.

### **18. Marketing and Communications**

The Provider will be responsible for the production of all marketing and communications materials relating to their programmes. Materials must adhere to the GMCA and **ESF** branding guidelines which will be supplied to the Provider alongside a communications protocol once a contract has been awarded. Providers should ensure their sub-provider networks are also using the branding guidelines and communications protocol. There will be a requirement for **all marketing materials** to be signed off by the GMCA Programme Office and Skills for Growth Communications Manager prior to them being used, unless otherwise agreed.

The Provider will be expected to engage in regular communications activity with GMCA and other partners where appropriate. This will involve producing case studies and marketing materials upon request to promote the wider programme.

The GMCA Programme Office and Skills for Growth Communications Manager should immediately be notified of any issues relating to the programme that could lead to reputational risk. If providers receive media enquiries about their offers, the GMCA Programme Office and Skills for Growth Communications Manager should be notified. The Communications Manager and Provider will work together on any responses and will agree who is best to lead on the response.

### **19. Information Governance**

Information Governance requirements are laid out in Annex 3.