

Greater Manchester Skills Bootcamps (Wave 3) Specification: Manufacturing

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Contents

1. Introduction & Strategic Context
2. Evidence Base: Local Manufacturing Priorities
3. Programme Overview: Content, Design & Delivery
4. Eligibility
5. Timescale & Milestones
6. Finance & Payment Profile
7. Performance Requirements
8. Monitoring and Compliance
9. Evaluation
10. Governance

ANNEXES TO SPECIFICATION:

Annex #	Title	Contents
Annex 1	GMCA NSF Paper: Feb 22	Outline of the delivery approach for skills bootcamps in 22/23 including sector focus.
Annex 2	Manufacturing Skills Intelligence Report	An overview of employer skills requirements in the Manufacturing Sector.
Annex 3	Data set requirements	A list of data items required related to individuals before, during and after delivery.
Annex 4	GMCA Performance management and compliance framework	A description of how performance will be managed and improvement action to be taken if necessary.
Annex 5	Information Governance	Information Governance requirements and guidance in relation to the specification.
Annex 6	Employer Privacy Notice	An explanation of how data collected from employers is collected on behalf of DfE and how it is shared and processed.
Annex 7	Participant Privacy Notice	An explanation of how data collected from participants is collected on behalf of DfE and how it is shared and processed.
Annex 8	Values and Standards	A description of the policies and plans Providers should have in place to meet required values of delivery.
Annex 9	Skills Bootcamps Funding Rules	Description of funding rules required to deliver under the Skills Bootcamp
Annex 10	Key Performance Indicators	An overview of the indicator's providers will be expected to monitor and manage performance against (and that of their supply chain).

1. Introduction & Strategic Context

As part of the “Plan for Jobs” the Department for Education (DfE) are providing £2.5bn for the National Skills Fund (NSF) to help adults build skills for the economy of the future; complementing provision available through Adult Education Budget (AEB). NSF comprises of Skills Bootcamps and the Level 3 Free Courses for Jobs Offer. **Skills Bootcamps** offer free flexible courses of up to 16 weeks giving people the opportunity to build up sector specific skills and fast track to an interview with a local employer.

The key objectives of skills bootcamps are to:

- Address the needs of employers to fill skills shortage vacancies requiring specialist skills and improve business productivity.
- Address the needs of adults to retrain and upskill whatever their starting point. Providing clear line of sight to a new role / opportunity / contract.
- Diversifying the talent pipeline by targeting groups underrepresented in key sectors.

Skills Bootcamps are targeted at all adults aged 19+ who are in-work, self-employed, unemployed, returning to work after a career break and prisoners on temporary release or due to be released within six months. With a focus on specific priority groups.

Greater Manchester Combined Authority (GMCA) initially worked with the Department for Culture, Media & Sport (DCMS), Lancashire Digital Skills Partnership & more recently DfE to test “digital skills bootcamps” (now expanded to retrofit) through a multi-year c£6m pilot. The pilot funded twenty consortia of employers & providers to deliver innovative digital skills training - a wide range of employers and groups of residents have been engaged with 55% of participants progressing into employment. In the last three years we have generated significant learning on “what works” including; employer led approaches, focus on place, the importance of targeted bespoke support.

The success of the pilot has led to further opportunities to work with Government to develop and implement local approaches to retraining in the region. GM has been successful in securing £7m to support 2500 residents into real job vacancies in the region across the range of LIS Frontier Sectors including digital & creative, advanced materials/manufacturing, green economy & life sciences. Building upon the recommendations of the [GM inequalities commission](#) we will target groups of residents underrepresented in key sectors and facing disadvantage in the labour market.

GM’s Labour Market is at a pivotal moment; skills and work activity has a critical role to play in supporting the recovery of growth and foundation sectors and tackling inequalities. This is set out in our underpinning strategies; the [Greater Manchester Strategy \(GMS\)](#), the [Local Industrial Strategy \(LIS\)](#) and the [GM Digital Blueprint](#). GM is working with industry to shape our training offers, creating more routes into skilled employment – Skills Bootcamps are one element of a broader approach dovetailing with:

- **Devolved Greater Manchester Adult Education Budget** focuses on ensuring adults aged 19 and above have the essential life skills that they need for work and further learning and fulfils several statutory entitlements relating to english, maths and digital skills, as well as supporting adults to gain Level 2 and 3 qualifications (including through the National Skills Fund Adult Level 3 offer) and ESOL. AEB supports the delivery of pre-employment training to support Sector Based Work Academies.

- **Skills for Growth** is a £42m three-year ESF funded programme which supports businesses to fill occupational skill gaps and upskilling for people in-work. At present it is supporting upskilling through flexible skills provision in the following key sectors; retrofit, construction, health & social care, digital and manufacturing. Further provision is being commissioned to support cross-cutting skills including; project management, sales & marketing and Human Resources and sector specific skills in life sciences, education, hospitality and logistics.
- Greater Manchester has a thriving **Apprenticeships and Technical Education** landscape incorporating; Traineeships, T-Levels, Apprenticeships and The GM Institute of Technology and Higher Technical Qualifications.

This funding round will open on Monday 11th July and close on Wednesday 10th August at 12 noon. Late applications will not be accepted. **Consortia can bid for a minimum of £100,000 and a maximum of £500,000.** There is £1m of funding available in total. (Funding Period is until the end of March 2023 with the potential to extend until March 2025).

This opportunity is specifically targeted at consortia of employers and providers with innovative ideas for manufacturing training that could open up opportunities for people to enter and/or progress within the industry.

2. Evidence Base: Manufacturing Skills Priorities

Manufacturing is an important sector for both the UK and Greater Manchester economy and serves as a long tradition in the region. With the sector identified as a key industrial sector for both the UK-wide and GM economies, support for Manufacturing is of increasing importance. Part of the challenge for the sector on a nationwide basis is to improve productivity and compete on a global level. Specific areas have been identified as areas for skills development to help employers in the sector improve productivity and grow.

The Local Industrial Strategy prioritised skills for GM's Advanced Manufacturing sector. Intelligence gathering will be ongoing and the first phase of skills intelligence has been pulled into a [Labour Market and Skills Intelligence Report – Manufacturing](#). This reflects the voice of employers in the sector on what skills are required.

It is expected that applicants will have read and understood the Industry Labour Market and Skills Intelligence Report – Manufacturing as part of responding to this bid. Applicants will also have clear industry insight into the needs of employers over and above the content of the report to add value to this specification.

The below intelligence summarises the following aspects of the report:

- Current state of GM Manufacturing Industry
- Understanding of the shifts in the sector
- New skills and competencies required for future manufacturing occupations
- Existing occupations which will need to upskill to meet changing demands

The Manufacturing base in Greater Manchester is varied both in terms of employer size and sub-sector. Current intelligence tells us:

- The number of residents employed in the sector is estimated to be between 100,000 – 116,000, representing 7.4 – 8% of the GM workforce.
- COVID-19 had a mixed impact on the Manufacturing sector. Impact was largely driven by stresses on international supply chains and changes in consumer habits – food, household, and furniture manufacturers generally saw growth; automotive, electronics, and aerospace manufacturers faced severe supply chain issues.
- The UK's departure from the EU is impacting skills shortages within the sector. Some sub-sectors (Food, Textiles) relied heavily on the utilisation of EU workers.
- Like many sectors, Manufacturing is undergoing a digital transformation. Rollout of new industrial technologies like additive manufacturing, networked machinery, and automation are driving productivity improvements.
- In 2021, Manufacturing had the 3rd lowest proportion of staff who received training in the past year, at just 35%. This indicates that there is a lack of regular training and ongoing CPD/staff development.

Manufacturing employers in GM face several challenges in their ability to upskill their staff. These include:

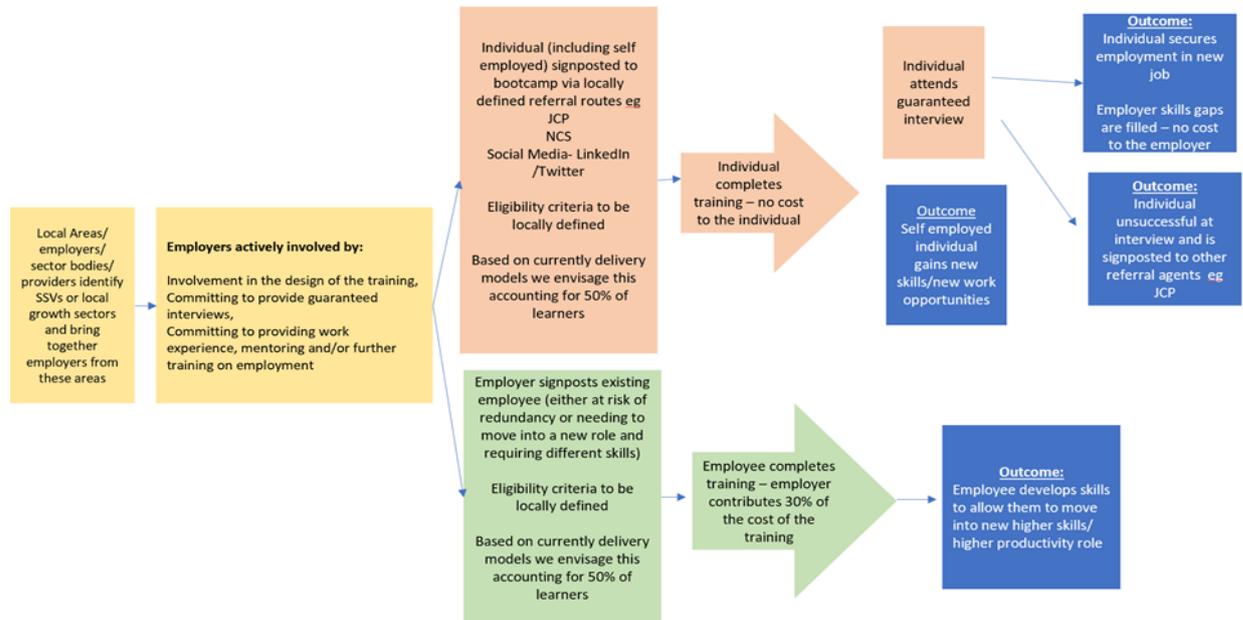
- Employers (especially SMEs) are struggling to find both time and funding to commit to extensive training programmes.
- Much of the training provision that is available is generic and not specific to production environments. The most effective and trusted training comes from trainers/tutors who have worked within the sector themselves and understand the unique challenges in Manufacturing environments.
- Staff in the sector prefer practical and hands-on learning environments over classroom environments. The most effective training is often delivered on an active manufacturing site where delegates can see solutions in action.
- High turnover in some production roles has resulted in reduced investment from employers in training and development.
- Shift patterns are common in the sector – this often makes structured training disruptive to production schedules, with employers and teams needing to back-fill roles as staff are out undergoing training.

It will be expected that applicants will have a good knowledge of successful Manufacturing training programmes and are able to demonstrate this knowledge throughout their bid. Delivery models should consider these challenges and should offer resolutions.

3. Programme Overview: Content, Design & Delivery

The Skills Bootcamp Delivery Model

“Skills Bootcamps are intensive, Level 3-5 or equivalent flexible training courses of 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).”



Programme Requirements: Skills Bootcamps	
Aim of Programme	To offer free, flexible courses up to a maximum of 16 weeks for adults aged 19+ who need to retrain and/or upskill. Giving people the opportunity to build up sector-specific specialist skills and fast-track to an interview with a local employer.
Sector Priorities	<p>Through industry deep dives, discussion with sector networks and discussion with employers' skills gaps have been identified in the following types of roles¹:</p> <ul style="list-style-type: none"> Electrical Engineering Advanced Machinery Electronics Product Development Manufacturing Operative Quality Improvement & Project Control Welding <p>Consortia must evidence demand for the skills they are developing through the bootcamp including demonstrating that there are vacancies in the local labour market. We expect to see clear alignment with the Manufacturing Intelligence Report and the priorities set out in the GM Skills Analysis & Labour Market Plan.</p>

¹ Bidders should note this is not an exhaustive list and we are keen to see innovative proposals coming forward as long as they are backed up by clear evidence of employers willing to recruit from the bootcamps.

Employer Engagement & Involvement	Training should be co-designed and co-delivered with employers – we expect to see extensive evidence of this within bids. This could include skills support, work experience, coaching and mentoring, or the delivery of content. All learners must be offered a guaranteed interview – this is a fundamental element of the programme. Suppliers would be expected to include evidence of strategic engagement with named employers (via employer letters) and evidence of employers’ commitment, in principle, to providing real job vacancies for Skills Bootcamp participants. Suppliers would be expected to detail exactly how they are proposing the recruitment process for the learners to work and to set forward a clear plan for achieving positive employment progressions for learners on the programme. (Providers are not permitted to charge employers for hiring from the programme).
SME Involvement	We have an indicative target of 60% of employers involved in the development of Skills Bootcamp provision being SMEs. We would expect consortia to demonstrate how they will engage with SMEs in support of this objective.
Skill Level	We are looking for specialist manufacturing skills training which should be pitched at Level 3-5. We appreciate that most bootcamps will also need to contain a significant element of L2 training which is fine as long as there is “some delivery at L3+”. Skills Bootcamps must deliver the skills that employers need to train someone for an end job role. In order to ensure transferability of skills developed by learners we would be looking for the training to be accredited, aligned to occupational standards or utilise another standard used by industry for representing attainment.
Course Length	We expect the courses on offer to be a minimum of 60 Guided Learning Hours ² (GLH) and a maximum of 16 weeks. By this we mean participating in training under the immediate guidance of a tutor whether this is in-person or online. The intensity of the course will be considered when assessing value for money.
Flexible Delivery	Provision may be delivered remotely online or face to face or a blended approach and should fit around industry needs – given the practical nature of the manufacturing industry we would expect to see a large element of face-to-face delivery. The design of skills bootcamps should ensure that candidates can undertake them around work and other commitments e.g., caring responsibilities. Courses should be accessible to a wide range of learners and adjustments made, as appropriate (with particular focus on those learners with protected characteristics).
Learner Support	We expect to see wraparound support provided to learners at the application stage, during and post programme. This should include upfront screening of applicants, soft skills training to complement the technical training, vacancy identification/employer interactions, providing pastoral services to help participants complete the program and remove barriers, high quality guidance to support the learner into a positive employment outcome and follow-up services to participants and employers to support sustainment of employment. For example – supporting employers with onboarding of candidates. We expect all learners to progress on to a guaranteed job interview upon the completion of the Skills Bootcamp (in the case of a new job). Where learners aren’t successful in gaining employment within six months we expect to see feedback

² Guided Learning Hours refers to the time learner spends being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training, whether online or in person).

	provided and signposting to appropriate agencies to help them achieve employment.
Co-Financing Model	Skills Bootcamps will be co-funded at 30% by the employer where the employer is training their own existing employees (defined as someone directly employed by the employer, not a sub-contractor, or freelancer). This is reduced to 10% where the employer is a small or medium sized enterprise (SME) (defined as an employer with less than 250 employees) training their own existing employees, towards the cost of training. Courses are fully funded by Government for individuals not being co-funded by their employer e.g. unemployed or in-work and looking to career change, and for the self-employed. There must be no charges to the individual learner.
Outcomes to be Achieved	We are looking to train a minimum of 330 individuals into manufacturing roles during 22/23 – 75% of whom should progress into a positive outcome within 6 months ³ . Defined as: <ul style="list-style-type: none"> - New full or part time employment - New role with current employer - An Apprenticeship - Continuing in current employment with new responsibilities & increased salary - New contracts/opportunities for self-employed participants <p>All outcomes must utilise the skills gained through participating in the bootcamp.</p>

4. Eligibility: Learners, Employers & Providers

- Skills Bootcamps should be open to all adults aged 19 or over on 31 August within the financial year 2022 to 2023 who are full-time or part-time employed, self-employed, unemployed (i.e. not in work), including adults returning to work after a break.
- Candidates should either live or work within Greater Manchester. In the case of the self-employed this is the participant’s business or residential address.
- For this wave of skills bootcamps there is 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 this intervention is appropriate and 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.
- We are also looking to target other underrepresented groups such as low paid/underemployed, veterans, ex-offenders, women, ethnic minorities, over 50s, returners to work and people with a health condition/disability.
- 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. This will need to be checked by providers before enrolling a participant.
- An adult must have the right to work in the UK, this right can be checked on gov.uk/view-right-to-work. As above this will need to be checked by providers.
- Bidders are encouraged to read the “funding rules” appended at Annex 9.

Employers:

- Employers forming part of the consortia / offering guaranteed interviews can be a public, private, or voluntary sector organisation, from across all industry sectors and of any size though we are looking for strong SME representation (indicative 60% target).

³ See Annex 1 for more details on Key Performance Indicators.

- Ideally, we are looking for employers to have a base in Greater Manchester and the guaranteed interviews to be for jobs in the region though there is some flex around this.

Lead Organisations

- This opportunity is specifically targeted at consortia of employers and providers with innovative ideas for manufacturing skills training. We are looking to test to what extent training directly delivered by / with very strong involvement from employers can better meet industry needs and address gaps not previously met.
- Supply chains can be made up of any organisation including; employers, private training providers, employer providers, social enterprises, colleges, and universities.
- As part of their proposals, organisations must be able to show their ability to work with employers and deliver industry relevant quality training courses.
- Eligible Expenditure: We expect that the majority of the funding will be spent on the delivery of training. The funding can also be spent on activities to support this delivery e.g. recruitment of candidates, support for target cohorts. Management Fees have been capped by DfE at a maximum of 15%. A small amount of capital funding is acceptable as long as there is a clear rationale for why it is required to deliver the training, including what it will be used for afterwards. Wage subsidies for candidates cannot be paid for from this funding. If you have any queries on acceptable eligible expenditure, please contact the Skills Bootcamps Project Team. All expenditure proposals will be considered in line with value for public money and bidders will be able to explain this within their response.

5. Timescale & Milestones

- The aim is to award contracts in early September following which there will be a short mobilisation period with recruitment / training delivery starting by the end of September.
- An expectation has been set by DfE that 50% of starts (across the whole programme not on a project by project basis) must be in place by the end of September 2022 to ensure that delivery completes by end March 23.
- All delivery of training must be complete by the end of March 2023 at the latest (with a period of 6 months post-programme to support candidates into employment).
- There will be the opportunities for extension of contracts (potentially up to the end of March 2025). Any subsequent extensions will be dependent upon:
 - GMCA receiving further funding and the relevant approvals from DfE.
 - An assessment of employer demand.
 - Satisfactory delivery performance.
 - Assurances that outcomes can be delivered 6 months from contract end dates.
 - Average cost per learner remaining unchanged (adjusted for inflation).

6. Finance & Payment Profile

There is £1m available for this commission and we are looking to support a minimum of 330 learners. DfE have set us an average unit cost of approximately £3000 per person supported and we would not expect to support any projects costing over £4000 per person. All proposals will be considered in line with value for public money with factors such as the intensity of course delivery considered. We understand that certain job roles and target groups may be more expensive to support and the supporting rationale of bidders is critical.

Providers will need to submit a monthly claims and monitoring form which will include the evaluation data requested by DfE. This will also include the no. of starts, no. of early

leavers, completions, new skills, guaranteed interviews and career progressions. Payments will be triggered as per the provider payment model set out below. Before any payments are made, we will verify the evidence which supports the payments. This will be included in the Provider Guidance document which will be issued post contract award.

Provider Payment Model

First Payment	Second Payment	Final Payment
<p>45% on completion of five qualifying days</p> <p>Paid when a claim is submitted & evidence validated</p> <p>Based on unit cost per candidate</p>	<p>35% on course completion (including passing assessments).</p> <p>AND</p> <p>The offer of a guaranteed interview for a job that uses the skills acquired through the bootcamp where the learner is fully funded.</p> <p>An offer of a new role and/or new responsibilities that utilise the new skills acquired through the Bootcamp where the learner is co-funded.</p> <p>Written confirmation/plan from the learner of how the new learning has been/will be applied to acquire new opportunities/contracts where the learner is self-employed</p> <p>Paid when a claim is submitted & evidence validated</p> <p>Based on unit cost per candidate</p>	<p>20% on successful outcome:</p> <ul style="list-style-type: none"> a new job (which must be continuous employment for at least 12 weeks) an Apprenticeship a new role or additional responsibilities with an existing employer new contracts or new opportunities for the self-employed <p>All outcomes must utilise the skills acquired during the bootcamp and be achieved within 6 months of completing the bootcamp.</p> <p>Paid when a claim is submitted & evidence validated</p> <p>Based on unit cost per candidate</p>

Payments to providers will be made monthly in arrears subject to submission of accurate MI data returns. GMCA will undertake validation against both contractual and DfE requirements of provider evidence prior to releasing payment within GMCA's 30-day payment terms. DfE may want to sample some evidence before funds are released.

7. Performance Management & Reporting Requirements

- The Provider must submit a delivery financial and output/outcome profile for each Skills Bootcamp at the start of the contract which will be used to monitor performance.
- Management information will be collected monthly, unless otherwise stated, to manage the performance and success of the provision and comply with the data and evaluation requirements that we have been set by DfE.
- Two types of data will be collected from Skills Bootcamps applicants and learners. The first is factual data related to their learning and employment history, including their National Insurance Number. This data will be linked to other data for the purpose of accurately measuring the impact Skills Bootcamps make of employment and training outcomes and what happens in the absence of Skills Bootcamp training. It is compulsory for lead suppliers to collect and provide this data for all applicants (both successful and unsuccessful applicants) and learners.

- Full details of **data requirements** can be found at **annex three** and full details of **key performance indicators** can be found at **annex ten**.
- Reports and claim data are to be submitted 5 working days after the monthly claim period end, and 5 days before the monthly performance/contractual meeting with GMCA. This will include narrative explaining progress which will include the project monthly performance, risks, issues, and mitigations. (Frequency is subject to change).
- GMCA will quality assure reports and claims through checking of information and data submitted, and validation of evidence which supports the reports, claims and payments. Payment will only be made when the information/data provided is proven to be accurate and there is sufficient evidence in place.
- The provider is required to maintain a robust system of internal control which must include appropriate checks, monitoring arrangements and adequate records to demonstrate that you are entitled to make the claim. The records maintained need to be sufficient not only to support a claim for the outcome, but also to allow internal management checks and scrutiny from other external organisations.

8. Monitoring & Compliance

- As part of its wider quality assurance work GMCA has designed and procured an individual tracker system (GMIT) which the provider will be required to use to manage their claims and performance submissions monthly to GMCA.
- The aim of the system is to create a centralised database that all skills bootcamp providers will use to input the data information regarding each individual to generate the individual record of the participant accessing the provision of learning.
- The system uses a cloud-based AWS server hosting the database. For security, the server will be fully encrypted, password and user protected with automated alerts to identify unauthorised system access.
- The Programme office will access the GMIT system to verify individual information from the skills bootcamp delivery provider to enable the monthly payment for services and enable GMCA to monitor and report against the success of the programme.
- The functionality of the GMIT system, reporting and data within the system will be of benefit and support to the provider within their own operational delivery.
- The system will be used to audit the skills delivery provider to check quality and compliance of individual records. The system will allow for ease of access from the GMCA Programme office for spot checks and notified audits/ inspections.
- It is required that the GMIT system can “talk” to the skills delivery provider’s CRM system to populate information within the system.
- If the skills delivery provider cannot enable this “talk” or does not have a CRM system in place, manually inputting to the GMIT system will be required.
- On award of this contract the provider’s IT systems and team will need to work alongside the GMIT software provider to ensure compatibility of systems.
- GMCA will provide full guidance, log ins/licenses and user training to access the system and bear all costs on behalf of the provider.
- We expect a robust approach to data collection. Data collection, storage and retrieval must be compliant with the requirements of General Data Protection Regulations. Further details on information governance requirements can be found at Annex 5.
- Ofsted are currently carrying out a thematic survey of Skills Bootcamps being delivered in Wave 2. The survey will assess the effectiveness and quality of the education and training students are receiving, identifying strengths and weaknesses, across a sample of providers. In due course, Ofsted may begin inspections of Skills Bootcamps provision. If this occurs during your delivery of Skills Bootcamps provision, you may be subject to inspection by Ofsted.

9. Evaluation

- The evaluation of this initiative is vital to the development of Skills Bootcamps as it will help to inform the future direction and longevity of the policy. All participating organisations must commit to participate in research and evaluation by collecting and providing data, taking part in qualitative interviews, completing surveys and allowing their data to be processed and analysed for this purpose. The process for providing this data will be confirmed by the GMCA.
- Successful suppliers will be required to work with the Department for Education and its appointed Evaluation Supplier to ensure that the data you collect for this contract(s) can contribute to the end-of-project evaluation. In practise this will involve providing full, accurate and timely Skills Bootcamps Data Submission Sheets to support these aims through participation in all data collection and up to two qualitative interviews with research contractors acting on behalf of the Department for Education.
- The evaluation will require participation from suppliers, delivery partners and employers, focusing on the delivery and outcomes of Skills Bootcamps. A draft version of the Data Submission template will be shared but the template may change and providers will be expected to provide any additional data to allow full evaluation to be completed. Please note that monitoring data is required for all applicants, learners and employers. Comprehensive and accurate data is crucial to evaluate any contribution of Skills Bootcamps towards improved employment, wages, and employee productivity. Suppliers will be required to submit data monthly.
- Providers will be required to complete this Data Submission Sheet, or equivalent, which will also be used to collect additional information about their organisation, how they organise and deliver Skills Bootcamps, and if available, more data about the employers they work with. The employer postcode is needed to improve data appending through other sources and providers will be asked to supplement their employer data where possible. Providers and delivery partners will also be asked to provide more detail about themselves relating to Skills Bootcamps such as staffing levels and budget allocations, plus other firmographic details. Research contractors will also append provider records for external sources using UKPRN as a matching variable. This will create an enhanced provider and delivery partner dataset for analysis and use in the impact evaluation.
- Providers must inform employers of the evaluation and the research activities in which they might be asked to participate, a privacy notice will be provided for employers. 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.
- Two types of data will be collected from Skills Bootcamps applicants and learners. The first is factual data related to their learning and employment history, including their National Insurance Number. This data will be linked to other data for the purpose of accurately measuring the impact Skills Bootcamps make of employment and training outcomes and what happens in the absence of Skills Bootcamp training. It is compulsory for lead suppliers to collect and provide this data for all applicants (both successful and unsuccessful applicants) and learners.
- The Department's Evaluation Supplier will also collect data from learners through surveys, in-depth interviews and focus groups (so called primary data collection). Primary data on learners will be collected at two points: when learning on a Skills Bootcamp; and three to four months after completion. Primary methods are the best way to collect the views and attitudes of learners towards Skills Bootcamps. The Department will also require providers to report employment status of candidates six

months after completion of the Skills Bootcamp.

- The Evaluation Supplier will approach some applicants who did not go on to participate in the Skills Bootcamp to conduct a survey. These surveys will explore any alternative training options taken by these individuals instead of a Skills Bootcamp. The survey will also cover changes to employment or training status since their application.
- Taking part in all primary research is voluntary for all Skills Bootcamp applicants and learners. The Evaluation Supplier will provide selected unsuccessful applicants and all learners with privacy notices outlining what participating in the evaluation means for them and all data collection will conform to GDPR and privacy requirements. This includes the right to be forgotten and the facility to withdraw consent at any time, including after surveys or interviews are completed.
- Providers will be required to take part in online interviews lasting up to one hour with the person or persons responsible for implementing Skills Bootcamps. The interviews will cover implementation issues including choices and rationale for delivery methods and the structure of training content. Providers would also be required to take part in outcome interviews to discuss the delivery of Skills Bootcamps over the lifetime of the programme and thoughts on the outcomes achieved by learners and employers. These outcomes include what providers believe constitutes success across three main measures: skills development, employment, and wages.

10. Governance and Reporting

- A monthly performance review will be established between GMCA and the Provider with the purpose being to review delivery, performance, issues, and risks.
- At a local level, the accountability for the contract will be the responsibility of the GMCA Work & Skills Executive and will also report to the GM Employment and Skills Advisory Panel, GMCA Leaders and the Department for Education.