SKILLS BOOTCAMPS – WAVE 6

Application Document

Construction in the built environment - CAD and BIM

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# Introduction

The West of England Mayoral Combined Authority (MCA) is pleased to announce the opportunity for organisations to deliver Skills Bootcamps as part of the region’s Wave 6 Skills Bootcamps Programme, funded through the Department for Education (DfE).

Skills Bootcamps offer flexible, high-quality training lasting up to 16 weeks, with a minimum of 60 Guided Learning Hours (GLH), (except for practical driving courses which must have a minimum of 20 GLH), tailored to meet the needs of local employers. The training focuses on in-demand skills aligned with industry standards.

These flexible programmes are designed to support adults in upskilling or reskilling within a chosen career sector. By providing access to essential skills training, Skills Bootcamps enable adults to secure higher-skilled, sustainable employment. Participants are guaranteed an interview if seeking a new role and may have opportunities for progression into new positions, contracts, or enhanced responsibilities within existing roles.

Skills Bootcamps benefit employers by helping them address critical skills shortages, improve productivity, and develop a workforce capable of meeting both current and future demands. By closing specific skills gaps, the programme contributes to the overall economic growth of the West of England, ensuring that local businesses have the skilled workforce needed to drive long-term success.

The programme is seeking applications from organisations capable of collaborating to co-design and co-deliver innovative approaches to address in-demand skills. These collaborations can be new or existing and can involve any combination of employers, training providers, colleges, universities, sector representatives, and/or other community or charity organisations - there is no set formula.

# Project Requirements: Construction in the built environment - CAD and BIM

The construction sector is increasingly dependent on Computer-Aided Design (CAD) and Building Information Modelling (BIM) as core skills. These technologies are key to driving innovation, including the adoption of 3D printing and a shift toward design for manufacturing and assembly, which is reshaping how projects are delivered.

This lot aims to provide employers with an opportunity to upskill their existing workforce in CAD/BIM technologies, addressing critical skill gaps in the industry. By training employees in these advanced design tools, employers can ensure their teams are equipped to meet the demands of modern, digitally-driven construction projects. The programme will not only boost individual career prospects but also help local businesses remain competitive and future-proof by fostering a digitally skilled workforce capable of adapting to the evolving construction landscape.

# Funding Rules: Construction in the built environment – CAD and BIM

## Funding Available for Lot

### Funding of up to £215,000 will be available for this lot.

### Applications should not exceed the maximum cost per learner of £5000.

## Providers

### The fund is open to any organisation delivering industry-relevant training, including (but not limited to) private training providers, employer providers, social enterprises, colleges, and universities.

### Employers applying for the fund must be located and operate within the West of England Local Enterprise Partnership (LEP) region, which includes Bristol, South Gloucestershire, Bath and North East Somerset, and North Somerset.

### Training providers and other organisations applying for the fund must demonstrate clear links to employers within the LEP region.

### Providers must provide and maintain the necessary facilities, as well as employees with appropriate qualifications, Disclosure and Barring Service (DBS) clearances, and experience to undertake the training and provide the management information required for regular reporting.

## Curriculum

### The Skills Bootcamp should focus on employer/sector ‘in-demand’ skills.

### Employers must be engaged during the design phase of the Skills Bootcamp to ensure the curriculum aligns with their needs. Training should last no longer than 16 weeks.

### Training should be delivered at a minimum of Level 3 or equivalent, in line with UK Qualification Levels.

### Training can be accredited by an awarding body or non-accredited. Where non-accredited, the training should align with occupational standards managed by Skills England (formerly managed by the Institute for Apprenticeships & Technical Education), see: Occupational maps / Institute for Apprenticeships and Technical Education - Search), or adopt a recognised skills framework for quality assurance, such as Recognising and Recording Progress and Achievement (RARPA) or the Skills Framework for the Information Age (SFIA).

### Training should consist of a minimum of 60 GLH. GLH refers to the time a learner spends being taught or instructed, or otherwise participating in education or training under the immediate, real-time guidance of a lecturer, supervisor, tutor, or another appropriate provider of education or training, whether online or in person. GLH can include supervised, on-the-job training and one-to-one mentoring to support learning outcomes. Pre-recorded content does not count towards GLH.

### The Skills Bootcamp must be flexible to accommodate adults’ existing commitments, with a focus on widening participation, including reaching even the most rural locations. Therefore, blended, online, or face-to-face delivery models are acceptable. The delivery methodology can be flexible in terms of duration, intensity, and mode of delivery to best meet the needs of learners and employers. Employers must be engaged in the delivery of training, for example, through workshops, mentoring, or industry talks. The Skills Bootcamp should include wraparound support, such as Careers Education, Information, Advice, and Guidance (CEIAG), as well as the development of interview techniques and CV writing skills.

## Learners

### Learners can be employed and enrol in the Skills Bootcamp with the aim of taking on a new or enhanced role with their current employer, using the skills they acquire.

**The allowable learner categories are specific to this lot.**

### Learners must be aged 19 or older on or before 31 August 2024 for Skills Bootcamps starting between 1 April 2025 and 31 July 2025, or aged 19 or older on or before 31 August 2025 for Skills Bootcamps starting between 1 August 2025 and 31 March 2026. Learners must have the right to work in the UK and meet residency requirements.

### Learners must reside in England. An individual living outside England, including in Scotland and Wales, can only be funded if the specialist skills training is exclusively available in England and the individual intends to work within the LEP geographical area upon completing the Skills Bootcamp. Learners should reside within the LEP geographical region unless they are already working in the region and enrolling with the intention of staying with their current employer or enrolling with the intention of securing a new role within the LEP region.

### An adult may undertake only one Skills Bootcamp per financial year (1 April to 31 March) and must not be enrolled in more than one at the same time. However, if an individual begins a Skills Bootcamp and later determines that it is not suitable for them, they may start and be funded for another, provided the first milestone payment has not been made. Providers are required to ask prospective learners whether they have already participated in a Skills Bootcamp during that financial year.

### No prior attainment should be required, unless specifically prescribed by the employer and/or required for the job or sector in which the roles are situated.

### Providers should raise awareness with underrepresented individuals within the sector, including but not limited to those from ethnic minority backgrounds, people with disabilities, women, veterans, prison leavers, and learners with childcare or similar responsibilities; as well as those with protected characteristics and others who might face barriers to employment.

### Providers should screen potential learners and select those who will benefit from enrolling in a Skills Bootcamp. This includes checking that the learner does not already possess a significant proportion of the knowledge, skills, and behaviours the Skills Bootcamp is designed to help them acquire. A robust Initial Assessment (IA) must be used to ensure the right learner is placed in the right course and should assess whether the learner is able to study at the required level. In addition, the IA should assess whether the learner has the relevant prior experience and other qualifications employers require for the roles identified as progression routes for the Skills Bootcamp. Providers may define their own selection processes and/or initial assessments as part of their approach to learner recruitment.

### Where necessary, additional support should be provided to overcome any learning barriers.

### If learners are unable to complete the training or the Skills Bootcamp is not appropriate for the potential learner, they should be signposted to further services including the MCA’s [Skill Connect hub](https://www.skillsconnect.org.uk/) and the [National Careers Service](https://nationalcareers.service.gov.uk/), for information on further opportunities.

### On completion of training all learners must be provided with a certificate or digital badge that identifies learning outcomes and, where applicable, a portfolio of work to aid employment and progression.

#### Where an employed learner enrols with the intention of gaining a new or enhanced role with their existing employer, the provider must ensure the learner receives the offer of a new or enhanced role.

### After completion of the Skills Bootcamp, the learner must receive continued support with CV writing, interview techniques and signposting to opportunities, with a minimum of monthly check-ins to track a learner’s employment status for 6 months post training or until a learner has:

### Secured a new or enhanced role with their current employer that utilises the new skills acquired.

## Charging

### There should be **no** charge to learners.

### Large Employers **must contribute 30%** of the cost of the training, when upskilling their own existing employees through the Skills Bootcamp (defined as someone directly employed by the employer, not a worker, sub-contractor, or freelancer) and the organisation employees 251 people or more.

### Small Medium Enterprises (SME) **must contribute 10%** of the cost of the training, when upskilling their own existing employees through the Skills Bootcamp (defined as someone directly employed by the employer, not a worker, sub-contractor, or freelancer). An SME is defined as an employer who employs 250 employees or less.

### Training is fully funded for employed learners not co-funded by their employer, for the self-employed, freelancers and those unemployed.

## Provider Payments

### Following receipt of the signed grant offer letter, payments will be made upon results and paid one month in arrears of an eligible claim. An eligible claim is defined as one where costs have been defrayed and evidenced, and satisfactory monitoring reports have been received.

### Payments will be made on achievement of milestones:

#### **Payment Milestone 1:** 40% of the agreed unit cost will be paid on completion of 14 qualifying days. A qualifying day means that a learner attended day 1 of their Skills Bootcamp and undertook the required study and remains on programme on day 14 (calendar days) having completed a minimum of 10 guided learning hours (contact hours).

#### **Payment Milestone 2:** 30% of the agreed unit cost will be paid on successful completion of the training programme, including passing any required assessments.

AND

An offer of a new or enhanced role with the learner’s existing employer, using the new

#### **Payment Milestone 3:** 30% of the agreed unit cost will be paid on receipt of recording of ‘a successful outcome’ within 6 months of completing the training. A successful outcome being:

Having a new or enhanced role with their existing employer, using the new skills acquired.

### The MCA will request evidence throughout the term of the project to support the above, e.g. learner registration records, accreditation, certification or digital reporting records, copies of work contracts etc. In cases where irregularities are identified, the MCA reserves the right to carry out further checks and other remedial action.

### The MCA will pay:

#### Up to 100% of the unit rate for eligible learners deemed to be fully funded.

#### 90% or 70% of the unit rate for those eligible learners where their employer is training their own employees (see 3.5.2 and 3.5.3).

## Reporting

### Providers will be required to submit learner and employer data via the Individualised Learner Records (ILR). In addition, providers will be required to submit supplementary data, progress reporting, claims and evidence information, via a secure Microsoft Teams channel, that will be set up and managed by the MCA. Information collected is used for purposes including payment, evaluation, audit, and assurance. Successful applicants will be asked to review and sign a Data Processing Agreement, as part of the Grant Agreement. This will include confirmation of adherence to GDPR regulations.

## Performance Management

### The provider must submit a Delivery Plan for the Skills Bootcamp at the start of the Grant, setting out key timings and trajectories for delivery during the Grant period, as agreed by the MCA and including, but not limited to:

#### The delivery plan trajectory points.

#### How many learners will start or complete at each of those delivery plan trajectory points.

### The agreed Delivery Plan, in combination with learner start data, will be used as a metric for performance against the Key Performance Indicators (KPIs) outlined below in Table 1 and 2:

Table : TIER 1 Performance Measures (KPIs)

| Performance Measure | Description | Performance Target |
| --- | --- | --- |
| **Starts** | Learners who start the Skills Bootcamp against the planned enrolment number outlined in the Delivery Plan. | **100%** |
| **Completions** | Learners who successfully complete the Skills Bootcamp (of those that started and reached milestone 1). Completion includes:  Offer of a new or enhanced role with existing employer. | **80%** |
| **Positive Outcomes** | Learners who successfully achieve a positive outcome:  A new role or enhanced role with existing employer. | **75%** |

Table : Tier 2 Performance Measures (KPIs)

| Performance Measure | Description | Performance Target |
| --- | --- | --- |
| Data Submissions | The Provider must submit timely, complete data and evidence. | >90% of data returns are timely and complete. |
| Dropouts | Learners who leave a Skills Bootcamp before they finish the training, of those learners who start (achieved Milestone 1). This measure will be assessed on an ongoing basis. | <15% |
| Meeting Delivery Plan Trajectory Points | Likelihood of achieving the Tier 1 performance measure targets. This measure will be assessed on an ongoing basis. | >75% |
| Employer Engagement | The Provider has engaged employers at the design, delivery and post-Skills Bootcamp stage. | All points met to date and employer satisfaction survey achieves minimum expected level. |
| Geographical Targets | Independent and self-employed learners residing outside the LEP geographical area who enrol on to the Skills Bootcamp. | <20% |
| Geographical Targets | Independent and self-employed/freelance learners residing in the LEP region, that progress into a job role or gain a new work contract, using the skills gained, that is outside of the LEP geographical area. | <20% |
| Social Value | Completion of additional social value activities outlined in application for funding. | 100% |

## Evaluation

### The MCA may themselves evaluate, or commission an independent evaluator to evaluate, the impact of the programme. Providers will be expected to work closely with the evaluator, for example, collecting and sharing participant data, creation of case studies, information on course design, completion of learner and employer surveys, and, in some cases, taking part in interviews or focus groups to share experiences.

## Quality Assurance

### The MCA’s Quality Assurance Team will complete monitoring visits to inspect the quality of provision against the Performance Management Framework and Grant Offer Letter. Each provider can expect at least one annual monitoring visit.

### The quality assurance visit will last a full day and comprise of:

#### Observations of teaching and learning, either face-to-face or online

#### Meetings with learners, delivery teams and, where relevant, employers

#### Scrutiny of participant work and assessment practice

#### Policy and procedures check

### A written report will be provided within two weeks of the quality assurance visit. These are not graded and will not be publicly shared.

### The DfE may carry out additional quality visits.

### Skills Bootcamps joined the Ofsted remit for inspection under the Education Inspection Framework (EIF) in April 2023. A new provider delivering Skills Bootcamps will normally receive a monitoring visit from Ofsted within 18 months of 1 April 2023, if they are already delivering by then (or within 18 months of starting to deliver education/training if they begin after April 2023). After that, the provider will typically receive a full inspection within 18 months of the publication of the monitoring visit. If one or more insufficient progress judgments are made, the next full inspection will usually take place within 6 to 12 months. Ofsted may also carry out a full inspection of any provider without a prior monitoring visit, where appropriate.

### The MCA and the DfE can survey adult learners during and at the end of their course to determine learner experience and intended next steps.

### The MCA and the DfE can survey participating employers to understand the impact of Skills Bootcamps on employers and the workforce.

# Application Form: Construction in the built environment – CAD and BIM

## Instructions

### The West of England Mayoral Combined Authority (MCA) is inviting you to submit an application for the provision of those services described in this application document (“the Service”).

### You are required to submit your application to meet the project requirements set out in section 2.0 and the funding rules for the lot set out in section 3.0. Failure to do so will result in your application being excluded and not evaluated further.

### It is essential that you comply with the following instructions in the preparation and submission of your application. The MCA reserves the right to reject any application that does not comply with these instructions.

### Applications must be received by **12 noon on Monday 7th April.** Any application not fully completed or submitted after this date and time will be disregarded by the MCA.

### The MCA may accept the application at any time within this prescribed period. The MCA shall, however, not be bound to accept any application.

### Applications must be submitted electronically to both [multiplyandskillsbootcamps@westofengland-ca.gov.uk](mailto:multiplyandskillsbootcamps@westofengland-ca.gov.uk) and [skills@westofengland-ca.gov.uk](mailto:skills@westofengland-ca.gov.uk), including the words “Skills Bootcamps” in the subject line. **You must apply a read receipt to all applications submitted**.

### You will receive a formal email receipt of your application no more than 2 working days after submission. If you do not receive this, you should contact <mailto:multiplyandskillsbootcamps@westofengland-ca.gov.uk>.

### If you have any questions about this application, please direct these to multiplyandskillsbootcamps@westofengland-ca.gov.uk, including “Skills Bootcamps” in the title. Please note that any questions you raise during this application process that are not commercially sensitive will be published publicly on the MCA’s website weekly as part of an FAQ document. This is where questions submitted will be answered. Your application must be completed in English.

### Your application must be submitted in Microsoft Word.

### Your application must be signed and dated where required.

### You must complete all sections of the Application form, including the Declaration and Company Information section (Section 4.14).

### The MCA reserves the right to reject any application that is not fully complete.

## Application Evaluation

### The evaluation of this Application is undertaken in stages, as follows:

#### Stage 1: Evaluation of the Applicant’s response to the Gateway Criteria Question. Applicants will either Pass or Fail at Stage 1.

#### Stage 2: For applicants that pass Stage 1 the rest of their application will be evaluated by the panel using the criteria set out in 3.2.7.

#### Stage 3: The MCA will undertake due diligence prior to making a recommendation for funding.

### The information supplied by Applicants in response to the quality assessment questions will be evaluated by the MCA using the criteria and designated weightings as set out below in Table 3:

Table : Award Criteria for Quality Questions

| **Award Criteria** | **Weighting** |
| --- | --- |
| **Question 1:** Project Planning | **20%** |
| **Question 2:** Value for Money | **10%** |
| **Question 3:** Employer Engagement | **20%** |
| **Question 4:** Learner Enrolment | **10%** |
| **Question 5:** Wraparound Support | **10%** |
| **Question 6:** Learner Progression | **10%** |
| **Question 7**: Quality of provision and continuous improvement | **10%** |
| **Question 8:** Social Value | **10%** |

### Applicants shall submit responses to each of the Quality Assessment questions.

### Applicants are not permitted to append any additional appendices that have not been issued or requested by the MCA. Any appendices submitted that were not issued by the MCA will not be taken into account by the panel when evaluating.

### Any additional information provided beyond the stated maximum word count will not be considered by the panel.

### The panel has the absolute discretion to disregard any appendices, either in part or in full, that contain information that is not relevant supporting information.

### Responses to each question will be scored on a grading system from 0 (zero) to 4 (four) as set out below in Table 4:

Table

| **Assessment** | **Interpretation** | **Score** |
| --- | --- | --- |
| **Unacceptable** | Does not meet the requirement. Does not comply and/or insufficient information provided to demonstrate that the provider has the ability, understanding, experience, skills, resource & quality measures required to provide the supplies, with little or no evidence to support the response.  OR  No response | 0 |
| **Serious Reservations** | Satisfies the requirement with major reservations. Considerable reservations of the provider’s relevant ability, understanding, experience, skills, resource & quality measures required to provide the supplies, with little or no evidence to support the response. | 1 |
| **Minor Reservations** | Satisfies the requirement with minor reservations. Some minor reservations of the provider’s relevant ability, understanding, experience, skills, resource & quality measures required to provide the supplies, with little or no evidence to support the response. | 2 |
| **Acceptable** | Satisfies the requirement. Demonstration by the provider of the relevant ability, understanding, experience, skills, resource & quality measures required to provide the supplies, with evidence to support the response. | 3 |
| **Good** | Satisfies the requirement with some additional benefits. Above average demonstration by the provider of the relevant ability, understanding, experience, skills, resource & quality measure required to provide the supplies. Response identifies factors that will offer potential added value, with evidence to support the response. | 4 |

### The evaluation panel will individually score responses to the Quality Assessment questions in accordance with the above procedure, after which, the panel will come together to moderate and produce a single score for each Applicant’s response to each Quality Assessment question.

## Allocation Process

### Applications that receive an overall score of less than 50% of the total available score, may not be considered for the award of a grant agreement.

### From those applications that score equal to or greater than 50% of the available score, the highest ranked Applicant(s) will be considered for the award of a grant agreement, subject to the appropriate coverage of project outcomes, geographical location, target groups and having sufficient capability and capacity.

### If the MCA does not have sufficient coverage of project outcomes, geographical location and target groups, the MCA will enter into negotiations with bidders to discuss their initial submission and ensure that there is sufficient coverage of project outcomes, geographical location and target groups. As per the above this will be done on a ranking basis.

### For those applications that are considered for the award of a grant agreement, the MCA reserves the right to request clarifications from the Applicant. Clarifications will always be requested where an applicant scores zero against a Quality Assessment question.

### Where a provider has been considered for more than 3 projects a meeting will be requested to discuss capacity to deliver.

## Negotiations

### The MCA reserves the right to make an award decision without holding any negotiation meetings with Applicants. Should the MCA wish to enter into negotiations, negotiation meetings may be held with Applicants to discuss their applications in their entirety.

### In the event that negotiations are required, negotiations will not be scored, but the results of the negotiation will be used to amend application evaluation scores in relation to relevant parts of an application.

## Due Diligence

### As part of the evaluation of Applications, the MCA will undertake due diligence prior to making a recommendation for funding.

### Appendix B: Due Diligence template, which must be completed and submitted alongside your application. Due diligence includes supplying the last three years full filed accounts and authorising the MCA to undertake a credit check with a third-party credit reference agency. This process is a requirement of securing funding.

### As part of the assessment of submissions, the MCA may have further due diligence questions in addition to those requested in Appendix B. Applicants must ensure that they have a representative available to answer any clarification questions (if they arise) in relation to its application submission and must be prepared to provide the MCA with copies of all documentation requested in respect of any self-certification.

### Where a provider has reported their most recent Ofsted inspection to be an overall judgement of ‘requires improvement,’ the MCA will request additional information, such as a Quality Improvement Plan, which details the provider’s planned actions to improve their provision. This will be required prior to any grant offer.

### All providers will be expected to submit a copy of their safeguarding policy as part of the Due Diligence process.

## Timescales

|  |  |
| --- | --- |
| **Date completed** | **Delivery action** |
| Noon 10th March | Application launched - engagement presentation |
| Noon 7th April | Application closing date |
| 18th April | Applications assessed |
| 21st April | Clarifications requested (where applicable) |
| 28th April | Clarifications returned |
| 9th May | Funding recommendations approved |
| 9th May | Decision notices issued |
| 30th May | Grants issued |

## Gateway Criteria Question

| **By continuing with this application, you are confirming that:** |
| --- |
| 1. You have fully completed and submitted the following by email to both multiplyandskillsbootcamps@westofengland-ca.gov.uk and [skills@westofengland-ca.gov.uk](mailto:skills@westofengland-ca.gov.uk) **:**  * Skills Bootcamps Wave 6- Application Document (this document) * Appendix A: Financial Annex (one per pathway) * Appendix B: Due Diligence Form * Appendix C: Scheme of Work (one per pathway) * Letter from Chief Finance Officer (see 4.17) * Appendix D: Employer letters of support for all employers listed in Quality Assessment Question 3b |
| Your proposal is located in the West of England Local Enterprise Partnership (LEP) geographical area and the benefits will be delivered to this area, i.e., Bath and North-East Somerset, Bristol, South Gloucestershire and North Somerset local authority areas. |
| Employers in the consortium are located in the LEP geographical area. |
| Training providers and organisations in the consortium have demonstrated links with employers in the LEP geographical area. |
| The learners that will participate in the training will work for an employer within the LEP geographical area or will be supported to gain employment with an employer within the LEP geographical area. |
| 1. Providers have a United Kingdom Provider Reference Number (UKPRN) or a willingness to apply for a UKPRN. |
| You must not have been found to be in serious breach of funding rules by the MCA following formal investigation within the previous 5 years and not currently under investigation. |
| The application must be fully completed and received within the timeframe. |
| Your most recent Ofsted inspection did not result in an overall judgement of ‘inadequate.’ |
| **Please tick this box to confirm your agreement to the statements above:** |

## Application and Provider Details (information only)

### Lead Provider details

|  |  |
| --- | --- |
| **Lead Organisation Name** |  |
| **Trading As** |  |
| **Provider UKPRN** |  |
| **Lead Contact Name & Position** |  |
| **Lead Organisation address** |  |
| **Email address** |  |
| **Telephone number** |  |
| **Title of Skills Bootcamp**  *(for marketing)* |  |
| **Delivery location of the course** |  |

### Partner organisation details

Include details below of any partner organisations involved in the design or delivery of this Skills Bootcamp, to include a description of their specific role and responsibilities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisation name & address** | **Lead contact name & email** | **Sub-Contractor or Partner? (State which)** | **Sub-Contractor UKPRN** | **Role** |
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## Quality Questions

| Question 1: PROJECT PLANNING | | | |
| --- | --- | --- | --- |
| **1a) Explain in detail how you have determined the Skills Bootcamp need and the gap this Skills Bootcamp will fill.** | | | |
| **Response**: *(max word count 250) –* All claims to be supported with evidence | | | |
| **1b) Drawing on data and evidence, outline the job roles, including level (entry/mid/senior), this Skills Bootcamp will fill.** | | | |
| **Response**: *(max word count 250) –* All claims to be supported with evidence. | | | |
| **1c) How will the Skills Bootcamp you have outlined in 1d (Course Curriculum) address the skills gaps outlined in 1a and ensure participants are employable in the roles outlined in 1b?** **Include a rationale for the level of the Skills Bootcamp.** | | | |
| **Response**: *(max word count 250) –* All claims to be supported with evidence. | | | |
| **1d) Course Curriculum – Please provide an overview of the planned curriculum for your Skills Bootcamp by completing Appendix C – Scheme of Work** | | | |
| **Response: Complete Appendix C – Scheme of Work *(one to be completed per pathway)*** | | | |
| **1e) Green Skills Classification – The Mayoral Combined Authority is committed to supporting the region’s transition to net zero and nature recovery, and we are keen to see this reflected in funded provision. Please use the ‘Green Courses and Provision in the West of England’ guidance to identify and categorise your Skills Bootcamp course curriculum against the classifications. The guidance can be found here:** [Microsoft Word - Guidance - Green Courses and Provision 2025 (V3)](https://www.westofengland-ca.gov.uk/wp-content/uploads/2025/01/Guidance-Green-Courses-and-Provision-2025-V3-1.pdf) | | | |
| **Response: Please check the box for the relevant Green Skills Classification your curriculum aligns with.**  **Note: your response to this question is for information purposes only and will not be considered within the evaluation and scoring of your application.** | | | |
| **Non-green** | **Introductory** | **Intermediate** | **In-depth** |
| **1f) Employability Skills – Please describe how you will embed employability skills within your curriculum to support learners into new job opportunities or new roles and responsibilities.** | | | |
| **Response:** *(max word count 150) –* All claims to be supported with evidence. | | | |

| Question 1: PROJECT PLANNING |
| --- |
| **1g) Training Delivery Plan (complete in full)** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Cohort** | **Number of learners** | **Length of course (weeks)** | **Mode of delivery** | **Delivery Location** | **Cohort Start Date** | **Cohort End Date**  **(must complete by 31st March 2026)** | **Cohort Progression Date**  **(up to 6 months after end date)** |
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| Question 1: PROJECT PLANNING |
| --- |
| **1h) Project Implementation Plan (complete in full)**  The Project Implementation Plan should include all key milestones for your project and should include as a minimum:   * Schemes of work finalised * Tutors recruited * Marketing material produced * Marketing campaign launched * Learners enrolled * Wraparound support commences * Guaranteed interviews secured (where applicable) * Progression outcomes begin |

| **Milestone** | **Milestone Completion Date** |
| --- | --- |
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| Question 1: PROJECT PLANNING |
| --- |
| **1i)** **Risk Register**  Some key risks have already been identified below. Complete the risk register in full, outlining the likelihood of occurrence, the impact should they occur and what actions you will take to mitigate the risk. Include in the table any further risks to delivery that you have identified for your project. |

| Risk Description | Likelihood | Impact | Mitigation |
| --- | --- | --- | --- |
| Failure to achieve target enrolment numbers |  |  |  |
| Failure to meet KPIs for number of learners that progress into new jobs/new work contracts or who gain new roles and responsibilities (for those being co-funded by employer) |  |  |  |
| Failure to meet KPIs for number of starters that complete training |  |  |  |
| Learners fail to become interview or job ready |  |  |  |
| Unable to recruit project and delivery staff |  |  |  |
| Employers leave Skills Bootcamp |  |  |  |
| Failure to achieve target enrolment numbers |  |  |  |
| Failure to meet KPIs for number of learners that progress into new jobs/new work contracts or who gain new roles and responsibilities (for those being co-funded by employer) |  |  |  |
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| Question 2: VALUE FOR MONEY |
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| **2a) Please complete Appendix A: Financial Annex in full.**  *If your Skills Bootcamp has more than one pathway, you should complete one financial annex per pathway.*  The financial annex will provide:   * A cost breakdown for delivery of your Skills Bootcamp. * The cost per learner (must not exceed the maximum cost per learner stated in the specification). * The overall cost to the MCA.   Based on your knowledge and experience, provide a narrative below to justify the costs outlined in Appendix A: Financial Annex and explain why it offers value for money. Your response should benchmark the costs of your provision against the nearest equivalent already in the market. |
| **Response**: *(max word count 250) –* All claims to be supported with evidence. |

| Question 3: EMPLOYER ENGAGEMENT |
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| **3a) Explain in detail how your Skills Bootcamp is employer centric (places Employer outcomes at the centre of the project).**  If you are a **Training Provider** in your response, you must:   * Describe how you will ensure that employers actively engaged in your programme remain engaged throughout delivery. * Describe how you will grow your employer networks further. * Describe methods you will use for linking up providers and employers. * Describe how you will encourage SME involvement to support the Skills Bootcamps Programme level target of 60% SME involvement.   If you are an **Employer** in your response, you must:   * Describe how the Skills Bootcamp will benefit your organisation’s aims and objectives. * Describe how the Skills Bootcamp will benefit others within the supply chain. |
| **Response**: *(max word count 1300) -* All claims made are to be supported with evidence |

| Question 3: EMPLOYER ENGAGEMENT |
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| **3b. Employers Engaged in programme (complete table in full)** |

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| **Employers actively engaged in the programme**   * Contact Name * Organisation Address * Organisation contact email | **Detail Employer contribution e.g.**   * Offer of Guaranteed Interviews. * Committed to sponsoring their own employees to participate in the Skills Bootcamp. * Offering co-investment e.g., venue, equipment, time given * Involvement in proposal planning and design. * Involvement in delivery e.g., plan to deliver masterclasses, mentoring learners etc.   **Provide as much detail as possible** | **Employer letter of support enclosed**  **(Y) -**  **Employer letter of support is mandatory** |
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| Question 4: LEARNER ENROLMENT |
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| **4a) Describe the marketing approach you will take to market your Skills Bootcamp to the chosen demographic and alternative plans you have in place should you be unable to recruit the numbers in plan.** |
| **Response**: *(max word count 250) –* All claims to be supported with evidence. |
| **4b) Describe how you will ensure Skills Bootcamp opportunities are made available to all that are eligible.**  **In your response you should include:**  **•** How you will ensure that recruitment processes are fair and transparent.  • How you will engage and recruit underrepresented groups which may include, but not exclusively, ethnic minority background, disability, women, veterans, prison leavers, serving prisoners due to be released within 6 months of completion of the Skills Bootcamp, prisoners on temporary release or learners with childcare or similar responsibilities; those with protected characteristics (as defined in the Equality Act 2010) and those who might face barriers to employment. |
| **Response**: *(max word count 150) –* All claims to be supported with evidence. |
| **4c) Describe how you will ensure the Skills Bootcamp is right for the applicant.**  **Your response should include:**   * A description of the initial assessment process that will be carried out to ensure applicants receive the right training and the right wraparound support. |
| **Response**: *(max word count 200) –* All claims to be supported with evidence. |
| **4d) How you will ensure that applicants are committed to taking on new responsibilities or an enhanced role.** |
| **Response**: *(max word count 150) –* All claims to be supported with evidence. |
| **4e) How you will support applicants if the Skills Bootcamp is found not to be suitable for them or they leave prior to commencing the course.** |
| **Response**: *(max word count 150) –* All claims to be supported with evidence. |

| Question 5: WRAPAROUND SUPPORT |
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| **5a) Describe how you will support learners if they leave prior to completing the Skills Bootcamp.** |
| **Response**: *(max word count 100) –* All claims to be supported with evidence. |
| **5b) Describe what support you will provide the learner to enable meaningful progression, for example, mentoring, coaching, interview preparation, signposting, career advice.** |
| **Response**: *(max word count 200) –* All claims to be supported with evidence. |
| **5c) Describe alternative delivery arrangements to meet changes in learner’s circumstances.** |
| **Response**: *(max word count 100) –* All claims to be supported with evidence. |

| Question 6: LEARNER PROGRESSION |
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| **6a) Explain in detail the progression outcomes for the learners.**  To include:   * How the existing role will be enhanced or what new roles learners will move in to within their organisation |
| **Response**: *(max word count 200) –* All claims to be supported with evidence. |
| **6b) Outline your strategies for maintaining learner engagement after completion of the training programme.** |
| **Response**: *(max word count 150) –* All claims to be supported with evidence. |

| Question 7: QUALITY OF PROVISION AND CONTINUOUS IMPROVEMENT |
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| **7a) Detail the processes you currently use or plan to implement to monitor quality assurance and continuous improvement. To include:**  Self-assessment Processes:   * Collection, analysis and use of feedback from learners * Collection, analysis and use of feedback from stakeholders * Observation of staff performance * Audit and review of learner work * Audit of key processes * Audit of policies and policy statements * Collection and analysis of learner data, including retention and progression * Use of external quality assurance   Quality Improvement Processes:   * Actioning targets arising from self-assessment processes * Monitoring the progress and completion of improvement targets * Reporting on progress made * Staff induction and training programmes |
| Response: *(max word count 600) -* All claims to be supported with evidence |

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| Question 8: ADDITIONAL SOCIAL VALUE QUESTION |
| This section should explain the expected impact of your additional social value delivery, including specific activities carried out, the approximate scale of reach or volumes, and how you will engage with relevant stakeholders and delivery partners in the delivery of Social Value.  Use the table below to detail the specific ADDITIONAL social value activities to be delivered as part of this programme. *(Response max 250 words.)*  Additional information:  *The MCA is committed to ensuring that sustainability and positive Social Value outcomes are delivered within the local economy and the wider environment. Applicants should ensure that, in the delivery of their programme, they fulfil their obligations, including those outlined in this question and response.*  *By 'social value,' we are referring to any additional social impact that you will deliver directly as a result of this funding, beyond the social value impacts associated with the funding itself. Please do not refer to any generic corporate social responsibility initiatives or the outcomes we are contracting with you to deliver through this grant.*  *Proposals should be proportional to the overall contract value. It is up to you to define the scale of delivery.*  We are only interested in applications that support the following activities:  Work with the West of England Careers Hub to offer additional experiences of the workplace for secondary age school or college students in the West of England region. This can be through:   * Offering and arranging individual work experience placements for students aged 14 à 18 years for 3-5 days. * Offering group experiences of the workplace (usually one day) for students aged 11 à 16 years.   All activity should adhere to the following criteria:   * Learning outcomes are defined, based on the age and needs of students. * Students meet a range of people from the workplace. * There is extensive two-way interaction between the student and employees. * Student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer. * Ideally the experiences should take place at a workplace although school-based experiences that meet the above criteria are acceptable as well as virtual experiences.   To maximise impact, we suggest that you target students who may not otherwise benefit from experiences of the workplace and/or who face additional barriers to successful transition to employment or further training. These include students with SEND and/or who live in areas of socio-economic disadvantage. We also request where possible that any transport costs and lunch are included.  Support will be available from the Careers Hub to develop the offer and broker with schools/colleges to recruit students to participate. This can be discussed with the Career Hub team in more detail: [enterprise@westofengland-ca.gov.uk](mailto:enterprise@westofengland-ca.gov.uk)  *For the purposes of this grant funding, ‘Local’ & ‘Locally’ means the West of England Combined Authority LEP geographical area.*  *(Response max 250 words.)* |

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| **Expected Regional benefit of social value activity** | **Proposed activity** | **Scale/volume of delivery** | **Involvement of wider stakeholders/partners if relevant** |
| *E.g. Creating good jobs & accessible career pathways for residents​* | *E.g., offer of work experience opportunities for young people* | *E.g., 3 individual work experience placements for students aged 14 à 18 years for 3-5 days.* | *E.g. work experience placements are with employer partner [name of employer partner]* |
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## Living Wage

### You are required to confirm as a provider it is your policy to pay employees and all providers connected with the delivery of this requirement Living Wage as a minimum.

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| Response To Living Wage |
| Yes / No (delete as appropriate) |

## Subsidy Control

### The West of England Mayoral Combined Authority complies with the Subsidy Control Act 2022 when awarding grants. Any subsidy control measures required will be set out in your Grant Offer Letter.

## Modern Slavery and Responsible Procurement Statement

### If you are, or there is a company in your supply chain that is, a relevant commercial organisation as defined by section 54 (“Transparency in Supply Chains etc.”) of the Modern Slavery Act 2015 (“the Act”), confirm your and/or their compliance with the annual reporting requirements contained within that Section, and provide any details including the relevant URL in the box below.

| Response to Modern Slavery Statement er Slavery Statement |
| --- |
| Yes / No / N/A (delete as appropriate)    < Response> |

### Regardless of turnover, please confirm on behalf of your organisation that:

#### You will comply with the requirements of the Act.

#### You will ensure your sub-contractors shall comply with the requirements of the Act.

#### You have or will adopt within 3 months of the date of this contract, a policy related to working practices that includes consideration of modern slavery.

#### You will ensure that your sub-contractors shall have a policy related to working practices including modern slavery.

#### You agree to adhere to Article 4 of the European Convention on Human Rights concerning the prohibition of slavery and forced labour.

#### You have, or will adopt within 3 months of the date of this contract, a whistle-blowing system for staff to blow the whistle on any suspected examples of modern slavery and the whistle-blowing system/policy is published to their staff and is designed to make it easy for workers to make disclosures, without fear of retaliation to enable them to blow the whistle on any suspected examples of modern slavery.

#### Your workers are free to join a trade union and are not to be treated unfairly for belonging to one.

#### The MCA may conduct investigations, vetting, and other assessment and due diligence exercises on your supply chain with regards to performance measures as well as social, labour, and modern slavery issues and you shall co-operate fully, at no cost to the Authority in these exercises.

#### You, and/or the Authority will work in the spirit of collaboration in mitigating and reducing the risk of modern slavery; the Authority will support providers that have been identified (either through the Authority/Council led due diligence activities or Provider led activities) that fall below the required standards and agree to make improvements.

#### The MCA may refer for investigations via the National Crime Agency’s national referral mechanism any of its providers identified as a cause for concern regarding modern slavery and where the incident occurs within the borough, to our colleagues in Community Protection, who are our direct link with the local Serious and Organised Crim Board that has a responsibility for modern slavery.

#### The MCA may terminate the agreement as a potential sanction for non-compliance with the Modern Slavery Act, or for failure to comply with the Modern Slavery Statements in 3.12

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| Response to Modern Slavery Statement |
| Agree / Disagree (delete as appropriate) |

## Responsible Procurement

### Please confirm on behalf of your organisation that:

#### You are committed to improving ethical and sustainable practices locally and globally.

#### You will uphold and work in compliance with the Core Expectations of the Authority’s Responsible Procurement Strategy.

#### You will willingly and openly work with the Authority’s Procurement to further their ambitions in relation to responsible, ethical, and sustainability issues.

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| Response To Responsible Procurement Statement |
| Agree / Disagree (delete as appropriate) |

## Declaration & Company Information

### Before submitting your application, you must ensure that you sign and date below.

#### I declare that I have the authority to represent the project applicant in making this application.

#### I am aware that if the information given in this application turns out to be false or misleading, the MCA may demand the repayment of funding and/or terminate any funding agreement pertaining to this proposal.

#### I understand that the submission of this application is not a guarantee of funding.

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| --- | --- |
| **Signed** |  |
| **Name** (Block Capitals) |  |
| **Designation** |  |
| **Email** |  |
| **Telephone** |  |
| **For & on behalf of** |  |

## Company Information

|  |  |
| --- | --- |
| **Full name of Organisation** |  |
| **Address** |  |
| **Telephone** |  |
| **Email** |  |
| **Website** |  |

## Company Status

|  |  |
| --- | --- |
| Sole Trader |  |
| **Partnership** |  |
| **Public Limited Co.** |  |
| **Private Limited Co.** |  |
| **Other** (please state) |  |

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| If your company is a private or public limited company, a co-operative society or charity, please give: |

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| --- | --- |
| **Registration No.** |  |
| **Registration Date** |  |
| **Registered Address** |  |
| **VAT Reg. Number** (where applicable) |  |

## Letter from Chief Financial Officer

### This application should be accompanied by a letter from the Chief Financial Officer of the Lead Partner stating that:

#### They have approved the final application for submission to the West of England Combined Authority.

#### All relevant financial approvals are in place within the lead and partner organisations to deliver the project as set out in the full application.

#### All appropriate financial due diligence has been undertaken by the lead partner in respect of the full application.

#### They are responsible and accountable for ensuring that the project delivers good value for money in the use of public resources, that being the suitability and effectiveness of the project as well as the outputs and outcomes achieved in return for the public resources received.