

# *Skills Bootcamps*

## Supplier Briefing

### Presenters

- Sally Andreou – Skills Hub Manager
- Liz Finlayson – Skills Bootcamp Programme Lead



# Welcome!

## Presentation Information

- This presentation is being recorded.
- Please put questions in the chat, we will try to answer as many as possible at the end of the presentation.
- Kindly be on mute and cameras off – thank you!



# Contents

- Introduction to Oxfordshire Skills and Business Landscape, Priorities and Action Plan, LSIP
- Operational and Strategic Overview of OxLEP Skills
- Local Skills Dashboard
- Objectives of Skills Bootcamps
- Overview
- Information on course lots 1-10
- Learner Eligibility and considerations
- Cost per Learner
- Delivery
- Learner Support
- Monitoring and Evaluation
- Payment Profiles
- Data Collection
- Delivery Timescales
- Response to Tender
- Next Steps
- Documents
- Q&A



# The Oxfordshire Skills and Business Landscape

## The Overview

- Tight labour market, unemployment claimant data 9,310 (Sept-Oct 2023)
- 17 wards are 20% of the most deprived in England – in terms of education, skills and training\*
- In 2020, 691,000 residents, 53% qualified to degree level or above.
- More than 43,000 (which includes non-VAT registered) businesses
- 99% SMEs – 89% micro businesses\*\*
- Estimated 220 large businesses

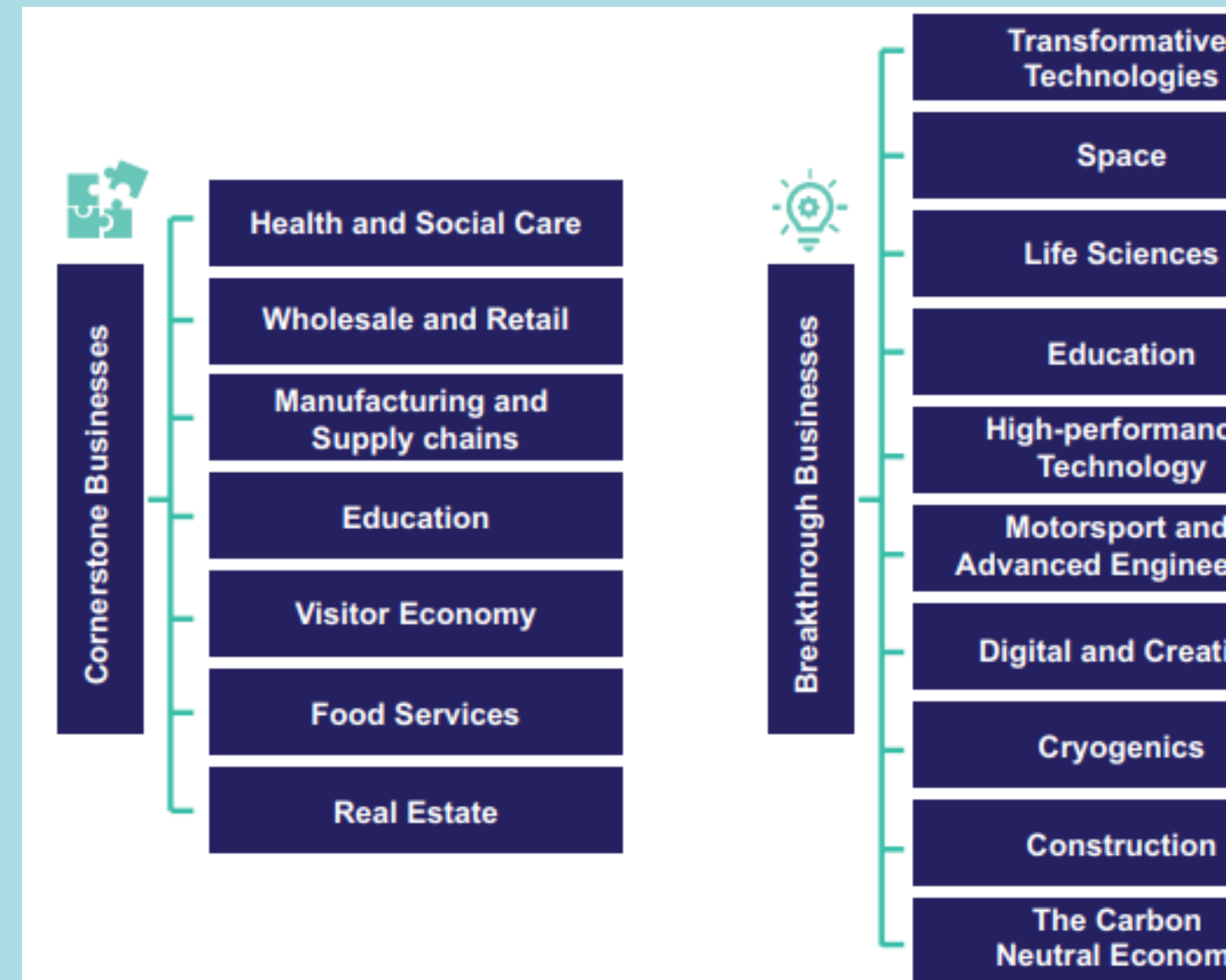



Figure 1 Oxfordshire's Key Sectors: Cornerstone and Breakthrough Businesses

\*Index of Multiple Deprivation 2019

\*\*ONS, 2021

# Oxfordshire's Skills Priorities and Action Plan 2022

<p>1. Supporting the reform of vocational and technical skills provision, which includes promoting apprenticeships and T-Level offers</p>	<p>2. Help to provide clear, diverse and inclusive career pathways for young people and adults to ensure they are aware of the Oxfordshire Labour Market and sectors</p>	<p>3. Managing Oxfordshire's consistently tight labour market</p>	<p>4. Graduate promotion and retention</p>	<p>5. Business Skills Provision and Support</p> <p style="text-align: center;">   <b>Develop Skills Bootcamps based on employer needs</b> </p>	<p>6. Ensure training and re-skilling provision in identified priority sectors</p>
---	--	---	--	---	--

The finalised priority sectors in Oxfordshire, formally agreed by our employer-led Advisory Panel in January 2023, are:



**Construction and Built Environment**



**Health and Life Sciences**



**Care**



**Hospitality and Visitor Economy**



**Manufacturing (Science and Innovation)**



**Haulage and Logistics**



**ICT**



Priority Sectors - the Local Skills Improvement Plan 2023



# OxLEP Skills Hub – Operational and Strategic Delivery across the County



## Strategic Delivery

to identify skills needs and match skills provision to local employment opportunities and employers' needs.

The Skills Sub-Group strengthens the link between public and private sector employers, local authorities, colleges and universities.

**Aim:** Ensure that all sections of society are benefitting from Oxfordshire's growth and economic success.

**How:**

- Skills and Business sub-group
- DfE Local Skills Report and Action Plan
- Training Provider Network
- Local Skills Improvement Plans (LSIPs)



[OxLEPLSRPExecutiveSummary.pdf](#)  
([oxfordshirelep.com](#))



## DfE Skills Bootcamps 2024-25

£1.7m to deliver 10 Skills Bootcamps through Skills gaps as identified by the Oxfordshire LSIP.

## Apprenticeships and T-Levels



Promote vocational qualifications as a valued career option to school leavers, career seekers and employers

**Aim:** Promoting technical vocational education as alternative viable career option.

**How:**

- **Oxfordshire Apprenticeship Awards:** established in 2015, managed by OxLEP and sponsored by business
- **Apprentice Ambassador Scheme:** which enables employers to donate Apprentices' time to promote Apprenticeships
- **Employer Webinars** to promote T-Levels and offer placements
- **Comms:** weekly Twitter OA hour and Vlogs for National Apprentice Week

## The Careers & Enterprise Company (CEC) Careers Hub



works in partnership with the Careers and Enterprise Company (CEC) across 58 schools/colleges inc SEND

**Aim:** Helping every young person in Oxfordshire find their best next step, inc SEND.

**How:** Meet the 8 Gatsby Benchmarks (GBM) that defines all the elements of an excellent careers programme in schools/colleges.

**Programmes:**

- **Careers Hub:** currently achieving 5.6 GBM
- **Enterprise Advisor Network:** Linking business volunteers to support strategic careers planning and delivery
- **Teacher Encounters** - enabling secondary school/college teachers to understand career destinations for their students in their subject.
- **CareersFest** – 2 day careers festival



## Social Contract Programme

£1.7m support the employment, skills and training for communities most impacted by the COVID-19 pandemic

**Aim:** Support 16–24-year-olds, over 50's, BAME and those furthest from the workforce.

**How:**

- **Apprenticeship Advisors** to help employers unlock/access the Apprenticeship Levy
- **Oxfordshire Apprenticeship Grants** to remove barriers to start or complete an Apprenticeship
- **'No Limits'** 2.5 FTE Triage workers providing employability and support across 19 SOFEA, with free IT equipment and travel grants
- **OxLIFE** virtual mentoring platform to provide recruitment advice to jobseekers

## Community Employment Plans (CEPs)



to ensure that the local community benefits from large infrastructure projects

**Aim:** Ensuring that the local community benefits from large infrastructure projects

**How:**

- Working with developers to create a construction stage and end-phase CEP to support skills training in construction.
- Supporting creation of a Steering Group
- Supporting the Steering group and Monitoring the CEP progress



# Local Skills Dashboard

Explore the data for Oxfordshire with our [Oxfordshire Local Skills Dashboard](#), developed in partnership with OxLEP and Oxfordshire County Council

FURTHER INFORMATION is available from:

- [The OxLEP Local Skills Report and Plan](#)

**Oxfordshire Local Skills Dashboard** Last updated 15/02/2024 OxLEP Skills OXFORDSHIRE COUNTY COUNCIL

Home Employment Education & Skills Job Demands Explore Data & Local Area

Welcome Overview Population Deprivation Sources Help

### Welcome to the Oxfordshire Local Skills Dashboard

People need labour market information such as workforce trends, skill requirements and job vacancies to help them make informed education, training or career decisions.

This dashboard has been developed in partnership with OxLEP and Oxfordshire County Council to provide key information on Oxfordshire's labour market and skills landscape, accompanying the: [OxLEP Local Skills Report and Plan](#).

**How to Use**  
Use the navigation bar to navigate between the main themed pages on this dashboard. In each main theme there are also a number of sub themes which can be navigated to through the sub-menu.

**Technical and Economic Development Users**  
The information can also support a variety of users to identify how the economy of Oxfordshire functions in terms of labour supply and demand, through the prepared charts and by exploring and formulating the full data sets directly.

**Contact**  
[skills@oxfordshirelep.com](mailto:skills@oxfordshirelep.com)

**About Oxfordshire**  
In 2022, Oxfordshire was home to over 725,000 people (Census 2021), with more than 34,500 active trading companies. It contains five local authority districts: Cherwell, Oxford, South Oxfordshire, Vale of White Horse and West Oxfordshire. These have key urban centres (cities and towns), such as Oxford City, Banbury and Didcot, as well as significant areas of rural (countryside) landscape.

Oxfordshire sits in a strategic (important), well-connected location in the UK. It has strong transport links in the Bristol-Birmingham-London triangle and is an essential part of the UK's Golden Triangle (London, Cambridge and Oxford) for research and innovation.

Oxfordshire is one of the strongest economies in the UK with the ability to recover and adapt quickly. It is benefitted by some of the best research organisations in the world, alongside pioneering, ground-breaking businesses.

There is also a strong visitor economy historically based around Oxford, Blenheim Palace and Bicester Shopping Village.

**Explore more, connect and discover skill tips from OxLEP's online careers platform**  
<https://oxfordshire.yourfutures.uk/>



# Objectives of Skills Bootcamps

1. To deliver free, flexible training programmes lasting up to 16 weeks, based on employer / sector 'in-demand' skills.
2. Provide adults 19+ with wider access to opportunities to retrain, update or formalise their skills or acquire specialist skills at Level 3 to 5 equivalent (or Level 2 if in construction or green skills or HGV driving).
3. Support those who are employed full-time and part-time, unemployed, returning to work after a break or self-employed; they can be existing employees training with support from their employer or, independent learners.
4. Benefit employers and the wider economy, by delivering targeted interventions that meet short-medium term demand to fill vacancies and drive productivity.
5. Bring individuals closer to better jobs, by linking them with line of sight to a job/ different role, additional responsibilities or new opportunities/contracts; and through offer of a guaranteed job interview.
6. To ensure that training is available in areas of England that stand to benefit from the Skills Bootcamp model where provision is not currently available (or is limited).





# Provider Eligibility

- Training organisations and employers who have or are working to establish relationships with employers in the Oxfordshire are eligible to apply for funding.
- All applicants are required to demonstrate which employers in Oxfordshire they are working with to develop their Skills Bootcamp and how they will deliver Skills Bootcamps to people living, or working in, Oxfordshire. In addition, applicants must clearly demonstrate how outputs will benefit Oxfordshire businesses.
- To deliver an organisation must be registered with the UK Register of Learning Providers. Organisations not currently registered can apply here [UK Register of Learning Providers \(ukrlp.co.uk\)](https://www.ukrlp.co.uk)



# Overview of Skills Bootcamps

Category	Lot No.	Skills Bootcamp	GLH	Level	Learner No.	Value of Funding
Technical Bespoke	Lot 1	Health and Life Sciences	60+	3-5	20	£120,000
Technical Core	Lot 2	Engineering and Manufacturing	60+	3-5	30	£150,000
Digital Core	Lot 3	Digital Marketing	100+	3-5	32	£160,000
	Lot 4	Data Analytics	60+	3-5	50	£280,000
	Lot 5	Cloud Services (Amazon Web Services)	60+	3-5	36	£180,000
Green Skills	Lot 6	Green E-Bikes	60+	1-2 3-5	40	£140,000
	Lot 7	Green E-Vehicles	60+	3-5	20	£70,000
	Lot 8	Green Construction	60+	3-5	40	£140,000
	Lot 9	Green Sustainability	60+	3-5	30	£150,000
Other	Lot 10	Hospitality	60+	3-5	21	£84,000

# Priority Skills Bootcamps – Technical

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO.
Technical Bespoke	1	Health and Life Sciences	<ul style="list-style-type: none"> <li>• Competence in Wet Laboratory Skills</li> <li>• Safe Working Practices</li> <li>• Biological Techniques</li> <li>• Chromatographic Analysis</li> <li>• Administrative Skills</li> </ul>	60+	20
Technical Core	2	Engineering and Manufacturing	<ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Engineering drawings measurement and inspection</li> <li>• Automation and robotics</li> <li>• Bench fitting skills</li> <li>• Drawings, measurement, and inspection</li> <li>• Machining skills</li> <li>• Basic electrical principles</li> <li>• Personal development and employability skills</li> </ul>	60+	30



# Priority Skills Bootcamps – Digital

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO
Digital Core	3	Digital Marketing	<ul style="list-style-type: none"> <li>• Addressable markets and branding</li> <li>• Website design</li> <li>• SEO and organic search</li> <li>• Paid search and analytic tools</li> <li>• Social media</li> <li>• Content creation</li> <li>• Video</li> <li>• Conversion rate optimization</li> <li>• Email marketing</li> <li>• Omni channel marketing and integrated campaigns</li> <li>• Data analysis and reporting</li> </ul>	100+	32
Digital Core	4	Data Analytics	<ul style="list-style-type: none"> <li>• Introduction to data analytics</li> <li>• Accessing and extracting data</li> <li>• Data collection and formatting</li> <li>• Data quality and ethical issues</li> <li>• Intro to diagnostic analysis</li> <li>• Data analysis tools and techniques</li> <li>• Advanced data analysis techniques</li> <li>• Dashboarding and visualization</li> <li>• Storyboarding with data</li> <li>• Advanced data analytics project</li> </ul>	60+	50

# Priority Skills Bootcamps – Digital

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO
Digital Core	5	Cloud Services (Amazon Web Services).	<ul style="list-style-type: none"><li>• Cloud Foundations</li><li>• Linux</li><li>• Linux and Networking</li><li>• Networking and Security</li><li>• Security, Python programming</li><li>• Python programming and data bases</li><li>• Databases</li><li>• System Operations</li><li>• Storage and archiving</li><li>• Managing resource consumption</li><li>• Creating automated and repeatable deployments</li><li>• Cloud practitioner exam</li></ul>	60+	36

# Priority Skills Bootcamps – Green Skills

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO
Green Skills	6	Green E-Bikes	<ul style="list-style-type: none"> <li>• Cytech Online Theory One Course – workshop practices, British Standards, Health &amp; Safety, Torque Settings, Lubrication, Tyres/tubes, consumer legislation, Pre-Delivery Inspection (PDI).</li> <li>• Cytech Level One Course – practical PDI, indexing gears, setting up brakes, truing wheels, safety checks.</li> <li>• Cytech Level Two Course – M-check, frame and fork prep, hub service, headset service, chase/face bottom bracket, cable replacement, wheel building, hydraulic brake bleed.</li> <li>• Cytech E-Bike Course (Level 3) – safe working practices (batteries, electrical units &amp; storage), diagnostics of intelligent and non-intelligent systems, legal standards of type approved and non-type approved e-bikes.</li> </ul>	60+	40



# Priority Skills Bootcamps – Green Skills

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO
Green Skills	7	Green E-Vehicles	<ul style="list-style-type: none"> <li>• Modes of charging equipment including suitability for intended location.</li> <li>• Assessment of requirements prior to installing electric vehicle charging equipment.</li> <li>• Design and installation requirements in relation to the system earthing and supply arrangements.</li> <li>• Methods for selecting suitable cable and cable cross-sectional area (CSA) to supply charging equipment.</li> <li>• Methods of protecting against the risk associated with PEN/CNE conductor faults including the implications of each method.</li> <li>• Methods of fixing, protecting, and supporting electrical equipment used to supply electric vehicle charging equipment.</li> <li>• Special requirements for vehicle to grid services.</li> <li>• Requirements for island mode operation</li> <li>• Arrangement of other electrical energy storage facilities.</li> <li>• How smart charging can be integrated into electrical installations.</li> </ul>	60+	20

# Priority Skills Bootcamp – Green Skills

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO
Green Skills	8	Green Construction	<ul style="list-style-type: none"> <li>• Green Power, renewables</li> <li>• Green construction and buildings</li> <li>• Retrofit</li> </ul>	60+	40
Green Skills	9	Green Sustainability Skills	<ul style="list-style-type: none"> <li>• Engagement to raise awareness of the benefits of the environmental opportunities identified.</li> <li>• Co-design/creation: Working collaboratively to devise and deliver solutions to support environmental objectives.</li> <li>• Partnering/collaborating in engaging with the community in relation to the performance of the contract, to support environmental objectives.</li> <li>• Understanding of how to influence staff, suppliers, customers, communities and/or other appropriate stakeholders through the delivery of the contract to support environmental protection and improvement.</li> </ul>	60+	30

# Priority Skills Bootcamp – Other

DfE Category	Lot NO.	Subject Area	Proposed Modules	GLH	Learner NO
Other	10	Hospitality	<ul style="list-style-type: none"><li>• Introduction to the hospitality industry</li><li>• Health, safety and first aid</li><li>• Food safety and allergens</li><li>• Food preparation techniques</li><li>• Cooking techniques</li><li>• Culinary creativity</li></ul>	60+	21



# Learner Eligibility and Considerations

## Learner Eligibility:

- A learner may only undertake one Skills Bootcamp per funding year.
- Providers must only enrol learners who are aged **19 or older**, on **31 August** within the Education Skills Funding Agency (ESFA) funding year.
- **Types of Learners:**
  - Employed, Unemployed and Self Employed.
  - Participants enrolled on DWP's Restart programme can access Skills Bootcamps.
  - Serving prisoners due to be released within 6 months of completion of a Skills Bootcamp and those on temporary release are also eligible.
  - No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies or development opportunities are offered.
  - Preference should be given to learners who either live, work or plan to work in Oxfordshire and the funding must look to support training for jobs in this geography.



# Cost Per Learner

As suppliers will tailor delivery to the needs of the employers/learners, we anticipate that delivery costs may vary across providers.

**The 30% or 10% contribution made by an employer** for a staff member placed on a Skills Bootcamp so they can progress in the workplace, will be deducted from the funding paid to the provider.

## Funding Conditions

Providers must not transfer funding between the following budgets:

- Skills Bootcamps
- ESFA funded AEB
- 19-24 Traineeship Programmes
- Level 3 Adult Offer
- Apprenticeships
- Advanced Learner Loans Bursary Fund
- Advanced Learner Loan Facility



# Delivery

## Delivery Requirements:

- Pre-recorded content does not count towards Guided Learning Hours (GLH).
- Initial Assessments to establish their starting points, should be carried out for all learners.
- Providers may deliver Skills Bootcamps remotely, online or face to face or through a blended approach.
- The curriculum must be designed to meet employers and learner needs. Evidence of formative and summative assessments which provide a valid indication of knowledge, skills, and behaviours against national or industrial standards will be expected. This could include but is not limited to accredited assessments and/or RARPA.
- The design of the curriculum should have clear aims and objectives which clearly explain what learners should be able to do at the end of the Skills Bootcamps. Evidence of planning for assessments and feedback throughout the Skills Bootcamps to ensure the learner is progressing
- Providers must make reasonable adjustments, as appropriate for those learners with Protected Characteristics (as defined by the Equalities Act (2010)).



# Learner Support

## Learner Support:

- Support is required for each potential learner, and it must be tailored accordingly, for example, using a coaching and mentoring approach, to move people into jobs/new roles and opportunities.
- Initial assessments should determine the starting points for learners, their specific situation, for example, employed, unemployed or self-employed and a 'wrap around' support programme should be embedded throughout the Skills Bootcamp Course.
- New skills are expected to lead to new jobs, roles and/or opportunities that relates to the new skills learnt.

# Monitoring and Evaluation

DfE and OxLEP Skills will conduct random sampling checks of learner and employer evidence throughout the contract period.

This may include, but not be limited to the following:

- Observations of teaching and learning. This may include the provision of behavioural skills support, coaching and mentoring, design, and the delivery of content.
- Evaluation of evidence of interviews taking place and where the employers have recruited participants.
- Evaluation of the level of learner and employer engagement and suggesting improvements.
- Evaluating the curriculum to ensure it is fit for purpose and delivers on the key aims of the Skills Bootcamp.
- Evaluating how well the delivery meets the needs of the learners and employers, including delivery methods.
- All activity sampled will receive a report detailing the findings from the visit. This report will be issued to all the relevant parties.
- All reports issued will be followed up on to ensure improvements are made, and delivery remains high-quality.

Skills Bootcamps are subject to Ofsted Inspections. Ofsted utilise the education inspection framework, and will cover Intent, Implementation, and Impact:

- [Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)





# Payment Profiles

Milestone Payments		
Payments	Percentage	Terms and Conditions
1 <sup>st</sup> Payment	45%	<ul style="list-style-type: none"> <li>14 Qualifying days and 10 guided learning hours (GLH)</li> </ul> <p><b>To support claims for learner start payment:</b></p> <ul style="list-style-type: none"> <li>Learner enrolment documentation.</li> <li>Completion of the initial assessment</li> <li>Learner starts via the ILR, Contract Monitoring and Delivery Plan (CMDP) and Learner Datasheet.</li> </ul>
2 <sup>nd</sup> Payment	35%	<ul style="list-style-type: none"> <li>Learner completion with a guaranteed interview or confirmation of new skills.</li> </ul> <p><b>To support claims for learner completion payment:</b></p> <ul style="list-style-type: none"> <li>Fully funded/independent learners' evidence of an offer of a job interview for a role that matches the new skills acquired through the Skills Bootcamp, or</li> <li>Where the learner has been trained by their own employer, we need evidence that they have been offered a new role and/or responsibility within the current organisation which meets the criteria set out in the service requirements outlined in schedule 2 of the Skills Bootcamps DPA.</li> <li>Where the learner is self-employed, written confirmation/plan from the learner indicating how the new learning has been/will be applied to acquire new opportunities/contracts.</li> <li>And completion of the training and completion of a final assessment</li> </ul>
3 <sup>rd</sup> Payment	20%	<ul style="list-style-type: none"> <li>Successful positive outcomes, new job, responsibilities, or progression.</li> </ul> <p><b>To support claims for learner outcome payment:</b></p> <ul style="list-style-type: none"> <li>Fully funded/independent learners - evidence of an offer of a job which utilises the skills gained through the Skills Bootcamp which must be intended to be continuous employment for at least 12 weeks, or an apprenticeship, or</li> <li>Where the learner has been trained by their own employer evidence of progression to a new job role or their existing role but with additional responsibilities, or</li> <li>Where the learner is self-employed, evidence that they have secured new contracts or new opportunities.</li> </ul>

# Data Collection

- All providers must submit data using the DfE Data Submission Sheet. A draft version of the Data Submission Sheet is included. However, it is subject to change. This data collection is mandatory and must be submitted monthly via the spreadsheet template supplied by OxLEP Skills. We will use it for audit, assurance, and evaluation purposes.
- DfE is currently working through changes to the ILR (Individual Learning Record) systems to accommodate Skills Bootcamps, with the ambition of potentially collecting data from Skills Bootcamps during Wave 5. This may happen post-August 2024.
- Providers must have a robust approach to data collection, surveys, job interviews and case studies. All data collection must be compliant with GDPR. OxLEP Skills will outline further information regarding the process upon contract commencement.



# DfE Skills Bootcamp Timescales

## Skills Bootcamps Outcomes:

- a minimum of 319 learner starts in total between 1<sup>st</sup> April 2024 and 31<sup>st</sup> March 2025
- At least 80% of those who start training will complete, by the 31st March 2025 which includes 100% of relevant learners being offered a guaranteed interview with an employer with appropriate vacancies.
- At least 75% of learners who complete their course will have a positive outcome (a new job must be continuous employment for 12 weeks or an apprenticeship, increased responsibilities or a new role with existing employer or increased opportunities for the self-employed) within 6 months of completing their Skills Bootcamp.
- All completions will finish on or before 30<sup>th</sup> September 2025.



# OxLEP Skills Bootcamp Timescales

## Skills Bootcamps Delivery Timescales:

- Contracting and commencement 4th June 2024.
- Delivery of the programme will be operational from July 2024
- Operational delivery will complete by 31st March 2025
- Programme close and draft reporting to OxLEP Skills by 31st July 2025, Final reporting to OxLEP Skills will be outlined in each individual contract.



# Tender Timescales

Date	Tender Schedule
Thursday, 2nd May 2024 at 9:00am.	'Skills Bootcamp' proposals to be submitted to <a href="mailto:skills@oxfordshirelep.com">skills@oxfordshirelep.com</a> . For attention of Skills Bootcamp Co-ordinator. We recommend that you set a delivery receipt to your email.
Tuesday 7th May 2024 – Thursday, 9th May 2024.	Assessment of proposals received.
Monday, 13th May 2024 – Thursday, 16th May 2024	If required, virtual meetings may take place with bidders.
Monday, 20th May 2024.	Suppliers will be notified.
Tuesday, 21st May 2024 – Monday, 3rd June 2024.	Standstill Period.
Tuesday, 4th June 2024.	Contract and Commencement.



# Response to Tender

## Response to Tender Format

### Required:

1. Skills Bootcamp Application Form
2. Skills Bootcamp High Level Timeline
3. Skills Bootcamps Risk Register

### Additional Documents Required:

- Employer Engagement Policy
- Equality and Diversity Policy
- Data Protection Policy
- Quality Assurance Policy

As well as the response requirements set out elsewhere in this tender invitation, you must ensure your tender response captures the following:

1. Your Approach
2. Pricing
3. Quality Assurance



# Documents :

- [OxLEP Skills News - Link](#)
- [Oxfordshire Local Skills Improvement Plan - Link](#)
- [Oxfordshire Skills and Labour Market Information – Link](#)
- [Skills Bootcamps Invitation to Tender Documents – Link](#)
- [OxLEPLSRPExecutiveSummary.pdf \(oxfordshirelep.com\)](#)

**Q&A**

**Thank you for  
attending**

