

Skills Bootcamps for Londoners

Wave 3 (April 2022–March 2023)
Interim Evaluation Report

May 2025

Acknowledgements

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Contents

- Executive Summary 5**
- Engagement in Wave 3 London Bootcamps5
- Provider and employer outcomes.....6
- Lessons learnt to inform future London Bootcamp design and delivery7
- Introduction..... 9**
- About London Skills Bootcamps.....9
- About this evaluation 10
- Participation in London Bootcamps 12**
- Who engaged with Wave 3 London Bootcamps? 12
- How did participants find out about London Bootcamps? 15
- Why did participants engage with London Bootcamps?..... 16
- Providers’ motivations for engaging in London Bootcamps 19
- Employers’ motivations for engaging in London Bootcamps.....20
- In focus 1: How is devolution making a difference?21
- Participant completions and outcomes from London Bootcamps 22**
- Completion Rates.....22
- Participant employment outcomes and impacts.....24
- In focus 2: How participants achieved employment outcomes in different sectors through London Bootcamps28
- Provider and employer outcomes and impacts from London Bootcamps..... 29**
- Provider outcomes and impacts29
- Providers’ barriers to achieving outcomes30
- Employer outcomes and impacts30
- Design and delivery factors contributing to Skills Bootcamps completions and outcomes 33**
- Designing London Bootcamps33
- In focus 3: How London Bootcamps have helped providers and employers to foster strong partnerships36
- Content of London Bootcamps37
- Delivery of London Bootcamps38
- The role of employability support and the guaranteed interview..... 39**
- The benefits of employability support.....39
- In focus 4: How employability support helps participants to secure a guaranteed interview..41

The guaranteed interview	42
In focus 5: What does a successful guaranteed interview look like?	45
Lessons learnt for future planning and delivery.....	46
List of figures	50
Glossary	51
Appendix: Detailed method	53
Management information held on Skills Bootcamps	53
Qualitative fieldwork	54

Executive Summary

National Skills Bootcamps, launched in August 2020, aim to support adults aged 19+ in reskilling and upskilling for work. Courses of up to 16 weeks' duration offer technical skills training and employability support to address sectoral skills shortages. Alongside this, the offer of a guaranteed interview for a job relevant to the training is a unique feature of the Bootcamp model. In 2022–23 (Wave 3 delivery), the Mayor of London secured £18 million from the Department for Education to fund Skills Bootcamps for Londoners, which focus on priority sectors. This builds on the delegation of the Adult Education Budget in 2019, and aligns with the Mayor's strategic priorities for jobs and skills and the Good Work Standard, which promotes fair pay, including the London Living Wage.

CFE undertook a process evaluation of Wave 3 London Bootcamps (April 2024 to March 2025). Management information (MI) data collected by the Greater London Authority (GLA) was analysed to assess the characteristics of those who respectively started, completed, and achieved a successful Bootcamp outcome. A successful outcome of a London Bootcamp includes the offer of a new job (continuous employment for at least 12 weeks); an apprenticeship; a new role or additional responsibilities with an existing employer; or new contracts or new opportunities for the self-employed, utilising the skills acquired in the Bootcamp, within six months of completion. A series of 28 individual and small group interviews, and one focus group, explored participants' motivations, perceived impacts, and barriers to success.

Engagement in Wave 3 London Bootcamps

3,234 individuals started a London Bootcamp

- The training attracted individuals from diverse backgrounds, particularly black/African/Caribbean and black British individuals, unemployed individuals, and those who lived in more deprived areas.
- Digital Bootcamps had the highest number of starts and Pathway to Accelerated Apprenticeships (PtAA) the lowest.

66% of participants completed their Bootcamp

- Completion rates varied considerably by sector – e.g. there was an 88% completion rate for Health and Social Care Bootcamps compared to 28% in Green.
- Higher completion rates were achieved by females, participants of 'other' white ethnicity, previously self-employed individuals, those with an education Level 4 and above, training delivered at Level 5, those who were co-funded and face-to-face delivery.
- Completion rates were the same for disabled and non-disabled individuals, and for those who had or did not have caring responsibilities. There were no differences based on where participants lived (IMD).

27% of participants achieved a successful outcome

- Higher outcome rates were achieved by males, 'other' white and white British participants, those who were previously self-employed, those with no caring responsibilities, those educated to Level 3 and below, those who were co-funded, training delivered at Level 2, and face-to-face delivery.
- Outcome rates were the same for disabled and non-disabled individuals. Additionally, there were no differences based on where participants lived (IMD).

- A total of 33 providers engaged with Wave 3 delivery, offering 413 courses, predominantly in Digital and Construction. 345 employers engaged, with most supporting the training through offering job vacancies (88%).
- Participants were attracted to the guaranteed interview offer that could lead to employment. Being flexible, short, free, and in a convenient local location, were further attractive features of the training.

Participants experienced a range of benefits from their London Bootcamp

Some participants not only progressed into employment in their chosen field after their London Bootcamp – their earnings and working hours also increased, they gained valuable technical and employability skills, and reported increased confidence and motivation towards work.

A devolved model for adult skills training can make a difference

GLA is strategically well positioned to address current and future skills needs through its expert knowledge about sectoral priorities, skills shortages and skills gaps. A place-based approach to skills funding and delivery has enabled providers to respond quickly to local skills needs in high-demand sectors, including Health and Social Care, and Construction.

My income compared to my previous job is almost 50% higher. I'm also very happy that my new job allows for a much better work-life balance. I get to see my son more, and when I'm less tired.

Participant, Digital

Before the course, I didn't really have much confidence or self-worth, and the fact that two employers that I interviewed with wanted to hire me, made me see how much knowledge I actually had picked up before the course was finished.

Participant, Health and Social Care

Provider and employer outcomes

- Wave 3 delivery has helped providers to enhance their local skills training offer, develop stronger, sustainable partnerships with local employers, and reach and engage new and different learner groups.
- Employers have also benefitted from engaging in the training: it has helped them to fill vacancies, particularly in London priority areas in Construction and Health and Social Care; strengthened recruitment practices; and supported them in developing their talent pipeline.



London Bootcamps definitely adds something that wasn't there previously, in terms of a co-designed pathway into employment where we can actually guarantee a living wage.

Provider, Construction

London Bootcamps have helped us to fill vacancies via the guaranteed interviews. The guaranteed interview wasn't just done for practising purposes. It was for actual vacancies that we had to fill.

Employer, Health and Social Care



Lessons learnt to inform future London Bootcamp design and delivery

Devolved funding enables closer alignment of training provision with local skills needs.

With greater devolution, London Bootcamps could successfully move away from the national model through addressing priority sectors, and providing a more responsive, flexibly designed and delivered training offer.

Delivery of London Bootcamps differs for some participant groups.

Differences in participation, completion and outcomes suggest that disparities for certain demographic groups might exist. GLA and its delivery partners need to do more to identify and understand the specific issues that underpin this problem, so that it can be addressed in future commissioning.

A more targeted London-wide marketing and communication strategy for London Bootcamps would aid both employer and participant engagement.

This could involve a regional awareness-raising campaign, increased visibility of London Bootcamps within Grow London business support services, and resources for providers to attract new employers to the programmes.

Improving pre-course information, advice and guidance could ensure that London Bootcamps are the right training choice for all participants.

This could also ensure there is a fit between the level of Bootcamp training being offered, and the skills and qualifications that employers in different sectors require.

The quality of employer engagement across all elements of a London Bootcamp is the most important factor driving positive outcomes for participants.

To further enhance this element, providers need:

- More time to build strong provider–employer partnerships that should run through the whole process – from Bootcamp co-design to offering vacancies.
- To secure enough relevant guaranteed interviews as part of their employer engagement.
- To offer CV support and mock interviews as part of the employability support in partnership with employers, as these are instrumental in supporting participants' success in the guaranteed interview.
- To consider opportunities to develop co-funded training with their employer partners, as this presents a joined-up approach in which employers recognise the business benefits and participants undertake relevant training.

Participants benefit from opportunities to network with peers.

Face-to-face delivery appears to have better outcomes and effectively enables participants to build relationships with their peers. However, this model does not offer the flexibility that some participants need, which can be achieved via blended or online delivery. Online delivery needs to ensure that participants can build support networks.

Post-course support could help participants, particularly those who face greater barriers to re-skilling, upskilling and employment, to secure better outcomes.

The following potential actions can enable this support:

- Providers could provide more realistic costs for resources and activities planned for participants during the six-month period following completion of a Bootcamp.
- GLA could consider developing support interventions for Bootcamp participants, e.g. tailored career guidance, including reading and video materials with job search tips, newsletters with latest industry jobs and news, and networking opportunities, such as job fairs.
- GLA could offer clearer guidance on provider responsibilities during the six-month post-training period, and incorporate these expectations into the criteria for achieving Milestone 3.

Introduction

About London Skills Bootcamps

Skills Bootcamps are courses of up to 16 weeks' duration that aim to support adults aged 19+ to reskill and upskill for work. Skills Bootcamp provision focuses on developing 'in demand' medium- to higher-level skills, to respond to skills shortages and recruitment challenges faced by particular sectors or employers. Skills Bootcamps are targeted at those in employment or self-employed, prospective career changers, returners, and recently unemployed adults; they are delivered flexibly, to address barriers to participation due to learners' work and wider commitments.

A key feature of the Skills Bootcamp model is a high level of employer involvement and support for participants' progression into or in work. Alongside technical skills training, it includes employability support, and a guaranteed job interview with a participating employer on completion. Employers are engaged by providers as delivery partners, and can support Skills Bootcamp delivery in a range of ways including work placements, employability support, and guaranteed job interviews. Employers wishing to access Skills Bootcamps to upskill existing staff are required to make a co-financing contribution of 10% for small or medium-sized enterprises (SMEs) and 30% for large organisations.

The national Skills Bootcamps programme was launched in August 2020, with delivery targeted at defined national sectors.¹ In 2022–23 as part of Wave 3 delivery, the Mayor of London secured an allocation of £18 million from the Department for Education to fund Skills Bootcamps for Londoners (London Bootcamps). London Bootcamps enabled delivery of Skills Bootcamps beyond the national sectors, by including the following additional sectors identified as priorities: Creative Industries; Hospitality; Professional Services; Health and Social Care. London Bootcamps were otherwise required to conform to the national Skills Bootcamp delivery model.

Building on the delegation of the Adult Education Budget in 2019, the allocation of funding for London Bootcamps brought Skills Bootcamps within scope of the wider investment available to the GLA to deliver the Mayor's strategic priorities for jobs and skills. The Mayor set out the following priorities in his Skills Roadmap for London:²

- Make skills more locally relevant. This means providing a more joined-up skills and employment offer that meets the needs of Londoners and the local economy, including businesses and employers.
- Ensure learning is making an impact, transforming learners' lives, and leading to positive economic and social outcomes.

¹ The national sectors are: Digital, Technical (Engineering and Manufacturing), Green, Logistics, Construction, Creative, Early Years, Pathway to Apprenticeships.

² [Skills Roadmap and other strategies | London City Hall](#)

- Make learning accessible to those who need it most, while recognising that participation in learning can lift people out of poverty and address persistent inequality.

London Bootcamps align closely with the Mayor’s Good Work Standard,³ which aims to support Londoners in gaining ‘good’ jobs that pay at least the London Living Wage, with a focus on meeting skills needs in priority regional growth sectors.

In March 2025, the Mayor of London launched the [London Growth Plan](#); this sets out the direction for London for the next 10 years, starting with AY 2025/26, to build a more prosperous, fairer and greener city. Future waves will align with the London Growth Plan and its underpinning strategies, which are currently under development.

About this evaluation

CFE undertook a process evaluation to understand the effectiveness of the devolved funding and delivery model for Wave 3 London Bootcamps, and conducted a summative assessment of the programme’s outcomes. The aim was to identify what works, as well as aspects that could be improved in future waves, to ensure that the programme achieves its objectives and delivers positive impacts for learners, employers and the wider economy in the longer term. The objectives of the evaluation were to assess three areas of interest identified by GLA:

- Process: The effectiveness of the devolution of allocating funds for London Bootcamps.
- Delivery: Best practices and challenges experienced during delivery of London Bootcamps, including lessons learnt for subsequent waves.
- Performance: Perceived success of the London Bootcamps programme in meeting its objectives.

Evaluation approach

The evaluation of Wave 3 took place between April 2024 and March 2025. Underpinned by an evaluation framework, it included quantitative analysis of MI data collected by GLA, and qualitative in-depth interviews and focus groups. A total of 28 in-depth interviews and one focus group were undertaken, comprising nine interviews with training providers; three interviews with employers; 13 individual interviews; two small group interviews; and one focus group with participants.

Interviewees were purposively sampled from GLA’s MI database of Wave 3 providers, employers and participants, to ensure that a broad range of experiences and perspectives were represented. The sample included representation from Bootcamp sectors, different participant sociodemographic characteristics, successful and unsuccessful participant outcomes, London subregions, and training provider types.

³ [The Mayor’s Good Work Standard Guidance](#)

Summary MI findings about the number of Wave 3 London Bootcamp starts, completions and outcomes for different sectors are provided in this report. Please refer to the [Appendix](#) for further details of the evaluation approach.

Qualitative findings should not be interpreted from a quantitative perspective; the sample was not representative, and views reported may not reflect the opinions held by the wider population. Furthermore, interviewees had engaged with London Bootcamps over 18 months ago at the time of conversations with us and could not always recall aspects of the experience in detail.

Participation in London Bootcamps

This chapter presents evidence on who engaged with London Bootcamps and why. It provides a summary of GLA's MI data on participants, providers and employers who engaged with Wave 3 London Bootcamps. Qualitative findings about motivations for engaging with London Bootcamps, the perceived and anticipated benefits of London Bootcamps, and barriers to participation, are also provided.

The [In focus 1](#) page at the end of this chapter outlines the ways in which the devolution of Skills Bootcamp funding to GLA has benefitted delivery.

Who engaged with Wave 3 London Bootcamps?









In Wave 3, there was a total of **3,234 starts** and **2,127 completions** (completion rate 66%). Overall, **885** participants had a successful **outcome**⁴ (outcome rate 27%).

Figure 1 shows that:

- London Bootcamps in Digital had the highest number of starts, and training in Pathway to Accelerated Apprenticeships (PtAA) the lowest.
- Training in Construction, Health and Social Care, and Technical had the highest **completion** rates, while Green, PtAA, and Logistics had the lowest.
- Courses in Construction and Technical had the highest **outcome** rates. In contrast, courses delivered in Green, Digital, and Logistics had the lowest.

⁴ A successful London Bootcamp outcome includes the offer of a new job (continuous employment for at least 12 weeks); an apprenticeship; a new role or additional responsibilities with an existing employer; or new contracts or new opportunities for the self-employed, utilising the skills acquired in the Bootcamp, within six months of completion.

Figure 1: Number of participant starts and the proportion of completions and outcomes by Skills Bootcamp sector.⁵

	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
 Digital	2,075	66%	17%	25%
 Construction	400	89%	82%	93%
 Green	206	28%	7%	24%
 Health & Social Care	157	88%	42%	48%
 Creative Industries	165	62%	27%	43%
 Logistics (HGV)	149	31%	19%	63%
 Technical	68	82%*	79%*	96%*
 PtAA	14	29%*	21%*	75%*

Characteristics of participant starts

MI analysis shows that the profile of participants who started a London Bootcamp differed across a range of characteristics, as detailed in Figure 2. Table 8 in the technical annex provides a summary of participants' characteristics for starts.

⁵ Asterisk (*) denotes cells where the base (n) is < 100.

Figure 2: Summary characteristics for those who started a Wave 3 London Bootcamp



Training providers

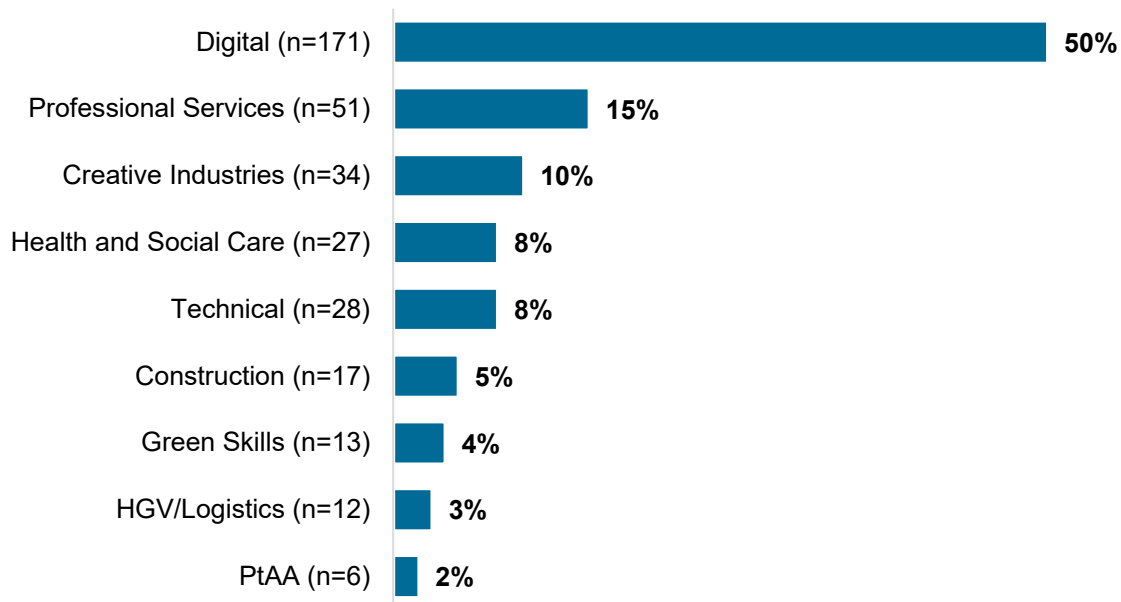
A total of 33 providers engaged in the Wave 3 delivery of London Bootcamps. Most of these (79%) were independent training providers (ITPs), five were local authorities (15%), and two were higher education institutions (1%).

Providers offered 413 London Bootcamp courses, mostly in Digital (235) and Construction (62), with fewer courses in Green, Logistics, Technical, Health and Social Care, Creative Industries, and PtAA.⁶

Employers engaged with London Bootcamps

During Wave 3, a total of 345 unique employers engaged with London Bootcamps. A breakdown of employer engagement by sector is detailed in Figure 3.

⁶ Most providers delivered London Bootcamps in the Digital sector (n=15; 45%), followed by Construction (n=6; 18%), Health and Social Care (n=4; 12%), Green and the Creative Industries sectors (each with three providers, 9%), Logistics (HGV) (n=2; 6%), and Technical and Professional Services (one provider in each sector, 3%).

Figure 3: Employer participation in Wave 3 London Bootcamps by sector.⁷

Most employers supported London Bootcamps delivery through offering job vacancies (88%, n=302). Around half (46%) provided other types of support, such as employability skills training, equipment or venues to deliver training sessions, and information, advice and guidance for participants.

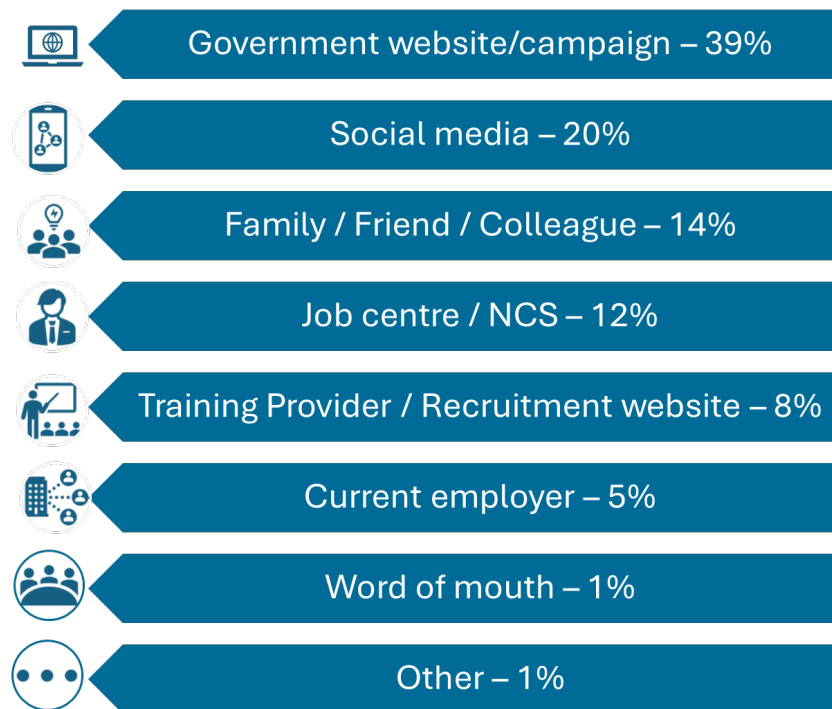
Among all participating employers, 12 (3%) accessed London Bootcamps to upskill their current workforce and co-funded existing employees to take part.

How did participants find out about London Bootcamps?

MI shows that participants heard about London Bootcamps from different sources; most commonly online, from the government website, or social media (Figure 4).

⁷ Some employers participated in multiple London Bootcamp sectors; therefore, the total number of employers across all sectors exceeds the number of unique employers involved in London Bootcamps.

Figure 4: Where participants heard about London Bootcamps.



Most interviewed participants found out about London Bootcamps while searching for training opportunities online. Several saw an advert for the training on social media, mostly via Facebook, LinkedIn or Reddit. A few participants were recommended to take part in London Bootcamps, either by someone who had previously completed one, or via a career coach at a local Job Centre. One participant found out about the training from their local council's newsletter, which they subscribed to. Interviewed participants were mostly unaware of the national Skills Bootcamps programme.

Why did participants engage with London Bootcamps?

Interviewed participants were attracted to London Bootcamps because of the anticipated employment outcomes

Participants engaged with London Bootcamps primarily because they perceived it to be an opportunity to improve their employment prospects. Within this overarching aim, the evidence points to several distinct outcomes that were sought by participants, depending on their individual needs and circumstances. Participants' motivations towards London Bootcamps are broadly similar to the national programme, where the majority applied to help them develop skills for a future job.

Reskilling for a career change was the most frequently cited reason for participants' engagement with London Bootcamps

Some indicated that they wished to change careers due to family circumstances, or because they had moved to London or the UK from elsewhere. This meant they could not continue working in their former occupation because they faced differences in qualification standards (if coming from overseas), or loss of their professional network and reputation.

I'm a trained architect in my country, and lighting designer, but to work again as an architect wasn't easy, because you need to have new contacts, and spend money, which I didn't have. I was interested in going into the Construction industry, especially building management, and that's why I joined the London Bootcamp.

Participant, Construction

Others stated that they were looking for a 'better' job in a higher-paying industry, as they needed or wanted to increase their earnings. For these individuals, the opportunity to gain new skills and knowledge which would prepare them for employment in a new field was a key driver of participation. This reflects participants' motivations in the national programme, where around two-thirds agreed that Skills Bootcamps would enable them to earn more money.

At this time, I was working as a self-employed electrician, but I couldn't find jobs. I felt that I had the opportunity to change and get into rail because I already have heard that people are working on better terms in this sector.

Participant, Technical

Some participants were motivated by the opportunity to upskill for career progression

They anticipated that London Bootcamps offered the potential to develop a specialism which would enable them to access employment with perceived benefits such as increased job security, or work which they found more interesting.

I was first introduced to the idea of working in data when I was working in local government for the insight and intelligence team. That's when I realised that I had an interest in data analysis and data science. So, I wanted to gain more skills and gain certification in that area, so I could pivot my career into data science.

Participant, Digital

Two participants stated that their motivation stemmed from a wish to gain promotion with their existing employer.

Interviewees were also attracted to opportunities to enter or re-enter the labour market

Some interviewed participants were not in work at the time of starting their London Bootcamp, and were attracted to the training as a way of increasing their chances of getting a job. A number of interviewees had been out of work for some time, and in some cases were struggling with their lack of success in securing a job at the point when they heard about London Bootcamps.

A few participants reported that they hoped to obtain their first job following school, college or university graduation, and saw London Bootcamps as a way of gaining direct access to job opportunities, including apprenticeships.

Unique features of the London Bootcamp model, particularly employability support, attracted interviewed participants

Participants described a range of features of the London Bootcamp model which motivated them to engage with the programme. Some of these were directly related to the anticipated employment outcomes discussed above. The sectoral focus of London Bootcamps meant that participants saw the training as a way of gaining industry-specific skills and knowledge to enhance their job prospects in their chosen field. Alongside this, participants were attracted by what they perceived to be the high level of support for employment progression embedded in London Bootcamps, including employers' involvement in course delivery, employability skills development, and guaranteed job interviews. Participants reflected that this differentiated London Bootcamps from other training opportunities, similarly to participants on the national programme.

Some mentioned being aware of the training provider's good reputation in this area, particularly their strong links to employers.

Alongside these elements, participants highlighted the following features of the model, which helped to make London Bootcamps training accessible and addressed barriers to participation in training:

- **Flexible delivery**, particularly where training was delivered entirely online, which enabled learning to be undertaken alongside existing work and other commitments.
- The relatively **short duration** of the training; participants hoped this would allow them to progress quickly in or into employment, and made the commitment to training manageable.
- The fact that the course was **fully funded** enabled access to London Bootcamps for participants who would otherwise have been unable to afford training.
- **Convenient, local location** of the face-to-face Bootcamps.

In a few cases, interviewed participants contrasted the London Bootcamp model favourably with other training options that they had considered; particularly regarding cost, online delivery and course duration.

The cost of some adult training courses was a bit overbearing. You're looking at like, £1,000 for a couple of months, and I just couldn't afford that on top of rent and costs.

Participant, Creative Industries

Some providers described participants' lack of awareness of London Bootcamps as a barrier to participation

Two providers mentioned a flooded market for adult education training, and that people find it difficult to distinguish between different provisions regarding the most beneficial option for them.

Providers' motivations for engaging in London Bootcamps

Providers identified the programme as an opportunity to develop their local training offer, and to address unmet demand for skills from both employers and individuals

HE providers and ITPs stressed that key considerations were market positioning, and the fit of London Bootcamps with their wider organisational business development objectives and portfolio of courses.

Drawing on the insights gained through their existing relationships with employers, providers saw London Bootcamps' potential to enhance their role in responding to local skills shortages, and connecting residents to jobs to grow local talent pipelines. Several described how London Bootcamps aligned well with employers' needs. One national ITP stated that the London focus of the programme was attractive because the capital is the main operating market for the employers they work with.

We have a lot of large enterprise clients, and their main site and location for their workforce is in and around the London area. So, we were recognising where there would be good links to employment opportunities with that contract specifically.

Provider, Digital

Another provider stated that many of the employers with whom they work want to recruit "hyper-locally", and that the London Bootcamp model supports this ambition. In another instance, one HE provider who was establishing a new campus identified London Bootcamps as a way of strengthening their offer and raising their profile within that borough.

Some providers were already delivering national Skills Bootcamps, and considered London Bootcamps to be a natural and complementary extension of this. Others were seeking to develop their short course offer, having identified a need for more of this type of training to boost the London workforce in sectors including Digital, Green Skills, Construction, and Health and Social Care. Several interviewees referred directly to the value of being able to offer training in the additional London priority sectors that were enabled through the delegation of funding for London Bootcamps. This was identified as an important step in addressing workforce shortages in the Health and Social Care sector.

We realised the demand and the lack of qualified carers, or experienced carers in the field. There was a decline in the industry in terms of carers working in care. We thought that the Skills Bootcamp would be a good way forward to try and improve those numbers and make sure that the employers are not struggling to recruit carers.

Provider, Health and Social Care

For local authorities, the opportunity to work with developers to deliver London Bootcamps in Construction was welcomed as an additional way of fulfilling

obligations under Section 106 agreements.⁸ One local authority provider stressed that the scale of development in parts of London makes it very challenging for employers to fulfil their local workforce commitments, and colleges alone struggle to meet demand for training. In this context, although the numbers trained through London Bootcamps are relatively small, the boroughs saw their involvement as an important step towards increasing capacity, and emphasised the Bootcamps' unique ability to reach and engage residents.

Employers' motivations for engaging in London Bootcamps

Employers perceived London Bootcamps as a mechanism to help fill vacancies

They were attracted by what they saw as an opportunity to directly reach and engage potential recruits from within the local area who had already undertaken some relevant, industry-specific training. One employer described the challenge of finding a workforce with the right skills and values for their construction business, and perceived involvement in London Bootcamps as a possible solution. Another employer from the environmental industry stated that London Bootcamps are addressing the industry's need for green skills that have been in greater demand over the last ten years.

The London Bootcamps programme was seen as a way of building closer links with training providers, local authorities, and GLA – organisations that employers recognised as being in touch with local residents who want to get into employment. By raising the profile of their organisation with participants, employers hoped that London Bootcamps would enable them to attract people from the local area with the knowledge and skills they sought.

It's a good advertising platform for what we do within the borough. For us it's a win-win really, because it showcases what we do in the borough, and it gives us the opportunity to take on interested and engaged staff.

Employer, Green Skills

⁸ Section 106 (S106) Agreements are legal agreements made between local authorities and developers in relation to planning permissions, and can also be known as planning obligations.

In focus 1: How is devolution making a difference?

Interviewed Wave 3 training providers indicated several ways in which the devolution of Skills Bootcamp funding to GLA has benefitted delivery.

At a strategic level, providers stressed that GLA is **uniquely placed** to understand and drive the response to the region's current and future skills needs. The authority has strategic insight into sectoral priorities, skills shortages and skills gaps, and patterns of demand and supply. This awareness was reflected in the additional sectors included in the devolved programme. Alongside this, it has well-established relationships with all the key London Bootcamp stakeholders – local residents, employers and training providers – which supports engagement.

There's a clear skills need, locally. How that gets prioritised nationally is really quite complicated. So, I think having devolved mechanisms to allocate skills funding feels a clever way to solve what's a very complex situation.

Provider, Digital, Creative Industries

Providers gave examples of how taking a place-based approach to skills funding and delivery has enabled London Bootcamps to respond quickly to very specific local needs. For example, one ITP mentioned high demand for rainscreen cladding installers, following changes in building regulations following the Grenfell tragedy.

One of the Skills Bootcamps that we're currently offering is Rainscreen Cladding, which is obviously in response to Grenfell. There was an instant requirement that we needed to get Londoners trained to do the rainscreen cladding, and the Bootcamp gave us that pathway to be able to do that quite quickly.

Provider, Construction

Operationally, providers highlighted several improved systems and processes in the devolved funding arrangements. These include:

- **Streamlined grant application process** for training providers; this requires less document preparation and paperwork, and has been especially welcomed by small training providers.
- **Good relationships and effective communication** with GLA, including the team being approachable and accessible to providers.
- **Fast and straightforward administration** of London Bootcamps between GLA, providers and employers.

For us, the flexibility, the quick turnaround and the response to the demand from employers was a positive.

Provider, Health and Social Care

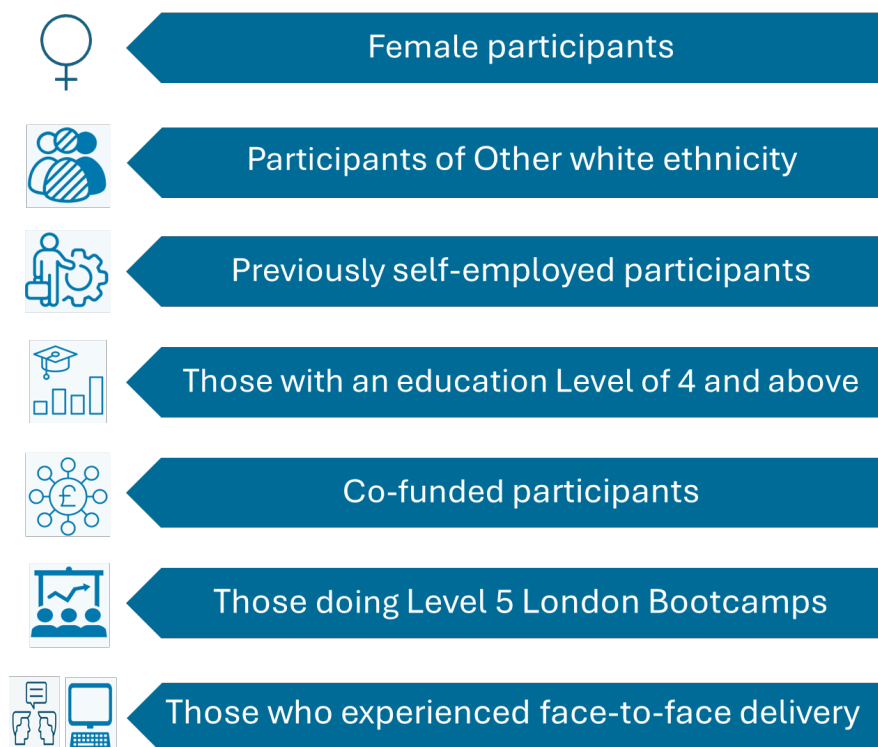
Participant completions and outcomes from London Bootcamps

This chapter sets out findings from the MI data and interviews, regarding completions and outcomes for participants from Wave 3 London Bootcamps. The evidence sheds light on the range of benefits that individuals experienced from undertaking the training, including but not limited to the programme's primary purpose of enabling progression into or within work in priority sectors. Participants achieved a progression into employment, increased pay, new technical and soft skills, and overall satisfaction in the workplace after completing the Bootcamp. This indicates that London Bootcamps are tackling the GLA's four pillars of good work: Fair pay and conditions, Workplace wellbeing, Skills and progression, and Diversity and recruitment.

In focus 2 at the end of the chapter showcases three examples of how participants have achieved employment outcomes in different sectors, thanks to their Bootcamp. Participants' names have been changed to ensure anonymity.

Completion Rates

MI analysis shows that several participant characteristics and features of London Bootcamps are associated with higher Wave 3 completion rates; this suggests that the training is effectively meeting the needs of some groups more than others (Figure 5). While the overall completion rate was 66%, it varied considerably between sectors, being as high as 88% in Health and Social Care and as low as 28% in Green. More detailed reasons for higher or lower completions are covered in the chapter on design and delivery factors contributing to Skills Bootcamps completions and outcomes.

Figure 5: Characteristics of participants who achieved higher completion rates.⁹

There were no differences in the completion rates between participants with and without a disability, and those with and without caring responsibilities. No overall differences in completion rates were found according to where participants lived, as measured by Indices of Multiple Deprivation (IMD).

In contrast to the sociodemographic groups outlined above in Figure 5, participant characteristics with lower completion rates include:

- Males
- Those of mixed ethnicity
- Previously unemployed participants
- Those with an education Level 3 and below
- Non-co-funded participants
- Those doing Level 2 London Bootcamps
- Participants whose training was online or blended delivery.

These findings show that the training has less effectively helped certain participant groups to complete their course, by revealing disparities. It will be important for GLA to identify and understand the specific barriers that prevent certain groups from completing their training, to enable providers to adapt and tailor the future design and delivery of the training.

⁹ Characteristics are reported where there is a difference of 5% or more.

Participant employment outcomes and impacts

Outcome rates differed by participant characteristics, Bootcamp level and delivery mode

As reported in the preceding chapter, just over a quarter (27%) of Wave 3 London Bootcamp participants were recorded as achieving a claimable employment outcome.¹⁰ MI analysis shows that higher outcome rates were associated with certain participant characteristics, as detailed in Figure 6 below. For example, participants of Other white ethnicity typically have higher outcome rates. However, it is worth noting that this ethnic group tended to undertake Construction Bootcamps, which had the highest outcome rates. Another sector with high outcome rates is Technical, while around one in four achieved an outcome for Digital and Green.

Figure 6: Characteristics of participants with higher London Bootcamp outcome rates.¹¹



Overall, there were differences in the outcome rates between those with and without a disability, or based on where participants lived, as measured by the IMD. Lower outcome rates were associated with several participant characteristics, suggesting that some inequalities for certain groups exist; these include:

- Females
- Participants of mixed, black, Asian and ‘other’ ethnicities

¹⁰ A claimable employment outcome includes the offer of a new job (continuous employment for at least 12 weeks); an apprenticeship; a new role or additional responsibilities with an existing employer; or new contracts or new opportunities for the self-employed, utilising the skills acquired in the Bootcamp, within six months of completion.

¹¹ Characteristics are reported where there is a difference of 5% or more.

- Those who were previously unemployed
- Participants with caring responsibilities
- Those with Level 4 and above education
- Non-co-funded participants
- Participants whose London Bootcamp was Level 4
- Those who received their training via online delivery.

MI data may under-record the true number of employment outcomes

However, it is worth noting that several providers suggested that their outcome figures are likely to underestimate the number who progressed into work as a direct result of participating in the training. Providers cited the following reasons:

- They were anecdotally aware of individuals who had progressed into work but could not collect the necessary evidence.
- They do not have the resources to systematically track and evidence participant progression once individuals have left the programme.
- Some individuals progressed into work with ongoing employability support from the training provider, but this happened more than six months after the course ended. Where providers had targeted London Bootcamps at individuals who were unemployed or economically inactive, they stressed that these participants typically required more support over a longer period to enable them to enter work, but this was not recognised in the funding model.
- Some participants progressed into work which was ‘unclaimable’ because it did not meet London’s ‘Good Work Standard’ criteria – specifically, jobs needed to offer a minimum of 16 hours per week, pay of at least the London Living Wage, and exclude zero-hours contracts. Jobs were also ‘unclaimable’ if they did not directly relate to the Bootcamp sector, although the wider employability support they received may have been instrumental in helping them to secure the job.

Some participants progressed into employment in their chosen field

Some providers reported high levels of progression into work for participants as a result of the London Bootcamp training. For example, all participants who completed a Construction Bootcamp in Occupational Site Supervision subsequently got jobs in the industry. While another Construction Bootcamp provider stated that their rate of progression into employment was around 40–50%, they stressed that they had worked specifically with individuals who were further from the labour market, which meant that many required a longer period of support beyond the end of the course.

Earnings for some participants increased after their London Bootcamp training

Some participants on both re-skilling and workplace up-skilling London Bootcamps achieved increased earnings following their training. For example, one Health and Social Care provider reported that they worked with employers to offer up-skilling to existing staff. They secured a commitment from employers that all those successfully completing the training would be offered progression in the form of increased responsibilities or promotion to a higher role, together with higher pay. In most cases, pay progression meant moving from the National Minimum Wage to the London Living Wage; the progression rate was between 80 and 90%.

Working hours increased for participants who secured a positive outcome after their London Bootcamp

MI data shows that all participants who secured a successful outcome after their bootcamp gained more working hours. London Bootcamp participants with a positive outcome in Logistics, Digital, Green and Health and Social Care saw the highest mean increase, while those on Construction Bootcamps had the lowest mean increase in their working hours.

Interviewees gained valuable technical and employability skills, even if this did not translate into an employment outcome

Participants who obtained a job or a better job attributed this to their Bootcamp training and the skills gained. Some who did not progress into work following their course nevertheless also emphasised that they had realised some benefits, in the form of new technical or employability skills. These participants expressed overall satisfaction with their Bootcamp experience and considered the skills they had developed to be valuable. In a few cases, despite the considerable lapse of time since undertaking the training, they expressed hope that it would enable them to find a suitable job in the future. For example, participants on Digital Bootcamps mentioned specific skills they had acquired in coding and programming languages.

Interviewed participants' confidence and motivation towards training and work increased

Participants reported experiencing intermediate personal development outcomes from London Bootcamps. These changes were fundamental in enabling them to move forward in their individual employment and training journeys.

Most commonly, participants described how London Bootcamps gave them the confidence to enter or re-enter employment. Some of those interviewed had been out of work for a considerable time when they started the training, for reasons such as ill health, bringing up children, or migration from overseas. The Bootcamp provided a way of reconnecting to the world of work and developing their understanding of how to access employment.

It's the confidence that it gave me to go back to apply for work and even get a job. So, yes, that was really something for me.

Participant, Digital

In addition, participants indicated that they had gained greater confidence in their own abilities as learners. They acquired study skills, surprised themselves with their capacity to acquire new skills and knowledge, and overcame learning difficulties that had previously held them back.

After doing that Bootcamp, I no longer see having dyslexia as a problem. That's amazing, because it's something that I've always seen as a problem. I see it as a benefit, because it means that I'm always going to check my work, more times than anybody else, to make sure that it's right.

Participant, Health and Social Care

Only a minority of interviewees perceived not gaining any positive outcomes from their Bootcamp

Some participants felt that the course did not meet their needs or expectations, and two referred to their training as “a waste of time”. Participants who reported no benefits from the training typically either indicated that they had not learnt any new or valuable skills, or were highly dissatisfied that it had not resulted in the anticipated employment outcomes. One self-employed participant suggested that they had actually experienced a negative outcome, because undertaking a full-time course had resulted in loss of earnings.

In focus 2: How participants achieved employment outcomes in different sectors through London Bootcamps

Christina (aged 53) entered employment in Health and Social Care.

Due to multiple long-term health conditions, Christina was economically inactive and claiming Universal Credit prior to starting her Bootcamp. A lack of support with dyslexia also meant that she had left school with no qualifications. However, in her initial discussion with the Bootcamp provider, Christina felt able to disclose her dyslexia, and appropriate support was put in place. Training was delivered face-to-face; the tutor built a strong rapport with the students, and the cohort formed a close-knit, supportive group. The employability support helped Christina to produce a CV and develop interview skills. At the end of the course, two employers came to the provider site to carry out guaranteed interviews, and both offered Christina a job. As well as gaining employment, Christina developed confidence and self-belief through her experience on the Bootcamp.

Alejandro (aged 36) changed to a new career in Digital.

A Maths graduate, Alejandro had migrated to London from Spain 10 years ago and taught English as a Foreign Language. Following the birth of his son, Alejandro had been looking for a career change. He enrolled on the Data Engineering Bootcamp delivered by a third-sector provider that specialises in supporting adults' entry into new careers; he was attracted by the provider's strong track record of progressing learners into sustainable employment. Alongside the subject skills and knowledge gained, Alejandro rated the Bootcamp's employability support highly. It was delivered in partnership with several employers, and included CV development, interview preparation and elevator pitches. Following his guaranteed interview, both he and another participant in the same cohort secured employment with a financial services company which has a well-established relationship with the training provider and a history of recruiting from its programmes. Alejandro's new job saw his earnings increase by 50%, and he now has a better work-life balance.

Dev (aged 32) secured higher earnings in Logistics.

Dev was already working as a Class 2 driver; he enrolled on the Bootcamp after finding out about it through Facebook, with the aim of achieving his Class 1 licence and improving his employment options. The course was delivered through a blended approach. Dev was able to balance the training with his existing employment, attending classes in the morning and working in the afternoon. Practical driving sessions were delivered on-site, where participants also took their Class 1 driving test. As Dev had not applied for a new job for some time, he found the employability support very helpful, particularly the CV development and interview skills. Dev applied for several jobs through the Bootcamp, and was successful with his first interview. However, his existing employer agreed to match his new higher salary offer, so he decided to stay.

Provider and employer outcomes and impacts from London Bootcamps

This chapter draws on qualitative interviews with providers and employers; it considers what differences they have experienced because of their engagement in and delivery of London Skills Bootcamps.

Provider outcomes and impacts

London Bootcamps enhance providers' local skills training offer

The interviewed providers described how their involvement in the Wave 3 London Bootcamps delivery had increased their overall effectiveness in responding to local skills needs. They valued the programme as an additional and unique opportunity that they could market to both employers and individuals to address their respective skills needs, and which directly connected people to good jobs.

It definitely adds something that wasn't there previously, in terms of a co-designed pathway into employment where we can actually guarantee a living wage.

Provider, Construction

The relatively short duration and intensive delivery of London Bootcamps enabled providers to offer something distinctive and attractive to certain cohorts of employers and residents. This was particularly the case for local employers in fast-moving sectors such as Digital, Construction, and Health and Social Care, and for local residents who had been out of employment for some time, due to pursuing education or having caring or family commitments.

London Bootcamps help providers to develop stronger relationships with local employers

The need to involve employers in the design and delivery of London Bootcamps meant that providers directed additional resources to employer engagement. Through delivering London Bootcamps, providers have increased the scale and breadth of employer engagement. Most of those interviewed indicated that, as a result, they have strengthened existing links to employers, and in some cases developed new relationships. For example, one Health and Social Care provider described how they established an employer engagement team specifically to support delivery of Wave 3 London Bootcamps, and significantly increased the number of employers they engage with. In another example, a local authority provider explained how offering London Bootcamps in Construction enabled them to work more collaboratively with developers.

In a minority of cases, providers expressed that they decided to opt out of subsequent waves of the Bootcamps to minimise reputational risk from their employer partnerships. For example, one large provider of apprenticeships has decided to stop offering London Bootcamps after Wave 3 because high levels of participant non-attendance at interviews causes a reputational risk to their business.

Providers reach and engage new and different learner groups

Several providers noted that offering London Bootcamps has enabled them to engage and support a wider and more diverse range of participants, including residents who were furthest from training and employment. For example, a Construction provider targeted London Bootcamps specifically at economically inactive residents, while a Technical provider worked with local Job Centres as key referral partners.

Providers' barriers to achieving outcomes

Two providers described issues with participant dropout rates. The providers noted that participants who leave the Bootcamp typically do so after the first few lessons. For those who stay, engagement increases with the duration of the bootcamps. A Construction provider believes that participants drop out of the Bootcamps mainly due to their **personal economic barriers**, as most of them are unemployed or economically inactive; this is a potential hindrance in pursuing training, although it is free.

Another provider, from the Technical sector, explained how they mitigate the risks of participants dropping out of the Bootcamps. For them, the key part of managing this issue is having a robust process for providing information, advice and guidance to participants. Through their recruitment process the provider ensures that participants are committed to completing the Bootcamp, and that they understand the key elements of it – particularly that there is a guaranteed job interview upon completion, and a chance of a new job opportunity.

If learners suddenly drop out, that has a negative impact on the provider that delivers the training. There's no way of recouping costs back. Bootcamps are free to the learner so you wouldn't charge the learner, but you're then stuck, you've trained a learner and not got anything back from it. So, it's really important to make sure that information, advice and guidance and recruitment processes are strong.

Provider, Technical

Employer outcomes and impacts

The small sample of employers interviewed means that findings are limited. Nevertheless, there is evidence of the ways in which London Bootcamps have made a difference for participating employers, by enhancing their capacity to address skills needs within their organisation.

London Bootcamps help employers to fill vacancies

Employers reported that London Bootcamps have provided a new way of connecting with potential recruits to fill roles.

London Bootcamps have helped us to fill vacancies via the guaranteed interviews. The guaranteed interview wasn't just done for practising purposes. It was for actual vacancies that we had to fill.

Employer, Health and Social Care

Employers' recruitment practices are strengthened

Employers stressed that London Bootcamps have enabled them to build a relationship with participants, which has enhanced their recruitment and benefitted both parties. They described how they have reached and engaged with a wider and more diverse pool of candidates. By contributing to course delivery, employers have raised the profile of their organisation among participants, and potentially their wider networks of family and friends; they were able to showcase the types of roles and progression opportunities available. This in turn has yielded applications from interested, motivated and skilled individuals.

London Bootcamps have given us the opportunity to sell ourselves to prospective candidates, and for them to meet us and sound us out. Candidates would present their CVs if they wished, and any CVs we received we would reciprocate with an interview.

Employer, Green Skills

We can reach people that want to be support workers and understand the role. Without the London Bootcamp, they would never have known about us.

Employer, Health and Social Care

At the same time, being able to engage with participants through the course led to more informed recruitment. Employers described how they gained an understanding of the profile of individuals who might be interested in working in the sector, and their strengths and further training needs, which helped with their overall approach to workforce development.

It is really helpful for us as a potential employer to say, "How do this group of people turn up? What might be missing from experiences they've had to date? What do we expect people to be able to have?"

Employer, Green Skills

Employers indicated that they had generally been impressed with the skills, knowledge and attitudes of London Bootcamp recruits. They are perceived to be interested and engaged, which one employer contrasted with candidates who were received via other routes such as Job Centre Plus. A Health and Social Care employer said, "Bootcamp recruits can hit the ground running."

Employers use London Bootcamps to develop their talent pipeline

In instances where employers did not have any live vacancies at the point when participants needed to have guaranteed interviews, the process was used as a way of establishing a relationship with prospective recruits. This created a pool of trained individuals which the employer could access in the future if and when jobs became available. While employers were primarily interested in using London Bootcamps to fill their own vacancies, one indicated how the programme was benefitting their wider industry.

Employers gain indirect business benefits

An employer in the Green sector stated that for them, an important outcome of becoming involved in London Bootcamps and other skills programmes has been

improved positioning and access to business development opportunities. The relationship that they have developed with the local authority via skills initiatives means that they are well-placed to tender successfully for contracts linked to their core business in land management.

Design and delivery factors contributing to Skills Bootcamps completions and outcomes

This chapter draws on MI analysis and qualitative insights from participants, providers and employers, to consider effective approaches adopted in the design and delivery of London Bootcamps – as well as challenges experienced, and how these were overcome to help participants complete and successfully achieve a positive outcome.

Designing London Bootcamps

Providers adapted existing materials and resources to develop engaging London Bootcamps

Most training providers adapted their existing provision to meet the London Bootcamp requirements regarding the length of the training, the employability support offer, and guaranteed interview administration. This included provision that was designed and delivered on behalf of large employers and the national Skills Bootcamps programme.

We delivered a project in London previously for DHL and Argos. We had 48 people go through the programme and 46 ended up driving for DHL. So, we used that as a basis, but we also looked at a number of factors in London, e.g. the funding structure, the employer base, and the industry skills requirements.

Provider, Logistics

Strong provider–employer partnerships are critical to the design of effective London Bootcamps

On the [in focus 3](#) page, training providers and employers describe how London Bootcamps have helped them to both develop new partnerships and strengthen existing ones, to ensure participants achieve a positive outcome, and that job vacancies in priority sectors are filled.

Provider–employer partnerships could be further strengthened

Providers outlined several ways in which future engagement with employers could be strengthened. For example, one ITP described how they would need to dedicate more resource to holding meaningful conversations with employers at an early stage in the Bootcamp design, to ensure the training content is relevant. Another HE provider encountered challenges with employer engagement and participant outcomes, because they did not initiate conversations with employers early enough.

The employer element was something that we missed out on, because it was like an afterthought after we delivered the cohorts, and we did engage with quite a few employers. Unfortunately, at that point we had significant disengagement with the learners who benefitted from the Bootcamps.

Provider, Green Skills

SMEs play an important role in the design phase of the training, especially for Digital and Creative Industries Bootcamps. One provider described how SMEs can help to drive the workforce and skills supply chain through their knowledge about industry skills needs. In contrast, there was a perception among some providers that large companies are more self-sufficient due to internal internship or graduate programmes, and therefore do not see the value of Skills Bootcamps.

Largely independent, creative agencies are playing quite an important role in either product design, or the film production, or advertising industry. They play a vital role in the supply chain of content creation in one way or another. And they're providing a particular lens and output work that is quite specialist in a way.

Provider, Digital, Creative Industries

Limited capacity and time offered by employers were further barriers that some providers experienced, which had a negative impact on their engagement in the training. For example, one Health and Social Care provider found that although employers were initially interested in the training, they were too busy to engage with them, and could not offer employability support and guaranteed interviews for participants.

Providers established positive, collaborative partnerships with GLA

Providers conveyed how overall, the commissioning and onboarding process with GLA was efficient and straightforward. Most providers also described having a positive and effective relationship with their GLA contract manager, who was responsive to any queries they had.

The relationship with the contract manager has been brilliant – they have been very supportive and responsive. If I had a query, I used to get the answer the same day.

Provider, Health and Social Care

However, some providers faced challenges in meeting the GLA London Bootcamp targets regarding KPIs and the reporting arrangements; this was largely due to complex and detailed processes, and technical glitches. A few providers experienced delays in commencing delivery because of contracting issues, which made it difficult to achieve their targets; this in turn increased pressure on staff. These issues tended to be accentuated when providers were also involved in the national Skills Bootcamps programme. Such providers conveyed that greater clarity and streamlined reporting processes would help to overcome some of administrative challenges and improve partnership working with GLA. This included reducing the amount of data that providers are required to evidence against KPIs.

There's a lot of duplication, in terms of spreadsheets that need to be sent out. That was quite laborious. I think sometimes the difficulty is we would have our national contracts, and sometimes what GLA was asking for was different to the national contract and vice versa as well, which could be confusing.

Provider, Digital

A couple of providers experienced challenges in meeting reporting timescales that were requested by GLA at short notice, and on occasion had difficulties reaching their contract manager for support with clarifications.

I think sometimes there wasn't always that realisation that we did have other things as well. There would be a lot of meetings, but then something would change the following week. There were quite a few times when GLA expected our administrators to be able to provide evidence at very short notice, and that was quite challenging.

Provider, Digital

In focus 3: How London Bootcamps have helped providers and employers to foster strong partnerships

Strong provider–employer partnerships form the cornerstone of the design and delivery of London Bootcamps. Providers and employers alike emphasise the importance of early conversations, open communication, collaboration and shared goals, to ensure that the training is relevant, practical, responsive and beneficial for both participants and businesses. Providers describe how several key strategies need to be in place to build strong partnerships:

- 1) **Instigating regular and honest conversations** with employers at the outset of the design phase of the training is critical to understanding their needs. This includes open discussions about vacancy availability, special skills requirements and hiring processes, to help create a more coordinated approach to the training. These ongoing conversations foster trust and collaboration, and allow providers to adjust and tailor the training based on real-time industry demands.

From the start of the Bootcamp, we've been involved in fortnightly meetings in the development process. As the Bootcamps have progressed, we've been giving participants information on what we do, and what we would expect, how we operate, and where we might place successful candidates.

Employer, Green Skills

We keep in touch over the phone, via email. It's important to maintain that contact with the employer, just because how rapidly industry and businesses change. We tailor everything to their needs.

Provider, Technical

- 2) **Dedicated employer-engagement roles** are implemented by some providers in the Digital and Health and Social Care sectors; this facilitates both one-to-one and group discussions with employers, to mobilise initial engagement, and to ensure the training is streamlined. Such roles have been particularly effective in supporting the design of London Bootcamps, so that the course content remains industry-relevant, and to increase the number of vacancies available.

Employers also consult with us on round tables in terms of the curriculum. We hold three round tables on each pathway a year and invite employers, so we're under continuous review.

Provider, Digital

- 3) **Employer co-design and delivery** is valued by employers and providers, to ensure participants have an engaging learning experience and are more likely to achieve a positive job outcome. One Health and Social Care employer stressed the importance of regular engagement with training providers throughout the programme's design and delivery phases, to give participants a practical training experience that equips them with job-ready skills. Another employer, from the Green Skills sector, described the collaboration with the provider as well-structured and organised; this led to positive outcomes for participants, and helped them to address vacancies in their company.

Content of London Bootcamps

Interviewed participants were broadly satisfied with the content of their Skills Bootcamp

This includes the subject-specific content, the balance between theoretical and practical content, and the way content was presented. A few participants perceived that the training equipped them with basic knowledge, but that the content did not provide the depth they had expected and needed, to prepare them for a job in their sector of interest. This was most pertinent for participants in Digital London Bootcamps; especially those relating to cyber security or software development.

Cybersecurity is quite a large encompassing topic, so it was hard for the trainer to cover enough for us to start a job role. I found that it just touched the surface in different topics, and I didn't really get a detailed idea.

Participant, Digital

The content of the training was generally pitched at the right level

Most participants perceived that the training content was pitched at the right level, with an appropriate balance of challenging elements. A minority of participants described issues with the depth of content, with it either being too easy or too complicated. For example, one participant struggled to understand the content of their Service Design and Management with Service course. This was largely due to a mismatch between their expectation that the course was for beginners and their level of background knowledge in communication and design.

Most participants expressed that there was a good balance between theoretical and practical knowledge taught on London Bootcamps, which made the training an engaging and relevant experience for them.

For a minority of participants, the content of training was perceived to be too academic rather than practical; they found it did not equip them with the necessary skills for a job in their field of interest. This was most frequently experienced by participants undertaking Digital Bootcamps, who expressed that they would have benefited from more practical, hands-on content, to develop a deeper understanding and confidence in using new software and programming languages.

Interviewees would welcome more time to learn content

Many participants expressed dissatisfaction with the timescales of their training, with most finding that there was too much content to learn in up to 16 weeks. Issues with insufficient time to cover the required content were exacerbated where cohorts started the training with different individual qualifications, prior knowledge and skills levels.

We started with topics that were quite easy, but as we progressed and we got into more complicated topics, we started running out of time and started doing things a little faster. Those were the topics I needed more time on. I think that's the nature of the Bootcamp where you have 25 people with different levels of previous knowledge.

Participant, Digital

Delivery of London Bootcamps

Overall, participants were satisfied with the facilitation of their Bootcamp

MI data shows that among participants who started London Bootcamps, around 50% had engaged online, 44% received blended training, and 6% had their Bootcamps delivered in person. Participants who experienced online delivery welcomed the flexibility that it afforded, particularly those who had caring responsibilities or had to balance work commitments. In-person delivery was welcomed by participants as it offered engaging interaction with their tutors, and opportunities to network with their peers and improve their teamworking skills.

All the interviewed participants felt supported by their tutors. Those who needed adjustments, because of a disability or a requirement for additional help, highlighted that such support enabled them to engage in the learning experience and successfully complete their bootcamp.

We had people from different walks of life, and some found it difficult, so the tutor would do one-to-ones in her own time after the session had finished.

Participant, Creative Industries

Inexperienced tutors caused dissatisfaction for a small number of participants. In some cases, tutors were academically strong and subject experts, but lacked practical skills necessary for their sector. This was most prevalent for London Bootcamps in Digital.

The teacher was helpful, but I remember he said it was the first time he was doing this kind of course, and then what he was doing was just reading.

Participant, Digital

Some providers experienced challenges in recruiting skilled tutors to deliver the training. For example, one Health and Social Care provider said they found it hard to recruit tutors to deliver in-person training since the COVID pandemic. Inadequate facilities also posed some difficulties in providing the training, particularly for certain Technical courses.

The role of employability support and the guaranteed interview

Employability support is an essential element of the Bootcamp training; it comprises a suite of activities such as CV development, mock interviews, mentoring/coaching, voluntary work experience, and guest speakers. The guaranteed interview for a job relevant to the training forms a unique aspect of London Skills Bootcamps, which sets it apart from other adult skills training provision. On completion of the training, all eligible learners¹² should have an offer of a guaranteed interview with an employer.

This chapter draws on MI analysis and insights from interviewed participants, providers and employers, regarding the effectiveness of the employability support offer and the guaranteed interview. It examines how these elements of the training help participants to complete their training and achieve a positive outcome.

The benefits of employability support

Participants found CV writing and mock interview practice the most beneficial aspects of the employability support, particularly when delivered by an employer

Some participants entered their training with little or no CV-writing experience, and lacked interview practice. The tailored guidance delivered via group or individual sessions supported participants in developing their CVs for a specific job or industry, which boosted their confidence. For example, according to one participant who had worked in the same industry for the last five years, the employability support helped them to adapt their CV to reflect current recruitment trends; they ultimately secured a job interview. Other participants also appreciated the CV support.

It was extremely useful. I didn't have a CV. I was the only one that didn't have a CV in there. So, mine was actually done completely from scratch.

Participant, Health and Social Care

They helped us in writing our CV, and they did help us with how to get the skills knowledge, and more importantly, the confidence to talk in the interview. All those things, they did really help me.

Participant, Creative Industries

Mock interviews conducted with tutors or employers further prepared participants for job-seeking opportunities. Direct engagement with employers and employer-led sessions were a standout feature of the training. Office visits, Q&A opportunities and real-time feedback were particularly engaging and insightful.

We had an actual employability day in person at the Google office, and we had all these different companies, the recruiters there. So, it was quite encouraging.

¹² There are separate requirements for self-employed or co-funded participants.

Participant, Digital

We had a whole unit on interviews. They gave us interview questions and answers, tips on how to answer questions. That was a really helpful aspect.

Participant, Creative Industries

While some participants acknowledged the value of ‘soft’ skills training such as strengthening communication skills and teamwork, a few expressed finding this aspect of the support repetitive, lengthy, and lacking in structure.

[In focus 4](#) demonstrates the impact of employability support in helping participants to secure a guaranteed interview, and the pivotal role that providers and employers play in ensuring a tailored support offer.

In focus 4: How employability support helps participants to secure a guaranteed interview

Employability support is a central element of London Bootcamps, equipping participants with the skills to secure interviews and jobs in their chosen fields. Providers play a crucial role in shaping and delivering this support, with employer engagement being key to maximising its impact.

Large and independent providers often have dedicated career guidance teams, who offer assistance during the Bootcamp and, in some cases, up to six months after completion. Smaller providers often rely on employer partnerships to inform their employability training; this includes CV writing, mock interviews, career guidance, and essential soft skills such as teamwork and communication.

Bootcamps dedicate focused time for young people to develop employability skills and become work-ready. We work closely with employers to help participants understand what new-entry talent looks like.

Provider, Digital, Creative Industries

For learners, understanding interview techniques and speaking confidently with employers is crucial. But so are the soft skills that support these interactions.

Provider, Health and Social Care

Providers' sector expertise shapes tailored employability support. A national Digital provider, for example, integrates specialist career coaches and progression managers into its Bootcamp; this continues support for up to six months post-training, which is especially valuable for those re-entering the workforce after a significant period of being out of work.

Our best feedback is about our career support. Participants start shy but by the end, they can confidently present their work to peers and employers.

Provider, Digital

Employers also recognise the benefits of employability support. They see a marked improvement in how candidates present themselves, communicate, and perform in interviews.

Interviewing is a test, and providers spend a lot of time preparing participants to succeed.

Employer, Health and Social Care

By bridging the gap between training and employment, employability support via London Bootcamps helps participants to build confidence, refine their skills, and secure meaningful opportunities in their chosen field.

Employability support could be improved by offering participants more networking opportunities with employers

Interviewed participants wished they had had more interaction with employers, particularly networking sessions. This would have given them opportunities to learn about different companies and the range of jobs available, together with the chance to 'sell' and promote themselves via informal and formal conversations with employers.

It would have been nice to have more industry connections, because the best way to get a job, especially when you're transitioning out of one role into a different industry, is to have a connection. I feel that would have upped our chances of getting jobs after the course.

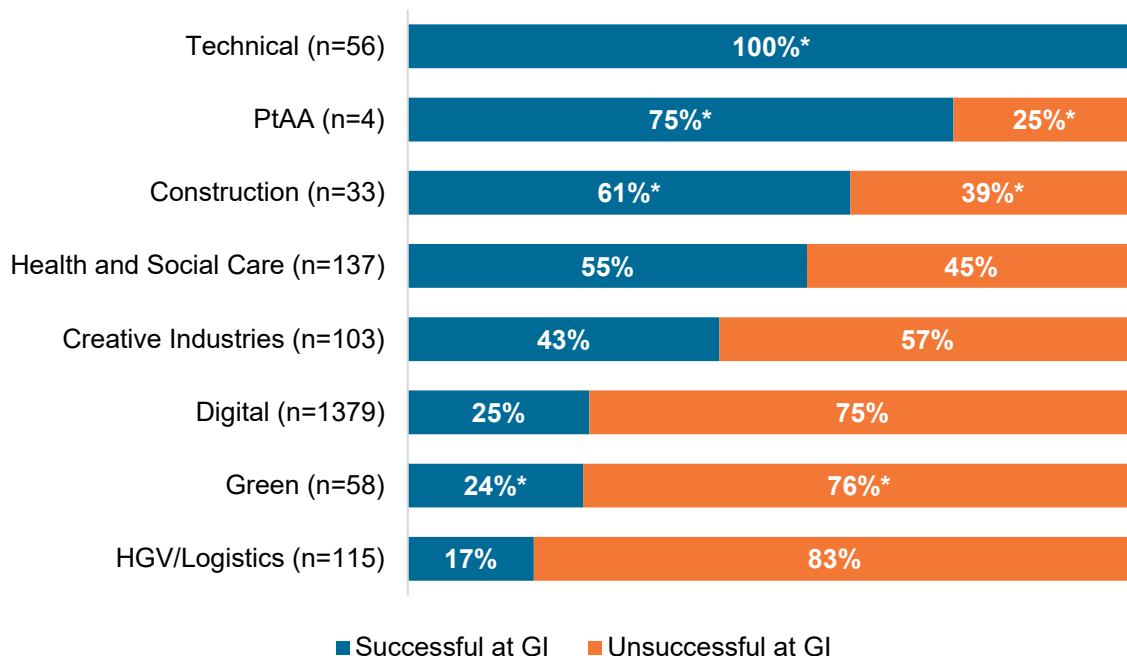
Participant, Digital

The guaranteed interview

Participants had a mixed experience of the guaranteed interview

Although all participants are supposed to be offered a guaranteed interview, MI analysis shows that only around two-fifths of participants (37%, n=1,885) were offered one following completion of their London Bootcamp. Approximately one-third of participants were successful at the interview (31%, n=588), and the highest success rate was for Technical Bootcamps (Figure 7).

Figure 7: Guaranteed interviews offered and the participant success rate by London Bootcamps sector



Although some interviewed participants achieved a positive outcome after their interview, other participants were dissatisfied because of a mismatch between their skill level and the employer requirements. Employers were typically seeking employees with more experience and in-depth knowledge and skills than participants

could offer, and this tended to more of an issue for Digital courses than others. In other instances, participants expressed that the interview was irrelevant or not a real interview, and did not align to the Bootcamp training.

I don't think there was an interview. There were questions: "Are you able to carry things?", "Do you turn up on time to work?" There was no benefit from the Bootcamp to doing this job.

Participant, Creative Industries

Some participants received an occasional email about job opportunities, and others had weekly contact with their training provider about potential job roles. However, participants generally did not find this helpful in their search for a new job, because the roles were not relevant to their level of experience and professional interest, or were in inconvenient locations that would entail long commutes.

I had a job interview, but I didn't get the job, which is fine, but the support after that was a little bit disappointing. They did send me emails with jobs, but a lot of the jobs were for experienced graduates and nothing that aligned with the Bootcamp.

Participant, Digital

More intensive and tailored support was required for participants who were unemployed prior to doing the Skills Bootcamp. Such interviewees found it daunting to search and apply for jobs, and they described lacking the confidence to put themselves forward for roles. Others expressed that due to a lack of guidance, they found it difficult to source an appropriate job for their skillset, and to progress to the interview stage.

Providers encountered challenges in securing enough guaranteed interviews

Challenges experienced by providers in sourcing and securing interviews are likely to have contributed to participants' mixed experience of the process. The main barrier related to the time and capacity required to source and arrange interviews, and to ensure the interviews took place.

We had whole teams constantly managing pools of candidates to try and line up interviews, and there's nothing more difficult than trying to get people to be where you need them to be when you need them to be there, and how that reflects on your relationship with your employer.

Provider, Digital

In some situations, employers who had initially offered vacancies at the outset of the London Bootcamp withdrew vacancies or changed their minds about the availability of certain job roles. This made it difficult for providers to manage participants' expectations; it often left participants feeling let down by the provider, and ultimately by London Bootcamps.

Employers had a positive experience of the guaranteed interview process

The three interviewed employers had genuine vacancies available for London Bootcamp participants upon completion of their course, and filling those vacancies was the main reason for their engagement with the programme. Employers described

candidates as being enthusiastic and motivated to secure employment during interviews. They considered the guaranteed interview as providing an effective pipeline to recruit the right people for vacancies within their organisation.

It was all people that wanted to be interviewed, whereas sometimes it can feel like some people are being made to do things. When you work with the Job Centre sometimes, and candidates are just being told to interview because they need to interview. It didn't feel like that with Bootcamps. It felt very different. It felt like everyone was really passionate about wanting to work in care.

Employer, Health and Social Care

Guaranteed interviews could be enhanced in several ways

To improve the guaranteed interview process, participants expressed that employer engagement with Bootcamps could be better integrated into the training through more genuine job opportunities, together with accurate information about the candidate requirements for a role aligned to the Bootcamp.

There is something missing. You cannot ask for a Bootcamp to prepare people for a job and when they come to the interview you ask them to have experience, you shouldn't be there if you are looking for experienced people.

Participant, Digital

Where genuine job roles are not available, work experience or voluntary roles that enable participants to embed the skills they have gained from the Bootcamp would be welcomed.

One employer suggested that the guaranteed interview process could be improved with more interaction with participants ahead of interviews. This would enable employers to introduce their organisation, including its values and culture, and assess whether candidates would be a good fit for them.

Wave 3 delivery of London Bootcamps has helped to identify the systems and processes that need to be in place to ensure participants have a successful guaranteed interview, as detailed in [In focus 5](#).

In focus 5: What does a successful guaranteed interview look like?

The guaranteed interview takes place at the end of a London Bootcamp, but the foundations of a successful outcome are laid throughout the course. Key elements that contribute to a successful guaranteed interview include:

Employer involvement. Where providers broker early engagement with employers and involve them as delivery partners in different aspects of the Bootcamp, this helps to build participants' pathway into jobs. It secures vacancies and interview opportunities, and allows employers and participants to meet and develop a relationship via activities such as employability skills training, mentoring and work experience. Participants gain an understanding of different employers and the kinds of roles they offer, as well as insights into what they are looking for from an ideal candidate, and how to perform well in interview. In turn, employers meet potential recruits and understand the skills and qualities they can bring to a job. In the best cases, a successful guaranteed interview seals a relationship developed over the duration of the Bootcamp.

The employers were on board from the outset. Because employers had vacancies, they were very keen to interview learners. What worked well was the fact that both the participants wanted a job, and the employers needed new staff.

Provider, Construction

Employability and pre-interview support. Mock interviews, employability skills sessions and coaching help candidates to understand what employers expect, and to prepare effectively. Many Bootcamp participants have limited recent experience of successfully applying for work, so this element of the training is vital to give them the skills and confidence to make a strong application and perform well in interview.

The training for the interviews was really good. The facilitator did an amazing job. As a result, I feel like I performed really well in the interview, because it really felt almost like it had been scripted following the rules that we learnt in the Bootcamp.

Participant, Digital

High-quality skills training matched to industry needs. Bootcamp training that aligns with the skills needs of the sector prepares candidates to progress into work. Training is pitched at the right level and builds the skills and knowledge that employers are looking for, so that Bootcamp candidates presenting at interview are seen to be a good fit for jobs on offer.

Lessons learnt for future planning and delivery

The findings set out in this report provide insights into the strengths and limitations of the funding, planning and delivery of London Bootcamps during Wave 3. Although this phase of activity took place some time ago, it offers several key lessons for GLA and its delivery partners, to inform the future implementation of devolved skills programmes.

The devolved funding model enables closer alignment of training provision with local skills needs

Training providers and employers welcome the flexibility afforded to GLA to define London's priority sectors for Skills Bootcamps. They stressed that, while national and local skills priorities overlap, they are not necessarily identical. GLA is recognised as occupying a unique position due to its strategic understanding of sectoral priorities, and of employers' and individuals' skills needs. Giving GLA greater control over skills funding enables it to work with delivery partners to develop and deliver provision to address these needs. The inclusion of additional sectors – notably Health and Social Care – within the London Bootcamps offer clearly responds to the pressing need to attract more recruits to work in the adult Health and Social Care industry. Devolution also allows contract management to happen at the local level; providers confirmed that this led to better communication and a stronger relationship overall.

With greater devolution, London Bootcamps could move away from the national model and become more responsive. Providers generally want to see GLA given greater flexibility than simply the ability to define priority sectors, while it is desirable to identify and retain the unique and valuable features of the Bootcamp approach. For example, it was argued that some courses were too short for the volume and complexity of the material to be covered; this suggests that either the Bootcamp model is not the right one for that course, that course content needs to be reviewed, or that more flexibility is needed to extend the delivery timeframe. The introduction of un-ringfenced devolved funding for adult skills – including Skills Bootcamps from 2026, as announced in [December 2024's English Devolution White Paper](#) – raises the prospect of a more flexible approach.

Delivery of London Bootcamps differs for some participant groups

MI data highlights differences among some demographic groups' London Bootcamp participation, completion and outcomes. Overall, the MI data suggests that:

- The programme is less effective at meeting the needs of participants who, as wider research consistently shows, often face greater barriers to skills and employment – including those who are female, of non-white ethnicity, and unemployed.
- London Bootcamps are not effectively addressing pre-existing gender stereotypes and segregation in employment within key sectors. Such industries include Construction, Logistics, and Health and Social Care, with potential consequences for participants' access to pay and progression.

- London Bootcamps at Level 4, and those employing a wholly online delivery model, result in lower outcome rates.

GLA and its delivery partners will need to do more to identify and understand the specific issues that underpin these inequalities, so that they can be addressed in the future commissioning, design and delivery of provision. For example, it could be that Level 4 provision is too advanced for the Bootcamp model. However, it is important to note that the sample size for Level 4 was limited in Wave 3, and this data should be continually reviewed in future waves.

A more targeted London-wide marketing and communication strategy for London Bootcamps would aid both employer and participant engagement

GLA could provide more strategic support for the marketing and promotion of London Bootcamps, to raise the profile of the programme among both employers and residents, build interest, and drive engagement. This would complement the work of individual training providers. Potential actions that GLA could instigate include:

- A regional awareness-raising campaign.
- Increased visibility of London Bootcamps within Grow London business support services.
- Resources to support providers' employer engagement staff in talking to employers about London Bootcamps: these include materials highlighting business benefits; locating London Bootcamps within the wider landscape of employer-facing skills programmes; and promoting co-funded upskilling opportunities.

The quality of employer engagement across all elements of a London Bootcamp is the most important factor driving positive outcomes for participants

The evidence consistently shows that successful Bootcamps depend on providers building strong relationships with employers, to secure their meaningful involvement in all aspects of Bootcamp design and delivery. Where employers are committed to a Bootcamp, perceive the training to be relevant and valuable, and have had the opportunity to meet and engage with participants, they are more likely to recruit from within a learner cohort. In particular, this research highlights the following key messages:

- Building strong provider–employer relationships takes time. Providers often struggled with the tight timescales for Wave 3 delivery and relied on existing contacts, which did not always provide a good fit for the Bootcamp model. They reported improvements with subsequent Waves.
- Employer involvement needs to run through the whole process, from Bootcamp design to offering vacancies.
- Involving employers in co-design builds commitment to and confidence in the programme from the outset.
- Securing enough relevant guaranteed interviews needs to be a priority in employer engagement. The integrated models developed by some established

Digital Bootcamp providers, and by local authorities working with developers to deliver Construction Bootcamps, offer examples of how this can be achieved.

- Employability support that involves employers is highly valued by participants and is instrumental in securing outcomes. CV support, mock interviews and mentoring are highly beneficial, along with softer skills development in areas such as team-working and communication.
- Co-funded training, where employers use London Bootcamps to up-skill their existing workforce, delivers good outcomes for participants. GLA may wish to consider opportunities to develop further co-funded opportunities, as this presents a joined-up approach in which employers recognise the business benefits of Bootcamps, and participants undertake the training in a context where they clearly understand why they are doing it and what they will get from it.

Improving pre-course information, advice and guidance could ensure that London Bootcamps are the right training choice for all participants

Evidence indicates that some Wave 3 participants felt that London Bootcamps did not meet their needs and expectations. This was particularly the case where there appears to be a lack of ‘fit’ between the level of training being offered by the Bootcamp, and the skills and qualifications that employers in that sector typically require. For instance, roles in Digital and Creative Industries tend to be filled by graduates, meaning that non-graduates joining Bootcamps have limited likelihood of progressing straight into employment. There needs to be clear and realistic information for participants, about not only the potential but also the limitations of Bootcamp training – this includes highlighting where further training may be required, and the opportunities for and costs of accessing this.

Participants benefit from being able to build relationships with their peers

The inclusion of a face-to-face element within London Bootcamp delivery supports course completion and better outcomes. Those courses which are delivered wholly face-to-face appear to have better outcomes. However, this model does not offer the flexibility that some participants need, and a blended approach can be beneficial. Where courses are delivered wholly online, it is important that participants can build virtual peer support networks.

The inclusion of post-course support interventions in the delivery model could help to secure better outcomes for participants

The intensive nature of Skills Bootcamps presents challenges in both securing and evidencing participant outcomes. If participants do not succeed in moving into work by the end of the course, many effectively face a cliff-edge in terms of support for employment progression. While providers may have some processes in place to maintain contact, this does not typically appear to go far beyond offering generic support with job-searches, such as sending out vacancy details. Particularly for those participants who face greater barriers to re-skilling, upskilling and employment, this is unlikely to be a sufficient level of ongoing support to enable them to make the transition into sustainable good work. At the same time, providers struggle to collect outcomes data and evidence from participants beyond the end of the Bootcamp

delivery period, due to lack of capacity and loss of contact. As a result, outcomes are likely to be under-reported, with negative financial consequences.

To alleviate this issue, several actions could be taken:

- Providers could provide more realistic costs for the resources and activities planned for participants during the six-month period following Bootcamp completion.
- GLA could consider developing support interventions for Bootcamp participants: for example, tailored career guidance, including reading and video materials with job search tips, newsletters with latest industry jobs and news, and networking opportunities, such as job fairs.
- GLA could offer clearer guidance on provider responsibilities during the six-month post-training period, and incorporate these expectations into the criteria for achieving Milestone 3.

These actions could enable providers to maintain contact and offer ongoing employability support during the six-month post-training period.

List of figures

Figure 1: Number of participant starts and the proportion of completions and outcomes by Skills Bootcamp sector.....	13
Figure 2: Summary characteristics for those who started a Wave 3 London Bootcamp	14
Figure 3: Employer participation in Wave 3 London Bootcamps by sector.....	15
Figure 4: Where participants heard about London Bootcamps.....	16
Figure 5: Characteristics of participants who achieved higher completion rates.....	23
Figure 6: Characteristics of participants with higher London Bootcamp outcome rates.	24
Figure 7: Guaranteed interviews offered and the participant success rate by London Bootcamps sector.....	42

Glossary

Co-funded participant: A participant whose employer contributed to the cost of the London Bootcamp to upskill their employee(s). For SMEs this contribution is 10% of the training cost, rising to 30% for larger employers.

Curriculum vitae (CV): Used in job applications to summarise skills and relevant experience.

Employer engagement: Providers were required to engage with employers at all stages of London Bootcamps. Employer engagement includes offering vacancies and/or guaranteed interviews, co-funding their employees to participate in the London Bootcamp training, mentoring/coaching, delivering aspects of the training (e.g. guest speaking, setting challenges for participants), offering work experience placements, or providing equipment or a venue to support delivery.

GLA: The Greater London Authority.

Guaranteed interview: On completion of the course, eligible participants have an offer of a guaranteed interview with an employer. There are separate requirements for self-employed or co-funded participants.

HGV: Heavy goods vehicle.

Individualised Learner Record (ILR): This is the primary data collection requested from learning providers for further education and work-based learning in England.

IMD: Index of Multiple Deprivation.

ITP: Independent training provider.

London Good Work Standard (GWS): A free accreditation programme that provides employers with a set of best employment practices alongside information and resources to help achieve them. The four pillars of Good Work are fair pay and conditions, workplace wellbeing, skills and progression, and diversity and recruitment.

London Living Wage: The real Living Wage is a voluntary pay-rate based on the cost of living. The UK Real Living Wage rate is £12.60. Due to higher living costs, the London Living Wage rate is higher, at £13.85.

MI: Management information.

Outcome: Participants in London Bootcamps who achieved a positive outcome. A successful outcome of a London Bootcamp includes the offer of a new job (continuous employment for at least 12 weeks); an apprenticeship; a new role or additional responsibilities with an existing employer; or new contracts or new opportunities for the self-employed, utilising the skills acquired in the Bootcamp, within six months of completion. A record in the MI can only be counted as an outcome if there is data indicating that the participant started and completed their training.

Participant: Information supplied by providers on the individuals regarding their London Bootcamps, identified by the presence of data in the 'participant' section of the management information.

Payment milestone: Providers were required to submit relevant evidence for each payment milestone before they received payment. Providers did not receive payment if no evidence was submitted. For the Milestone 2 payment (Completion – 35%), providers had to submit evidence that learners had completed their training and had been offered a guaranteed interview (where applicable). For the Milestone 3 payment (Outcomes – 20%), providers were required to submit evidence that learners had secured a new job that utilised the skills gained on the London Bootcamp, gained increased responsibilities in the same job, or started new self-employed work.

Pathways to Accelerated Apprenticeships (PtAA): An accelerated apprenticeship means the apprenticeship's planned duration is shorter by at least three months than the typical length of the standard apprenticeship, based on recognition of prior learning acquired during a London Bootcamp. Minimum apprenticeship requirements must still be met (12-month minimum duration and 20% off-the-job training).

Self-employed participant: A person is self-employed if they run their business for themselves. Self-employed workers are not paid through PAYE and do not have the rights and responsibilities of an employee. Self-employed participants are fully funded by GLA for their London Bootcamp.

SME: Small or medium-sized enterprise.

Start: A stricter version of a participant. Entries in the management information which are participants, plus other qualifying information (e.g. payment date) to be verified as a valid start.

Wave 3: Describes the first year of London Bootcamps delivered from 1 April 2022 to 31 March 2023 (FY22/23).

Wave 4: Describes the second year of London Bootcamps delivered from 1 April 2023 to 31 March 2024 (FY23/24).

Wave 5: Describes the third year of London Bootcamps delivered from 1 April 2024 to 31 March 2025 (FY24/25).

Appendix: Detailed method

The evaluation used secondary and primary research methods. We cleaned and analysed management information (MI) collected by providers regarding London Skills Bootcamp starts, completions and outcomes and engaged employers. The primary research comprised individual and small group interviews and one focus group, to collect data directly from participants, employers and providers. Fieldwork was conducted between October 2024 and February 2025.

Management information held on Skills Bootcamps

The MI analysis includes data about individuals added by providers and processed by GLA that were part of the Wave 3 delivery of London Skills Bootcamps (from 1 April 2022 to 31 March 2023). GLA required training providers to complete an Excel data template designed for recording MI for each Skills Bootcamp. The excel template enabled providers to record four broad categories of data:

1. Data about the provider and the Skills Bootcamp itself (metadata).
2. Individual records of those who apply for the Skills Bootcamp (applicants).
3. Individual records of those who participate in the Skills Bootcamp (starts, completes, outcomes).
4. Organisation records of the employers whom providers engage in a Skills Bootcamp (employers).

All data processed by GLA was transferred securely to CFE Research for processing and analysis.

Analysis of MI

Three data groups were derived from the MI to undertake the analysis about starts, completions and outcomes:

All starts: All valid starts (with a first payment milestone date) in the dataset (total n=3,234)

All completions: Cases where participants completed (with a second payment milestone date) their London Bootcamp (total n=2,127)

All outcomes: Cases where participants achieved a positive outcome (with a third payment milestone date) from their London Bootcamp (total n=885)

The analysis in the report presents the completion rate (as a proportion of starts) and the outcome rates (as a proportion of starts) for different demographic characteristics, and where bases allow, by Skills Bootcamp type. Additionally, outcome rate (as a proportion of completions) was calculated and presented in the data tables.

Qualitative fieldwork

Participant interviews

We conducted 13 individual interviews, three small group interviews and one focus group with participants. Purposive sampling was used to capture different London Bootcamp sectors, a range of different participant characteristics and different Skills Bootcamp types as detailed in Table 1 to Table 6 below:

Table 1: Demographics of **individual** interviews (13)

Gender	Ethnicity	Caring responsibilities	Employment status
4 Female	3 Asian / Asian British	1 Children	4 Employed
8 Male	4 Black / black British / African / Caribbean	1 Unknown	9 Not in employment
1 Other	2 White British	11 None	
	3 Other white		
	1 Other ethnic group		

Table 2: Skills Bootcamps details of **individual** interviews (13)

Skills Bootcamps sector	Co-funded status	Whether completed Skills Bootcamp	Skills Bootcamp outcome	Offered guaranteed interview
1 Construction	13 Not co-funded	13 Yes	6 Successful	11 Yes
3 Creative industries			7 Unsuccessful	2 Unknown
6 Digital				
1 Health and Social Care				
1 Logistics				
1 Technical (Engineering & Manufacturing)				

Table 3: Demographics of **group** interviews (6)

Gender	Ethnicity	Caring responsibilities	Employment status
5 Female	2 Asian / Asian British	1 Children	1 Employed
1 Male	4 Black / black British / African / Caribbean	4 Unknown	5 Not in employment
		1 None	

Table 4: Skills Bootcamps details of **group** interviews (6)

Skills Bootcamps sector	Co-funded status	Whether completed Skills Bootcamp	Skills Bootcamp outcome	Offered guaranteed interview
6 Construction	6 Not co-funded	4 Yes 2 No	3 Successful 3 Unsuccessful	4 Yes 2 N/A (did not complete)

Table 5: Demographics of **focus group** (5)

Gender	Ethnicity	Caring responsibilities	Employment status
3 Female 2 Male	2 Black / black British / African / Caribbean 1 Other white 1 Other ethnic group 1 Prefer not to say	2 Children 3 None	5 Not in employment

Table 6: Skills Bootcamps details of **focus group** (5)

Skills Bootcamps sector	Co-funded status	Whether completed Skills Bootcamp	Skills Bootcamp outcome	Offered guaranteed interview
5 Digital	13 Not co-funded	3 Yes 2 No	5 Unsuccessful	3 Yes 2 N/A (did not complete)

Interviews explored participant perceptions about a range of topics including:

- Motivations for participation in London Bootcamps.
- London Bootcamps training experience regarding the content and delivery and experience of the guaranteed interview and employability support.
- Outcomes and impacts from the training including increased technical and employability skills, increased confidence, improved wellbeing/mental health and whether the training had led to specific employment opportunities.

Provider interviews

We undertook nine interviews with training providers from a range of different London Bootcamp sectors and provider types (Table 7):

Table 7: Number of interviewed providers by Skills Bootcamp sector

Skills Bootcamps sector ¹³	Provider type
2 Construction	7 Independent training providers
1 Creative Industries	1 Higher education institution
3 Digital	1 Local Authority
1 Green skills	
1 Health and Social Care	
1 Logistics	
1 Technical (Engineering & Manufacturing)	

Providers interviews explored several themes including:

- Motivations for participation in London Bootcamps, including perceptions about the benefits of devolved funding.
- Insights about the design and delivery of courses, employer partnerships and engagement with GLA.
- Success of Wave 3 delivery, participant outcomes, provider impacts and lessons learnt.

Employer interviews

Three interviews with employers were undertaken, comprising 2 in Green Skills and 1 in Health and Social Care, all of which represented medium-sized organisations (50 to 249 employees) and offered vacancies.

Employer interviews explored a range of topics including:

- Awareness and engagement with London Bootcamps.
- Experiences of engagement in the training including how they supported the design and delivery of the training and the guaranteed interview process.
- Perceptions about the quality of the training.
- Outcomes and impact of London Bootcamps and whether it helped to fill vacancies and meet skills needs in their organisation.

Interviews were audio recorded with the interviewee's permission and then transcribed verbatim. The transcripts were coded thematically using specialised qualitative data analysis software (NVivo). Some of the quotations in the main report have been edited for clarity and brevity.