



Department
for Education

Evaluation of Skills Bootcamps

**2021–22 (Wave 2) Completions &
Outcomes Report**

December 2024

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Glossary

- **AEB.** Adult Education Budget. A funding stream which funds other types of education and learning for adults aged 19 or above. The AEB comprises devolved and non-devolved (ESFA-funded) delivery. Skills Bootcamps are funded separately from the AEB.
- **Co-funded learner.** A learner whose employer contributed 30% to the cost of the Skills Bootcamp to upskill their employee(s).
- **Completion.** A learner who completed all required elements of the Skills Bootcamp and either received an offer of an interview (independent learners), provided written confirmation of how the training will enable them to secure new contracts (self-employed learners) or an offer of a new role or responsibility (co-funded learners); a record in the MI counted as a completion if there was a date against Payment Milestone 2.
- **Completion survey.** A survey disseminated to all consenting participants after the completion of their Skills Bootcamp. The survey covered perceptions of the training, and outcomes and impacts achieved.
- **Contract-funded Skills Bootcamp.** A Skills Bootcamp funded by a contract model, whereby the DfE has agreed a contract with a training provider to deliver a Skills Bootcamp.
- **CPD.** Continuing professional development. Learning activities that professionals engage in to develop and enhance their abilities throughout their career.
- **CV.** Curriculum Vitae – used in job applications to summarise skills and relevant experience.
- **DfE.** Department for Education.
- **ESFA.** Education and Skills Funding Agency.
- **FE.** Further education colleges.
- **Grant-funded Skills Bootcamp.** A Skills Bootcamp funded through the awarding of a grant by DfE to a Mayoral Combined Authority or local authority.
- **Guaranteed interview.** On completion of a Skills Bootcamps, eligible learners have an offer of a guaranteed interview with an employer. Self-employed or co-funded learners are not eligible for a guaranteed interview. If providers were unable to evidence that participants were offered an interview, they did not receive their Milestone 2 payment.
- **GLH.** Guided Learning Hours. The time the learner spends being taught or instructed by, or otherwise participating in education or training under the immediate, real-time guidance or supervision of a lecturer, supervisor, tutor or

other appropriate supplier of education or training. It can include online, in-person or blended provision.

- **HE.** Higher education institutions (e.g. universities).
- **HGV.** Heavy goods vehicle.
- **IAG.** Information, Advice and Guidance. Support that helps potential Skills Bootcamp applicants and participants make informed decisions about their training options.
- **IMD.** Index of Multiple Deprivation.
- **Implementation survey.** A survey disseminated to all consenting participants at the start or during their Skills Bootcamp. The survey covered their perceptions of Skills Bootcamps and their motivations for enrolling.
- **ITP.** Independent training provider.
- **KPI.** Key performance indicator. KPIs are set out in the contracts that DfE agree with providers. The aim is for 100% of learners to attain new skills and for 100% of eligible learners to be offered a guaranteed interview. For completions, 80% of learners should complete their course, and of those who successfully complete their Skills Bootcamp, 75% should achieve a positive outcome.
- **MI.** Management information.
- **NCS.** National Careers Service.
- **Outcome.** Participants engaged in Skills Bootcamps who achieved a positive outcome. A successful outcome of a Skills Bootcamp included a new job, increased salary, increased responsibilities, or for self-employed participants, new opportunities and contracts for their business. A record in the MI counted as an outcome if there was a date against Payment Milestone 3.
- **Other (Skills Bootcamp category).** For the purposes of analysis in this report, Skills Bootcamps categorised as Other consisted of Green Skills (including Rail), Construction, Engineering, and Technical Skills.
- **Participant.** Information provided by providers on the individuals regarding their Skills Bootcamps, identified by the presence of a start date listed in the management information. The total number of participants was used as the sample for the participant survey and qualitative interviews.
- **Payment Milestone.** Providers were required to submit evidence for each payment milestone before they received payment for their delivery of Skills Bootcamps. Providers did not receive payment if evidence was not submitted. Payment Milestone 1 (start) was triggered when learners started their Skills Bootcamp (and completed five guided learning hours). Payment Milestone 2

(completion) was paid when providers submitted evidence that learners had completed their training and been offered a guaranteed interview, where applicable. If providers were unable to evidence that participants were offered an interview, they did not receive their Milestone 2 payment. Payment Milestone 3 (outcome) related to evidence submitted that learners had secured a new job that utilised the skills learnt on the Skills Bootcamp, gained increased responsibilities in their current role, or gained increased contracts/opportunities if self-employed. See Table 21 for a breakdown of payment milestones by Skills Bootcamp types.

- **Self-employed learner.** 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 learners are fully funded by DfE for their Skills Bootcamp.
- **SME.** Small or medium-sized enterprise.
- **SOC.** Standard Occupational Classification.
- **Start.** A stricter version of a participant used for published starts figures. These entries in the MI are participants, plus other qualifying information (start date, milestone payment date) used to identify as a valid start.
- **UC.** Universal Credit.
- **Wave 2.** For the purpose of this report, Skills Bootcamps which commenced delivery in the financial year of 1 April 2021 to 31 March 2022.

Executive Summary

CFE Research was commissioned by the Department for Education (DfE) to undertake a process evaluation of the Skills Bootcamps programme. Skills Bootcamps were introduced to support adults to upskill and retrain in priority high-growth sectors with skills shortages. Skills Bootcamps are short, flexible courses, that are co-designed with employers and run for up to 16 weeks. Most are equivalent to NVQ levels 3–5 in the national qualifications framework.¹ Alongside the technical skills and wraparound support for learners, providers should offer a guaranteed job interview on completion of the course (where applicable).²

The process evaluation of Skills Bootcamps runs from February 2022 to December 2024 and covers financial years 2021–22 and 2022–23. The London School of Economics is running a parallel impact evaluation of the programme. Separate impact evaluation reports will be published at a later date. This report covers the completion and outcome phase of Wave 2 Skills Bootcamps, which were delivered during the financial year of 1 April 2021 – 31 March 2022. Most Skills Bootcamps in Wave 2 were delivered in Digital Skills and Heavy Goods Vehicle (HGV) Driving, but some courses were delivered in Green, Engineering, Construction, and Technical Skills. ‘Completions’ are participants who successfully completed all required elements of their training (and were offered an interview where applicable), and ‘outcomes’ refers to participants who achieved a positive outcome linked to their Skills Bootcamps. Positive outcomes are defined as: a job for those unemployed (including an apprenticeship); a new role or increased responsibilities for those in work; or access to new contracts or opportunities for the self-employed.

Evaluation aims and objectives

This process evaluation report covers the completion and outcome phase of Wave 2 delivery. It provides the outcomes and impacts achieved by Skills Bootcamp participants, as well as the most effective elements of their training that have supported them. Employer and provider impacts that have occurred as a result of their involvement in the programme are also explored.

Evidence was collected using mixed methods to capture insights from participants, providers and employers. Fieldwork for the completions and outcomes phase included analysis of management information (MI) on participants, which provided information

¹ Skills Bootcamps in certain sectors can be delivered at the equivalent of Level 2 by exception where skills shortages exist at this level and there is evidence that the course could lead to a job with higher earnings potential and productivity.

² A job interview is not a requirement for participants who are self-employed or undertaking a Skills Bootcamp through their current employer.

about who achieved a completion and outcome from their Skills Bootcamp, and their characteristics. A completion survey was administered to participants who had previously completed an implementation survey at the start of their Skills Bootcamp and had agreed to be contacted for follow-up research (431 usable responses). In-depth interviews with participants (n=23), providers (n=26) and employers (n=20) were also conducted.

Key findings

- MI showed that there were 11,260 Wave 2 Skills Bootcamps completions, equating to 62% of the total who started a Skills Bootcamp. There were 6,480 positive outcomes achieved after completing a Skills Bootcamp, representing 58% of those who completed their training and 36% of those who started a Skills Bootcamp.
- Completion and outcome rates differed between participant demographic groups. Those with lower completion and outcome rates likely faced more challenges than other demographic groups.
- The qualitative evidence and survey findings present compelling evidence that for those who achieved a positive outcome, their training improved their employment status, and for some, Skills Bootcamps were transformative.

Differences in learner completion and outcome rates

Demographic groups with lower completion rates included:

- Older participants (45–54 and >55)
- Black, black British, Caribbean or African participants
- Those from the East of England or the South West
- Those in receipt of Universal Credit (UC) or with caring responsibilities for adults or children and adults
- Those previously unemployed for an unknown period of time
- Those with lower attendance rates

Groups achieving higher completion rates included:

- Younger participants (<35 years)
- White British, and Asian or Asian British, participants
- Those from London, North West or Yorkshire & the Humber
- Participants without a disability, without caring responsibilities or only caring for children, or not in receipt of UC

- Those with a higher educational level (Level 4 and above)
- Co-funded participants
- Participants with full attendance

Lower outcome rates were achieved by those who were:

- Older participants (>45 years)
- Participants from black, black British, Caribbean or African; Asian or Asian British; or other ethnic groups
- Those with a disability, caring for adults or adults and children, or receiving UC
- Those from the most disadvantaged areas (Indices of Multiple Deprivation; IMD 1–3)
- Those from London, East of England, East Midlands or the South West

Higher outcome rates were achieved by those who were:

- Younger participants (<44 years)
- Participants from white British and any other white ethnic groups
- Participants without a disability, without caring responsibilities or only caring for children, and those not in receipt of UC
- Those from more advantaged areas (IMD 7 & 9)
- Those from the South East, North East or Yorkshire & the Humber
- Those previously in full-time employment or self-employed
- Co-funded participants
- Participants with full attendance

Participant completions and outcomes

- Survey respondents were largely positive about their Skills Bootcamps and the outcomes achieved. Nearly three-quarters (74%) of respondents agreed or strongly agreed that their Skills Bootcamp had enabled them to gain new skills useful for employment, and two-thirds (66%) agreed or strongly agreed that it had increased their confidence.
- Skills Bootcamps supported participants to secure more stable and consistent employment (e.g. reduced zero-hours contracts, higher proportions working permanent contracts with consistent working hours).

- Over half of respondents (56%) reported that their income had increased because of their Skills Bootcamp. Additionally, two-fifths of (39%) respondents reported that their weekly working hours had increased, and 57% directly attributed this increase to their Skills Bootcamp.
- One in six (16%) participants in the Wave 2 Skills Bootcamps MI did not complete their training. Survey responses indicated the most common reason for participants dropping out was the perceived low quality of delivery, related to poor facilitation and a lack of support from providers.

Outcomes attributed to Skills Bootcamps

- The guaranteed interview continued to be a key driver for participants doing their training and was perceived to set the training apart from other adult vocational training.³
- Most survey respondents who received a guaranteed interview agreed or strongly agreed (83%) that the interview was relevant to their Skills Bootcamp training. However, only one in six (17%) respondents attributed getting their new job to the guaranteed interview they received as part of their training.
- Not all eligible participants received a guaranteed interview. Only one in four (25%) survey respondents identified they had received a guaranteed interview at the end of their training. When participants did not receive a guaranteed interview, or the interview they were offered did not align with their expectations, a common theme was one of disappointment and that their Skills Bootcamp had been 'mis-sold' to them.
- Despite the mixed experiences of the guaranteed interview, many participants identified that completing their Skills Bootcamps had helped them on the route to new employment. Three in five (60%) survey respondents who secured a new job agreed or strongly agreed that would not have got their new role without their Skills Bootcamp.
- Participant interviewees perceived that including Skills Bootcamps on their CV had helped them to get shortlisted for interviews. Participants also identified that the new skills they acquired from their Skills Bootcamp helped them to understand interview questions and enabled them to provide comprehensive responses, leading to success at job interviews.

³ A unique element of the Skills Bootcamp provision is the offer of a guaranteed interview with an employer for all eligible participants after completing their training. If providers were unable to evidence that participants were offered an interview, they did not receive the Milestone 2 payment.

Maximising participant outcomes from Skills Bootcamps

- Providers continued to experience challenges sourcing enough interviews for participants. This was due to an insufficient pool of employers, employers pulling out of offering interviews, and a lack of employer awareness of how they could engage with Skills Bootcamps.
- Alongside technical skills training, the most frequent type of employability support experienced by participants was help developing their CV. Participants particularly valued employability support that was personalised and mirrored real-life industry examples. The diversity of participants on Skills Bootcamps meant that a one-size-fits-all approach to employability support was not effective.
- Some providers adopted more selective recruitment processes to maximise participant completion and outcome rates. This meant that participants with higher previous education, those who had been previously employed, and those who were co-funded by their employer were prioritised.

Employer and provider outcomes

- Grant-funded providers had a higher completion rate compared to those who were contract-funded. Independent Training Providers (ITPs) achieved a higher outcome rate than further education (FE) colleges and higher education (HE) providers.
- Employers experienced numerous benefits from engaging with Skills Bootcamps, including a better qualified workforce, which enabled them to expand the services offered to clients and further enhance their reputation in their sector. Employers also conveyed that increased skill levels in their organisation as a result of the Skills Bootcamps had improved productivity, increased staff retention, and fostered a culture of learning and professional development.
- Some employers adapted their recruitment practices due to their involvement in Skills Bootcamps, because they saw the benefit of the training in providing an additional recruitment pipeline and diversifying their workforce. Other employers adapted how they advertised jobs by focusing on employability skills to ensure candidates were a good 'fit' for their organisation.
- Providers have enhanced their Skills Bootcamp training by changing internal company structures to recruit more staff, and prioritising employer engagement to ensure the training was employer-led. As a result, providers reported that their reputation in their sector had improved, and they capitalised on this to expand their employer networks, leading to more training contracts.

Delivery of Skills Bootcamps

- Two-thirds (66%) of survey respondents were satisfied with the delivery of their Wave 2 Skills Bootcamp. Participant satisfaction was higher when they had more experienced and skilful facilitators who linked the content to industry and real-life employment examples. Having the same trainer during the Skills Bootcamp enabled participants to develop a positive and supportive rapport which promoted positive experiences.
- Participant perceptions were more mixed regarding whether the Skills Bootcamp was long enough to gain the skills and knowledge required for future employment. Participants on higher-level Skills Bootcamps in Digital more frequently perceived that delivery was rushed, compared to participants on Skills Bootcamps in HGV Driving and Other.

Areas for consideration

Based on the insights from this report, we suggest that the DfE may want to consider the following, in order to further develop the design and delivery of Skills Bootcamps, and maximise completion and outcome rates for further waves:

Completion and outcome rates

- To reduce inequalities in completion and outcomes rates, draw on the MI data to identify instances of lower impact and develop a more detailed understanding of the barriers that prevent certain groups from completing their Skills Bootcamp and achieving a positive outcome.
- Encourage providers to develop tailored on-programme support and activities to bridge the gap between training and achieving a successful outcome.
- Explore the mechanisms that enable some providers to achieve higher completion and outcome rates and work with providers to share examples of good practice, including employer engagement.
- Develop more detailed insights about why there are inequalities in the completion and outcome rates in particular regions (e.g. London), and work with procurement and delivery providers in these regions to develop and implement regionally sensitive strategies that can increase completion and outcome rates.

The guaranteed interview

- During the application process, provide participants with more detailed information, advice and guidance (IAG) upfront regarding what constitutes a guaranteed interview. This could manage participants' expectations about what

they want to achieve from the training and encourage them to be more open-minded about the interview process and willing to attend multiple interviews to increase their chances of securing a positive employment outcome. DfE has since tightened the job interview requirements for later delivery waves; this is covered in more detail later in the report. If providers were unable to evidence that eligible participants were offered an interview, they did not receive their Milestone 2 payment.

- During the course design phase, providers should develop marketing and communication strategies targeted at employers to increase the number planning to offer guaranteed interviews. Showcasing the range of positive impacts that employers have gained from being involved in Skills Bootcamps should be encouraged, along with examples of good practice regarding how to establish and maintain collaborative employer partnerships.

Skills Bootcamps content and delivery

- Detailed IAG for participants about prerequisite learning requirements, the content and length of the Skills Bootcamp, delivery format and expectations about additional learning would help to increase completion rates by ensuring that the course is right for participants and aligns with their career aspirations.
- To maximise completion rates, providers should consider introducing personalised one-to-one conversations with applicants to manage their expectations about Skills Bootcamps, particularly regarding the guaranteed interview and employability support elements.

Success criteria for Skills Bootcamps

- Establishing what ‘success’ looks like for the Skills Bootcamp programme is important, in order to understand how the programme contributes to achieving economic growth and improved employment outcomes across high-demand sectors. Whilst the Wave 2 findings can be used for comparison with subsequent waves, DfE may wish to calibrate programme targets against Wave 2 performance and other relevant adult vocational training programmes⁴ to ensure success can be effectively measured for future waves.

⁴ The specific nature of the Skills Bootcamps programme has some intricacies that are inherently different from other similar training programmes (e.g. the job outcome must be in a role linked to the course content of the training). However, work to create a benchmarked ‘success’ criteria would help participants, providers and employers to understand the programme and make informed decisions about whether to be involved in future waves.

Chapter 1: Introduction

Skills Bootcamps were introduced in 2020 to support adults to upskill and retrain in priority high growth sectors with skills shortages. The primary aim of Skills Bootcamps is to help people get better jobs, in order to improve productivity and fill identified skills shortages. Skills Bootcamps seek to achieve this by giving individuals the opportunity to build up sector-specific skills, which results in an interview with an employer. Skills Bootcamps are free, flexible courses that last up to 16 weeks for adults aged 19 or above in England.

Alongside the technical skills training and wraparound support for participants, providers should offer participants a guaranteed job interview on completion of the course (where applicable).⁵ Supplier contracts stipulate that eligible learners should be offered a job interview with an employer for a role which aligns with the skills acquired through the successful completion of the Skills Bootcamp. Providers are required by the DfE to provide evidence of interviews offered, which informs their Milestone 2 payment (which for Wave 2 was 60% of the total payment to the provider).⁶

A positive Skills Bootcamps outcome is defined as a new job in a sector associated with their Skills Bootcamp for individuals who are unemployed (including an apprenticeship); a new role or increased responsibilities for those who were already in work when they started their Skills Bootcamp; or for the self-employed, access to new contracts or opportunities. Other intended benefits of Skills Bootcamps included participants obtaining a higher salary, 'better' working hours, or increased flexibility in their role.

Wave 2 Skills Bootcamp delivery began in the financial year of 1 April 2021 to 31 March 2022. Skills Bootcamps in Wave 2 were mainly delivered in Digital Skills and Heavy Goods Vehicle (HGV) Driving, with a smaller number of courses delivered in Green, Engineering, Construction and Technical Skills.⁷ This report covers the completions and outcomes for Wave 2 of the programme.

About the evaluation

The Department for Education (DfE) commissioned CFE Research to deliver a process evaluation of Wave 2 of Skills Bootcamps to understand whether Skills Bootcamps effectively supported learners in accessing better jobs, led to increased wages, and

⁵ A job interview was not a requirement for participants who were self-employed or undertaking a co-funded Skills Bootcamp through their current employer.

⁶ For Wave 2 delivery this process was quality-assured by undertaking checks on a random sample of data. Where the checks showed that the interview was not appropriate or had not taken place, these funds were either taken out of the payment or recovered from the provider.

⁷ Due to the relatively small numbers of Skills Bootcamps in areas other than Digital or HGV Driving, for the purposes of analysis, there are three groups: Digital, HGV and Other. 'Other' constitutes all other types of Skills Bootcamps, including Green, Engineering, Construction, and Technical Skills.

improved their productivity. This mixed-methods evaluation draws on primary and secondary data to explore the delivery and self-reported impact of Skills Bootcamps from the perspectives of participants, providers and employers to develop a deeper understanding of what outcomes and impacts have been achieved, and the mechanisms leading to these outcomes.

Methodology

This process evaluation draws on data from a variety of methods to explore different experiences of the delivery of, and outcomes and impacts from, participating in Skills Bootcamps. Primary research methods with learners, employers and providers were combined with an analysis of management information (MI) data provided by DfE, in order to understand the characteristics of those who have completed and achieved an outcome from their Skills Bootcamp. See Appendix 1 for additional details of the method used and the data processing completed. The combination of methods used in this process evaluation is presented below:

Stage 1: MI analysis, conducted July 2024

- The analysis covered completion and outcome MI for participants who started a Skills Bootcamp between 1 April 2021 and 31 March 2022.
- The analysis explored differences in the demographics of participants who completed and achieved an outcome after their Skills Bootcamp, their prior educational level, and their employment status.
- MI was linked to Indices of Multiple Deprivation (IMD) data, to conduct more detailed socio-economic analysis of Skills Bootcamp completions and outcomes.

Stage 2: Completion survey (Wave 2), conducted November 2022 – March 2023

- A follow-up, completion survey was disseminated to 941 participants who had completed the implementation survey and consented to follow-up research. From these, 431 usable responses were received, representing a 46% response rate.
- Survey respondents consisted of more males (68%) than females (29%), more employed (55%) than self-employed (9%) or not in employment (36%), and a higher proportion with an educational level of 4 and above (63%; Level 3 and below, 37%). More survey respondents had participated in Skills Bootcamps in Digital Skills (66%) than HGV (33%) and Other (1%).
- Survey proportions are reflective of the MI data, which means they can be viewed as representative of the wider Skills Bootcamp population. MI data shows that over two-thirds (70%) of survey respondents completed their Skills Bootcamp, and approximately one-third (36%) achieved a successful outcome.

Stage 3: Qualitative Interviews, conducted November 2022 – April 2023

- Interviews were conducted with participants (n=23), employers (n=20) and providers (n=26). Participant interviews were primarily conducted with those who had completed Skills Bootcamps in Digital (n=18), to reflect the higher level of delivery for this sector. Of the 23 participant interviewees, 14 were employed, five were not in employment prior to their training, and four were self-employed. Employer and provider interviews were conducted with organisations operating in different industrial sectors, although the majority were engaged with Skills Bootcamps in Digital.

About this report

Building on the findings presented in the Wave 2 implementation report,⁸ this report focuses on the outcomes and impacts achieved as a result of Skills Bootcamps that started delivery before 31 March 2022. It provides the completion and outcome rates for different demographic groups, together with the mechanisms through which positive outcomes have been achieved. The completion phase of the fieldwork provides a snapshot of the outcomes for learners and employers as a result of engaging with Skills Bootcamps. This learning will inform future waves of the programme to maximise its success.

In total, there were 18,110 Wave 2 starts across all Skills Bootcamps, against an original DfE target of 16,000. This number has increased since the Wave 2 implementation report was published; this was due to DfE receiving additional data from providers, as participants converted from enrolment to receive their first payment milestone. There were 11,260 completions of Skills Bootcamps and 6,480 positive outcomes.

Throughout the report, findings are informed by MI data, survey data, and interviews. Differences in survey findings between key demographic groups are explored. Due to the majority of Wave 2 participants being enrolled on Skills Bootcamps in Digital, differences in responses are categorised as 'Digital', 'HGV' or 'Other'. The 'Other' category includes the remaining Skills Bootcamp sectors: Construction, Engineering, Green, Green Engineering and Technical Skills.

During analysis of the completions survey, where base numbers allowed, differences were tested for statistical significance, and only those significant at the 5% level are reported in the commentary. Where figure and table proportions do not equal 100%, this is due to rounding. The interview qualitative data was thematically coded. Where appropriate, the relative size is provided for themes to offer a sense of how widespread

⁸ <https://www.gov.uk/government/publications/evaluation-of-skills-bootcamps-wave-2-implementation-report>

the finding is. In this report, Skills Bootcamp ‘type’ refers to the category of training (e.g. Digital, HGV).

Chapter 2 reports on the MI analysis regarding the characteristics of learners who completed a Skills Bootcamp; it presents the completion rate by different demographic groups. Participant attendance, non-completion rates and the barriers to completion are also explored in this chapter.

Chapter 3 presents the MI findings for participants who achieved an outcome within six months of completing the Skills Bootcamp.

Chapter 4 reports on the different outcomes achieved by Skills Bootcamp participants, including upskilling and gaining new knowledge, increased confidence, and employment outcomes. Perceptions of how outcomes and impacts were achieved, and the contribution of Skills Bootcamps to these outcomes, are also presented.

Chapter 5 presents findings regarding the guaranteed interview and the employability skills training that forms part of the Skills Bootcamp experience for participants. The chapter reports on participants’ and providers’ perceptions of the guaranteed interview.

Chapter 6 explores employer and provider impacts achieved from engaging in Skills Bootcamps. The barriers that some providers experienced are also examined.

Chapter 7 considers the elements of the Skills Bootcamp design and delivery that influence participant satisfaction and contribute to successful completions and outcomes.

Units of analysis for the report

For the purpose of this report, the MI analysis covers starts, completions and outcomes. The report uses ‘respondents’ when describing the analysis of survey data. Three types of Skills Bootcamp recipient types were derived from the MI, as follows:⁹

- ‘All starts’ – All valid starts in the dataset (total n=18,110)
- ‘All completions’ – All valid completions in the dataset (total n=11,261)
- ‘All outcomes’ – All valid outcomes recorded in the dataset (total n=6,478)

The report presents the completion rate (as a proportion of starts) and outcome rate (as a proportion of starts) for different demographic variables, and where bases allow, by Skills Bootcamp type. The outcome rate as a proportion of completions was also calculated and is presented in the data tables. Where the base number of starts is <100, an asterisk

⁹ These numbers are the absolute unrounded total of the sample in the MI. Where the total numbers of starts, completions and outcomes are used elsewhere in this report, they are rounded to the nearest 10, to reflect the numbers published as part of the Explore Education Statistics.

is used to indicate where the results should be treated with caution due to the potential unreliability of the data. Where the base number of starts is <30, these categories are not reported. Differences in completion rates or outcome rates greater than 5% between categories are presented in the narrative. All differences in completion and outcome rates are presented in Appendix 2.

Chapter 2: Skills Bootcamp completions

This chapter presents the characteristics of participants who completed a Skills Bootcamp during Wave 2. Barriers resulting in participants not completing their Skills Bootcamps, and strategies to reduce non-completion, are also explored.

Overall number of completions

In total, there were 11,260 Wave 2 Skills Bootcamp completions which represents a completion rate of 62%.¹⁰ Table 1 shows the completion rate by Skills Bootcamp type; it highlights that Other (69%) and Digital (66%) had a higher completion rate than Skills Bootcamps in HGV Driving (53%).¹¹

Table 1: Number of starts and completion rate by Skills Bootcamp type

Skills Bootcamp type	Starts (n)	Completion rate
Digital	10,896	66%
HGV	5,556	53%
Other	1,581	69%
Total	18,033	11,188

Source: Wave 2 MI, excluding unknown Skills Bootcamp type

Participant characteristics

Age and gender

The average age of Skills Bootcamp completions was 36.0 years, which was younger than that of Skills Bootcamp starts (36.5 years). Participants who completed a Skills Bootcamp in HGV Driving were older (39.6 years) than in Digital (34.5 years) and Other (35.8 years) (see Table 24 and Table 25 in Appendix 2 for a more detailed breakdown of age). Younger individuals aged 19–24 (67%) and 25–34 (65%) had higher completion rates than those in older age categories (45–54 = 59%; 55–57 = 56%).

The completion rates for men (66%) and women (62%) were similar at Wave 2 (Table 2); they were also similar across all Skills Bootcamp types. However, for courses in HGV Driving and Other, the number of women who started their Skills Bootcamp was substantially lower than men. This suggests that whilst Skills Bootcamps were effective at

¹⁰ Completion rate is calculated as the proportion of completions out of total starts.

¹¹ A small portion of successful completions could not be attributed to a category of Skills Bootcamps, which explains why the total of Digital, HGV Driving and Other in Table 1 is different from the overall number of starts and completions.

supporting men and women to complete their training, the underrepresentation of women in some sectors (e.g. HGV Driving, Construction, and Rail) has not changed (see Table 26 for more details about gender). As highlighted in the Wave 2 implementation report, there are much fewer women who are employed in skilled trades (8%), or as process, plant and machine operatives (6%) in the Transport and Communication SOC (Standard Occupational Classification) sector.¹² Therefore, the low numbers of women who are completing their training in these sectors are representative of the wider gender inequalities across the workforce.

Table 2: Number of starts and completion rate by gender

Gender	Starts (n)	Completion rate
Male	11,754	62%
Female	4,817	66%
Other	61*	70%*
Total	16,632	10,438

Source: Wave 2 MI, excluding no gender given. * denotes cells where starts n = <100. 'Prefer not to say' category excluded and bases adjusted accordingly

Disability

Individuals without a disability had a higher completion rate (68%) than those with a disability (63%). There were no differences in the completion rate for Skills Bootcamps in Digital and HGV Driving according to disability. In contrast, the completion rate for Skills Bootcamps in Other was higher for those without a disability (70%) compared to those with a disability (58%) (see Table 30 for more details about disability).

Ethnicity

Asian or Asian British (65%), any other white background (64%), and white British individuals (63%) had the highest Skills Bootcamp completion rates. The completion rates were lower for black, black British, Caribbean or African (54%) and other ethnic groups (57%) (Table 3).

¹² Source: Annual Population Survey via Nomis: October 2021 – September 2022.

Table 3: Number of starts and completion rate by ethnicity

Ethnicity	Starts (n)	Completion rate
Asian or Asian British	4,241	65%
Black, black British, Caribbean or African	756	54%
Mixed or multiple ethnic groups	653	61%
White British	8,029	63%
Any other white background	1,956	64%
Other ethnic group	809	57%
Total	16,444	10,343

Source: Wave 2 MI, excluding no ethnicity given. Prefer not to say' category excluded and bases adjusted accordingly

Across the different Skills Bootcamp types, white British participants consistently achieved high completion rates. In contrast, black, black British, Caribbean or African participants had lower completion rates. This was particularly pronounced for Skills Bootcamps in HGV Driving, where the completion rate for this group was 45%, compared to 55% of white British individuals. The completion rate of Asian or Asian British participants for Skills Bootcamps in Digital was identical to that of white British individuals (68%); however, for HGV driving, the completion rate was much lower (44%, compared to 55% for white British) (see Table 27 and Table 28 or a more detailed breakdown of ethnicity).

Region and disadvantage

The North West (68%), Yorkshire & the Humber (64%) and London (63%) had the highest Skills Bootcamp completion rates. In contrast, the East of England (51%) and the South West (57%) were the regions with the lowest completion rates (Table 4).¹³

Table 4: Number of starts and completion rate by region

Region	Starts (n)	Completion rate
East of England	1,142	51%
East Midlands	1,445	62%
London	3,141	63%

¹³ Further analysis of regional differences by Skills Bootcamp type was not possible due to insufficient sample sizes. As a result, further work may be required to explore the reasons why regional differences exist.

North East	1,995	62%
North West	2,994	68%
South East	1,329	61%
South West	1,488	57%
West Midlands	2,237	61%
Yorkshire & the Humber	1,567	64%
Total	17,338	10,759

Source: Wave 2 MI, excluding no postcode / incorrect postcode given

Starts were allocated to their corresponding IMD decile based on the postcode recorded in the MI. There were no differences between completion rates between those in the lowest (1–5) and highest (6–10) IMD deciles (both 63%) (Table 5).

Table 5: Number of starts and completion rate by IMD

IMD decile	Starts (n)	Completion rate
1 – Most disadvantaged	2,956	60%
2	2,340	63%
3	2,136	64%
4	1,828	65%
5	1,602	65%
6	1,414	62%
7	1,215	66%
8	1,111	60%
9	964	64%
10 – Least disadvantaged	851	62%
IMD deciles 1–5	10,862	63%
IMD deciles 6–10	5,555	63%
Total	16,417	10,307

Source: Wave 2 MI, excluding no postcode / incorrect postcode given

Household characteristics

Overall, one in five (19%) Skills Bootcamp completions claimed Universal Credit (UC). Those not in receipt of UC (86%) had a higher completion rate than those who were in receipt of it (55%). Completion rates for those in receipt of UC on Skills Bootcamps in HGV Driving (43%) and Other (61%) were lower than for those who were not in receipt of

it (57% and 71% respectively). In contrast, the completion rate was similar by UC status for Skills Bootcamps in Digital (UC = 63%; not UC = 66%) (see Table 33 for more details about UC).

Those with caring responsibilities for children (62%) had similar completion rates to those without any caring responsibilities (63%). However, those with caring responsibilities for adults (58%) or children and adults (47%) had lower completion rates. This pattern was similar for Skills Bootcamps in Digital and HGV Driving (see Table 31 and Table 32 for more details about caring responsibilities).

Employment profile

Completion rates were similar between employed (63%), self-employed (65%) and those not in employment prior to starting their Skills Bootcamp (62%). Completion rates for Skills Bootcamps in Digital Skills did not differ according to employment status. However, those not in employment prior to their Skills Bootcamp (41%) had a lower completion rate for Skills Bootcamps in HGV Driving, compared with those who were employed (58%) or self-employed (53%). For Skills Bootcamps in Digital Skills, the lowest completion rate was for those on parental leave or those with other caring responsibilities (63%) (see Tables 34, 35 and 36 for more information about employment status).

Some Skills Bootcamps were co-funded by the participant's employer paying a 30% contribution to the training. Those who were co-funded by their employer had a higher completion rate (70%) compared to those who were not (62%). This pattern was consistent across all types of Skills Bootcamp (see Table 37 for more information about co-funded status).

Level of education prior to Skills Bootcamps

Across all Skills Bootcamp types, those with an educational level of 4 and above (68%) had a higher completion rate than those with a lower educational level (58%) (Table 6). Despite the overall differences, completion rates for Skills Bootcamps in HGV Driving and Other did not differ by educational level. Conversely, those with an educational level of 4 and above (70%) had a higher completion rate on Skills Bootcamps in Digital Skills, compared to those with Level 3 and below (62%) (see Table 38 and Table 39 for more information about educational level).

Table 6: Number of starts and completion rate by educational level

Educational level	Starts (n)	Completion rate
Level 3 and below	7,022	58%
Level 4 and above	7,884	68%
Total	14,906	9,433

Source: Wave 2 MI, excluding unknown

Provider characteristics

Around three-quarters of Skills Bootcamps (77%)¹⁴ were from contract-funded providers (national procurement). However, providers who were grant-funded had a higher completion rate (71%) than those who were contract-funded (60%).¹⁵

The majority (83%) of Skills Bootcamps were delivered by independent training providers (ITPs), with the remaining delivered by further education colleges (FE; 7%) and higher education (HE; 10%) providers. ITPs (64%) and FE colleges (59%) achieved higher completion rates compared to HE providers (50%) (see Table 40 for more information about provider characteristics).

Attendance levels

The mean attendance rate of those who started a Skills Bootcamp was high (85%). Those who completed their Skills Bootcamp had a higher mean attendance rate (94%) than that of starts.

The completion rate of 90% for those with full attendance (i.e. 100%) was higher than all other attendance levels (e.g., 75–99% attendance = 65% completion rate), a pattern which persisted across all Skills Bootcamp types. This suggests that those with higher attendance were more likely to complete their Skills Bootcamp (Table 7).

¹⁴ This number refers to the proportion of contract starts out of total starts.

¹⁵ As this report highlights, there are a range of factors that may impact on completion and outcome rates, as well as funding status. For instance, grant-funded areas have a lower proportion of Skills Bootcamps in Digital Skills; therefore, these findings should be understood within the wider context of the whole Skills Bootcamp provision.

Table 7: Number of starts and completion rate by level of attendance

Attendance	Starts (n)	Completion rate
Attendance <25% (including no attendance)	970	13%
Attendance 25–49%	776	11%
Attendance 50–74%	1,187	40%
Attendance 75–99%	3,674	65%
Full attendance	7,590	90%
Total	14,197	9,881

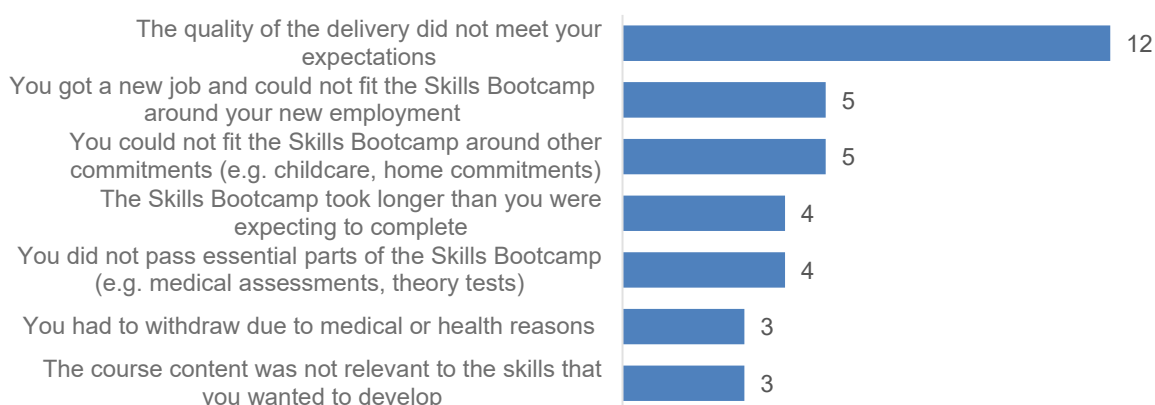
Source: Wave 3 MI, excluding unknown

Barriers to Skills Bootcamps completion

MI analysis showed that one in six (16%) Skills Bootcamps participants dropped out of their course before completing it. The dropout rate was higher for those enrolled on Skills Bootcamps in HGV Driving (26%) compared with Skills Bootcamps in Digital (13%) and Other (16%) courses. This may have been due to the challenges that participants faced in securing practical driving experience and driving tests, which was a significant barrier reported in the Wave 2 implementation report.

Reasons for Skills Bootcamps non-completion

Follow-up survey findings showed that for one-third of those who dropped out, this was because the quality of delivery did not meet their expectations (33%). The different reasons for participants not completing their Skills Bootcamp are presented in Figure 1:

Figure 1: Survey respondents' reasons for dropping out of their Skills Bootcamp

Source: Wave 2 participant completion survey (n=36 – the number of survey respondents who dropped out of their training and answered this question). Due to the low number of responses, numbers are presented rather than proportions.

The quality of delivery as a reason for participant drop-out was corroborated in some participant interviews:

A few other participants were nurses who were trying to make it in a new sector because they couldn't make enough money as nurses and were exhausted with COVID-19 and the whole situation. They dropped out because they felt like they were just dumped into this Skills Bootcamp. The provider collected money for it and didn't seem to care what was happening to the students – they didn't check if they were happy, if they were learning and getting something out of it, if they were actually going to be employed afterwards. *Participant – Skills Bootcamp in Digital*

Some participants perceived that because Skills Bootcamps were free, this resulted in some of their peers being less committed to their training than they would have been if they had to pay. Providers interviewed also suggested that dropout rates for Skills Bootcamps were higher than comparable courses because there was a lack of full commitment to training as it was free and there was no penalty for dropping out:

Drop out is likely to be due to learners not fully understanding the commitment they're making, because it's very easy to sign up to something that's free, and then drop out because you're not that invested in it because it's free. You've not had to part with any money. *Provider – Skills Bootcamp in Digital*

Approximately one in five survey respondents indicated that they did not complete their Skills Bootcamp because they could not fit the training around their other commitments (e.g. childcare; 19%) or new employment (19%). These findings were also reinforced in the participant interviews – in addition to dissatisfaction due to unrealistic expectations about the course and its potential outcomes; and the course content not being exactly what they wanted or expected:

After the first week, quite a few people didn't come back. I think we lost about 7 out of 25 in that first week, which was because the course wasn't what they expected, or their plans changed. They just disappeared. *Participant – Skills Bootcamp in Digital*

Despite providers emphasising that they gave participants detailed information in advance of the Skills Bootcamp starting, interviewees highlighted that a number of participants would drop out of each cohort because they had not expected the level of work to be so high and demanding:

Each cohort has had one or two who has dropped out and have said, 'Hang on guys, I didn't realise it was quite so involved. I didn't realise I was going to have to do quite so much work.' So, there's always going to be that part, no matter how much you tell them at the beginning, 'This is a full-on course. It might be 16 weeks but, in fact, it's intensive.' *Provider – Skills Bootcamp in HGV Driving*

Some providers, often in manual sectors (e.g. Construction, HGV Driving), found that participants who were referred to Skills Bootcamps through Job Centres and were previously unemployed had more challenging circumstances and were more difficult to retain on courses:

Job Centres will always refer to us, and there's a fear for participants that they have this thing hanging over you if you don't seem willing, and then your benefit might get stopped. So, the quality of the cohort wasn't the best, they weren't the most motivated. They were all hard-to-reach learners, and hard-to-reach learners, even in the best of times, will fall off. *Provider – Skills Bootcamp in Construction*

Strategies to reduce non-completion

Provider interviewees were aware of the need to ensure high completion rates to meet their key performance indicators (KPIs). Many providers emphasised the importance of learning from the challenges they had experienced in the early delivery of Wave 2:

There was quite a lot to learn from early on in Wave 2 about the type of learner that we are recruiting onto our courses. We prioritised hitting the recruitment targets rather than getting the right people onto the programme. Once we'd realised our mistake, there was a much stronger vetting process, being really clear that they actually needed to get into a job at the end of their training and that it wasn't just a way to stay in learning for another 12 weeks. We'd give them a one-to-one call with one of our coaches to check their motivation and desire for the Skills Bootcamp. If they weren't interested in getting a job, that was fine, but we didn't accept them onto the programme. *Provider – Skills Bootcamp in Digital*

Introducing more stringent recruitment criteria and rigorous assessment processes meant that providers were more likely to recruit participants who were 'job-ready' and able to complete their course and achieve a successful outcome. During Wave 2 delivery, provider interviews continued to describe the tension between applying more stringent selection criteria to meet their completion targets and to reduce drop-out, alongside

ensuring they could meet their objectives by offering training opportunities for those who otherwise might not be able to access such training (e.g. unemployed, claiming benefits).

The Wave 2 implementation report identified that some participants (particularly those on Skills Bootcamps in Digital) perceived that their Skills Bootcamp content was not always pitched at the right level. To overcome these issues, some providers have since enhanced the quality of the information and guidance for applicants, to ensure they are fully aware of the course requirements and expectations. Some providers have also introduced pre-course assessments to ensure they recruit the right calibre of participant, who can fully access the course and develop the required skills and knowledge:

Before we accept anyone now, we give them an assessment. If they don't pass it, they're not given a place because it's like a Level 4 or 5 course, so people who may have only done up to Level 2, it proved too much of a struggle and they were just dropping out. *Provider – Skills Bootcamp in Digital*

Provider interviewees emphasised that additional screening processes also helped to maintain their reputation with employers. For providers, it was important to guarantee and demonstrate to employers that Skills Bootcamps participants had the requisite skills and knowledge to reflect well on them as an organisation:

We won't lose the quality of our graduates. We have a strict entry test which helps us keep our reputation on the other side with companies that we work with. Our employers know what they're getting when they're getting [a graduate from us], and we cannot keep that reputation if we lower that entry standard. *Provider – Skills Bootcamp in Digital*

Some Wave 2 providers realised part-way through delivery that it would be beneficial to reduce the number of learners on their courses; this would enable them to concentrate on high-quality delivery and wraparound support for learners, to reduce the likelihood of them dropping out of their training:

We also spoke to the DfE about significantly reducing our contract, because we'd rather have a smaller contract that we delivered well, rather than a larger contract; but our dropout rate and success rates were not great. *Provider – Skills Bootcamp in Digital*

Chapter 3: Skills Bootcamp outcomes

To achieve a positive Skills Bootcamp outcome, participants had to secure a change in employment. An employment outcome could include a new job in a sector relevant to their training, new or increased responsibilities in their current role, or increased opportunities for self-employed participants to gain new clients and contracts. This chapter explores the characteristics of participants who achieved a positive outcome, and the impact of Skills Bootcamps in giving participants new skills and confidence.

Overall number of outcomes achieved

In total, there were 6,480 positive Skills Bootcamp outcomes, representing 58% of the total number of completions and 36% of the total number of starts. Skills Bootcamps in Other had the highest outcome rate (42%),¹⁶ followed by HGV Driving (38%) and Digital Skills (34%) (Table 8).¹⁷ This highlights that while the completion rate for HGV Driving was low, of those who completed, a high percentage achieved an outcome (72%).

Table 8: Completion and outcome rate by Skills Bootcamp Type

Skills Bootcamp type	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Digital	10,896	66%	34%	51%
HGV	5,556	53%	38%	72%
Other	1,581	69%	42%	61%
Total	18,033	11,188	6,420	6,420

Source: Wave 2 MI, excluding unknown Skills Bootcamp type

Participant characteristics

Age and gender

Individuals who achieved a positive outcome were younger (35.5 years) than all those who completed their Skills Bootcamp (36.0 years; Table 9). Outcome rates were highest for those in younger age groups with half (50%) of all outcomes being achieved by participants aged 19–34 (see Table 24 for more details about age).

¹⁶ The outcome rate calculated as a proportion of starts is used when summarising findings from the tables, unless stated otherwise.

¹⁷ A small portion of successful completions could not be attributed to a category of Skills Bootcamps, which explains why the total of Digital, HGV Driving and Other in Table 8 and Table 23 are different from the overall number of starts.

Table 9: Completion and outcome rate by age

Age	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
19 to 24	1,886	67%	41%	61%
25 to 34	5,908	65%	39%	61%
35 to 44	4,761	62%	35%	56%
45 to 54	2,563	59%	31%	53%
55 to 67	1,010	56%	30%	54%
68+	**	**	**	**
Mean age	36.5	36.0	35.5	35.5
Total	16,142	10,146	5,859	5,859

Source: Wave 2 MI, excluding date of birth missing. ** replaces data in cells where start base < 30

The outcome rate was similar between men (37%) and women (34%). In particular, men and women had a similar outcome rate for Skills Bootcamps in Digital Skills and HGV Driving. However, for Skills Bootcamps in Other, women had a lower outcome rate (25%) compared to men (43%) (Table 10).

Table 10: Completion and outcome rate by gender and Skills Bootcamp

Gender	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Male	11,754	62%	37%	61%
Female	4,817	66%	34%	52%
Other	61*	70%*	38%*	38%*
Total	16,632	10,438	6,049	6,049
DIGITAL				
Male	5,404	68%	35%	51%
Female	4,202	67%	34%	51%
Other	56*	73%*	39%*	54%*
Total	9,962	6,496	3,341	3,341
HGV				
Male	5,061	53%	56%	72%
Female	395	38%	37%	67%

Other	**	**	**	**
Total	5,460	2,886	2,073	2,073
OTHER				
Male	1,220	69%	43%	62%
Female	215	65%	25%	39%
Other	**	**	**	**
Total	1,436	986	577	577

Source: Wave 2 MI, excluding gender unknown and categories with start (n) <100. * denotes cells where starts base is <100. ** replaces data in cells where starts base <30. 'Prefer not to say' category excluded and bases adjusted accordingly

Disability

Most participants who achieved a positive outcome after their Skills Bootcamp did not have a disability (89%). Those without a disability had a higher outcome rate (40%) than those with a disability (33%). Skills Bootcamps in Other had the lowest outcome rate (27%). This suggests that whilst providers effectively supported participants to complete their training, participants with a disability faced barriers in securing positive outcomes, such as new employment, following their Skills Bootcamp (see Table 30 for more details about disability).

Ethnicity

Over half of all participants who achieved a positive Skills Bootcamp outcome were white British (56%), and just over a fifth were Asian or Asian British (22%). White British individuals (42%) and those from any other white background (37%) had the highest outcome rates (Table 11). Black, black British, Caribbean or African participants (25%) and those from other ethnic groups (27%) had the lowest outcome rates; a pattern which persisted across different Skills Bootcamp types. Asian or Asian British participants had one of the highest completion rates (68%) for Skills Bootcamps in Digital; however, they had one of the lowest outcome rates (31%) (see Table 28 for more information about ethnicity and Skills Bootcamp type).

Table 11: Completion and outcome rate by ethnicity

Ethnicity	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Asian or Asian British	4,421	65%	31%	47%
Black, black British, Caribbean or African	756	54%	25%	47%
Mixed or multiple ethnic groups	653	61%	32%	53%
White British	8,029	63%	42%	66%
Any other white background	1,956	64%	37%	57%
Other ethnic group	809	57%	27%	47%
Total	16,444	10,343	5,999	5,999

Source: Wave 2 MI, excluding no ethnicity given. 'Prefer not to say' category excluded and bases adjusted accordingly

Region and disadvantage

The South East (42%), North East (41%) and Yorkshire & the Humber (39%) had the highest outcome rates. Conversely, London (30%), East of England (31%), East Midlands (34%) and the South West (34%) had the lowest outcome rates. London had one of the highest completion rates, which suggests that it was more challenging for participants from London to achieve a positive outcome than other regions in England (Table 12). The East of England and the South West had the lowest completion and outcome rates; this suggests that additional focus could be needed in these regions, to ensure continued success of the Skills Bootcamp programme.¹⁸

Table 12: Completion and outcome rate by region

Region	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
East of England	1,142	51%	31%	60%
East Midlands	1,445	62%	34%	55%
London	3,141	63%	30%	48%
North East	1,995	62%	41%	67%

¹⁸ Further analysis by region and Skills Bootcamp type was not possible due to low sample sizes in some cases. It should also be acknowledged that other variables, such as course type, delivery route, provider type, etc., may affect regional completion and outcome rates.

North West	2,994	68%	37%	54%
South East	1,329	61%	42%	69%
South West	1,488	57%	34%	60%
West Midlands	2,237	61%	37%	61%
Yorkshire & the Humber	1,567	64%	39%	61%
Total	17,338	10,759	6,241	6,241

Source: Wave 2 MI, excluding no postcode / incorrect postcode given

One in six (16%) Skills Bootcamp outcomes were achieved by participants from the most disadvantaged (IMD 1) areas. Individuals from more advantaged IMD deciles (IMD 6–10) had slightly higher outcome rates (38%) than those from more disadvantaged areas (IMD 1–5; 35%) (Table 13). The pattern that participants from more advantaged areas achieved higher outcome rates was consistent for Skills Bootcamps in Digital Skills and HGV Driving. In contrast, individuals who lived in the most disadvantaged areas (IMD 1) achieved the highest outcome rate for Skills Bootcamps in Other (46%).

Table 13: Completion and outcome rate by IMD

IMD decile	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
1 – Most disadvantaged	2,956	60%	33%	55%
2	2,340	63%	35%	56%
3	2,136	64%	35%	55%
4	1,828	65%	37%	56%
5	1,602	65%	37%	57%
6	1,414	62%	38%	61%
7	1,215	66%	42%	63%
8	1,111	60%	36%	60%
9	964	64%	39%	62%
10 – Least disadvantaged	851	62%	37%	60%
IMD 1–5 deciles	10,862	63%	35%	56%
IMD 6–10 deciles	5,555	63%	38%	61%
Total	16,417	10,307	5,954	5,954

Source: Wave 2 MI, excluding no postcode/incorrect postcode given

Household characteristics

One in six participants who achieved an outcome were in receipt of UC (17%). Across all Skills Bootcamp types, participants who claimed UC (28%) had a lower outcome rate than those who did not receive UC (51%). The smallest difference in outcome rate was for Skills Bootcamps in Digital Skills (UC = 29%; not UC = 35%). In contrast, larger differences between outcome rate and being in receipt of UC were found for Skills Bootcamps in HGV Driving (UC = 28%; not UC = 42%) and Other (UC = 25%; not UC = 47%) (see Table 33 for more information about UC).

Less than one-quarter of participants with caring responsibilities (for children, adults or a combination; 23%) achieved an outcome. Individuals who had no caring responsibilities (37%) and caring for children (34%) had higher outcome rates compared to those caring for adults (25%) and those caring for both children and adults (29%) (Table 14). Across all Skills Bootcamps, those caring for children only (34%) had a similar outcome rate to those with no caring responsibilities (37%). For Skills Bootcamps in Digital, those caring for children only had a lower outcome rate (30%) than those with no responsibilities (36%) (see Table 31 and Table 32 for more information about caring responsibilities).

Table 14: Completion and outcome rate by caring responsibilities

Caring responsibilities	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Yes – children	3,602	62%	34%	55%
Yes – adults	352	58%	25%	43%
Yes – children and adults	143	47%	29%	61%
No caring responsibilities	12,265	63%	37%	59%
Total	16,362	10,257	5,891	5,891

Source: Management information, excluding unknown

Employment profile prior to Skills Bootcamp

Employment status

Over half of all outcomes were achieved by participants who were employed prior to their Skills Bootcamp (56%); one-third (33%) by those not in employment; and one in ten (11%) by those who were self-employed. Employed (40%) and self-employed (37%) participants had higher outcome rates than those who were not in employment before their Skills Bootcamp (31%) (Table 15).

There were no differences in the outcome rate by employment status for Skills Bootcamps in Digital Skills. In contrast, for Skills Bootcamps in HGV Driving, those not in

employment had a lower outcome rate (26%) compared to those who were employed (44%) or self-employed (37%). Similarly, for Skills Bootcamps in Other, individuals not in employment had a lower outcome rate (30%) than those who were employed (45%) or self-employed (51%) (see Table 35 for more information about employment status and Skills Bootcamp type).

Table 15: Completion and outcome rate by employment status

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Employed	8,363	63%	40%	64%
Self-employed	1,770	65%	37%	58%
Not in employment	6,429	62%	31%	50%
Total	16,562	10,388	6,007	6,007

Source: Wave 2 MI, excluding unknown

More detailed analysis by employment profile shows that across all Skills Bootcamp types, the highest outcome rate was achieved by participants who were previously employed in full-time roles (44%). In contrast, those who were unemployed for longer than 12 months (28%) had a lower outcome rate than those unemployed for less than 12 months (34%) (see Tables 34, 35 and 36 for more information about employment status).

The outcome rate for individuals who were co-funded by their employer (65%) was higher than for non-co-funded participants (34%). This suggests that the co-funding model effectively supported participants to achieve positive outcomes. Provider interviewees also perceived that it was more straightforward to achieve their outcome KPIs for co-funded participants (see Table 37 for more details about co-funded status).

Level of education prior to Skills Bootcamp

Despite differences in the completion rate between those with a lower level of education (Level 3 and below; 58%) and those with Level 4 and above (68%), there were no differences in the outcome rate across all Skills Bootcamps (Level 3 and below = 35%; Level 4 and above = 36%) (Table 16). However, the outcome rate differed according to Skills Bootcamp type. Participants on Skills Bootcamps in Digital with a higher educational level (4 and above = 37%) had a higher outcome rate than those with Level 3 and below (30%). This pattern was reversed for both Skills Bootcamps in HGV Driving and Other, where those with a lower educational level (HGV = 37%, Other = 44%) had a higher outcome rate than those with Level 4 and above (HGV = 31%, Other = 32%) (see Table 38 and Table 39 for more information about educational level and Skills Bootcamp type).

Table 16: Completion and outcome rate by banded educational level

Educational level	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Level 3 and below	7,022	58%	35%	60%
Level 4 and above	7,884	68%	36%	54%
Total	14,906	9,433	5,307	5,307

Source: Wave 2 MI, excluding unknown

Provider characteristics

ITPs (39%) achieved the highest outcome rates, compared to FE colleges and HE providers. There were minimal differences in the outcome rates achieved by participants undertaking their training with a grant-funded provider (38%), compared to those under national contracts (35%) (Table 17).

Table 17: Provider characteristics achieving completions and outcomes

Characteristics	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Independent Training Provider	14,002	64%	39%	60%
Higher Education Provider	1,661	50%	23%	47%
Further Education Colleges	1,206	59%	24%	42%
Total	16,869	10,517	6,084	6,084
Grant Funded	4,213	71%	38%	53%
Contract Funded	13,835	60%	35%	59%
Total	18,048	11,223	6,456	6,456

Source: Management information, excluding unknown

Attendance levels

No differences were found in the mean attendance between those who completed their training (94%) and those who achieved an outcome (95%). The highest outcome rates were found for higher attendance, reflecting the pattern for completions. The outcome rate for those with full attendance was 55%; the outcome rate decreased incrementally as attendance levels dropped (Table 18). The highest outcome rate was found for participants with full attendance on Skills Bootcamps in HGV Driving (76%), compared to

full attendance on Skills Bootcamps in Digital Skills (46%) or Other (62%). These findings emphasise the importance of full attendance on Skills Bootcamp training, to achieve a positive outcome.

Table 18: Completion and outcome rate by level of attendance

Attendance	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Attendance <25% including no attendance	970	13%	7%	54%
Attendance 25–49%	776	11%	4%	37%
Attendance 50–74%	1,187	40%	20%	50%
Attendance 75–99%	3,674	65%	32%	50%
Full attendance	7,590	90%	55%	61%
Total	14,197	9,881	5,700	5,700

Source: Wave 2 MI, excluding unknown

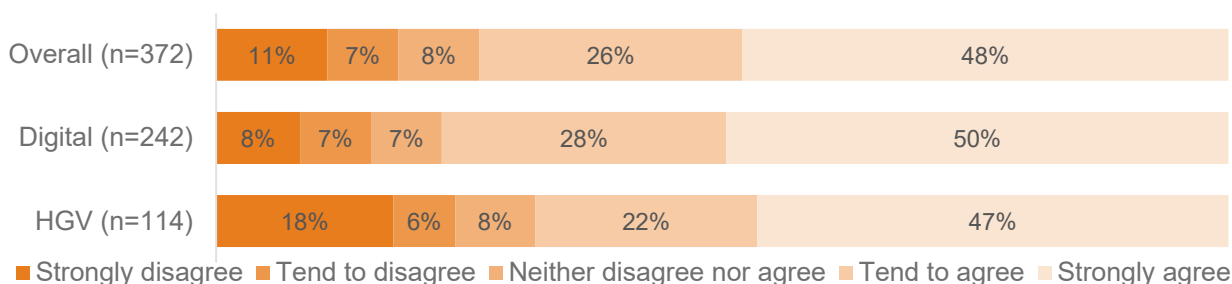
Chapter 4: Participant impacts from Skills Bootcamps

Building on the findings in Chapter 3, this chapter provides more details of the technical and employability skills that participants gained from Skills Bootcamp training, as well as benefits such as increased confidence and knowledge. The barriers that prevented participants from achieving a positive outcome are also explored.

Upskilling and gaining new knowledge

Three-quarters of survey respondents (74%) agreed or strongly agreed that their Skills Bootcamp enabled them to gain new skills and knowledge useful for employment. A significantly higher proportion of respondents who completed Skills Bootcamps in HGV Driving strongly disagreed (18%) that their training had equipped them with new skills and knowledge compared to those on Skills Bootcamps in Digital (8%) (Figure 2). There were no significant differences by employment status or educational level. Two-thirds of respondents (66%) agreed or strongly agreed that the skills and knowledge acquired during their Skills Bootcamp had helped them to get a new job. There were no significant differences by Skills Bootcamp type.

Figure 2: Survey respondents' level of agreement that their Skills Bootcamp allowed them to gain new skills and knowledge



Source: Wave 2 participant completion survey

Three-quarters of respondents agreed that their Skills Bootcamp had met or exceeded their expectations in enabling them to learn useful skills for a job in the future (74%), or for the job they had prior to starting their training (69%). A significantly higher proportion of respondents on Skills Bootcamps in Digital (25%) agreed that their training had exceeded expectations for learning new skills for a future job, compared to those on courses in HGV Driving (11%). There were no differences by Skills Bootcamp type for perceptions about acquiring useful skills for their previous job.

Participant interviewees who had completed a Skills Bootcamp in Digital identified acquiring a range of subject-specific skills that were relevant for their current and/or future employment. Skills identified as being particularly useful (and dependent on their

choice of programme) included data cleaning in Excel, Structured Query Language (SQL), Python, Azure, Power Query, JavaScript and Amazon Web Services (AWS).

Participant interviewees who had completed Skills Bootcamps in Digital also identified that the training provided solid foundational skills that could help them achieve their desired future career. For the self-employed, Skills Bootcamps in Digital gave participants the opportunity to apply their new skills in their business. For example, one self-employed participant identified being able to offer digital marketing services as part of their business, which they directly attributed to the learning gained on their Skills Bootcamp.

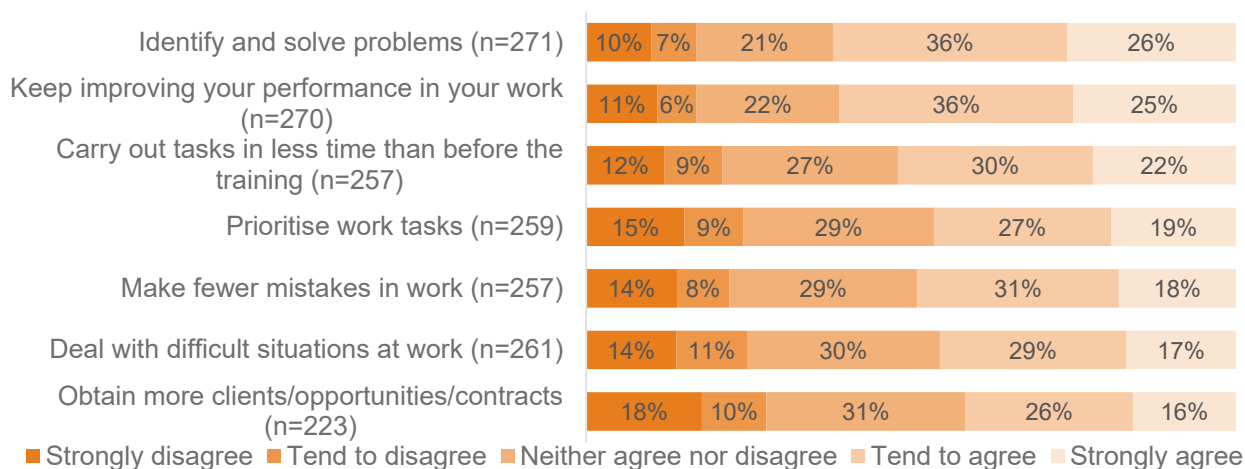
Some participant interviewees stated that their increased skills acquired from the training resulted in them feeling more valued which improved their perceptions of self-worth:

I feel more valued as a person, knowing I have advanced my skills.
Participant – Skills Bootcamp in Digital

Self-management skills

Skills Bootcamps enabled participants to acquire a range of self-management skills. Three in five (62%) respondents agreed or strongly agreed that the training had improved their ability to problem-solve, and 61% agreed or strongly agreed that they could keep improving their performance at work. A significantly higher proportion of participants on Skills Bootcamps in Digital (41%) tended to agree that their problem-solving skills had improved, compared to those on Skills Bootcamps in HGV Driving (26%). Just over half (52%) of respondents strongly agreed or agreed that their training had enabled them to carry out work tasks more efficiently, and 49% agreed that they now made fewer mistakes in work as a result of their training (Figure 3).

Figure 3: Survey respondents' perceptions of impact relating to work performance



Source: Wave 2 participant completion survey

Interviews with participants on Skills Bootcamps in Digital identified that the training had supported them to further develop their problem-solving skills as well as sparking their curiosity and motivation to learn more:

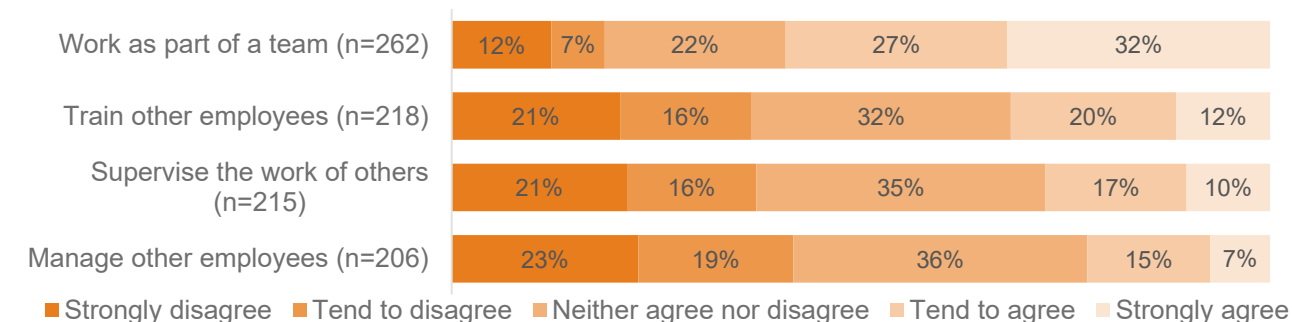
The Skills Bootcamp helped me understand the process of data and how it's fundamental, which has also opened my thinking to a whole new world of skills and curiosity in solving problems, and how data can be used to help and support this. It has increased my fascination and eagerness to learn more and be an expert. *Respondent – Skills Bootcamp in Digital (open text survey response)*

Interpersonal skills

Nearly three in five (59%) survey respondents agreed or strongly agreed that as a result of their training, they were able to work better as part of a team. A significantly higher proportion of participants on Skills Bootcamps in Digital (37%) agreed with this, compared to those on HGV courses (18%). Interviews with participants on Skills Bootcamps in Digital placed value on group tasks that simulated industry practices, to promote collaboration and communication skills.

Respondents were less likely to agree that their Skills Bootcamp had improved their interpersonal skills relating to managing and supervising others. Only one-third of survey respondents (32%) agreed or strongly agreed that their training had enabled them to train other employees. However, a statistically higher proportion of participants on Skills Bootcamps in Digital strongly agreed with this statement (14%), compared to those on courses in HGV Driving (3%). Additionally, approximately one-quarter of Digital respondents (27%) agreed or strongly agreed that they could supervise the work of others or manage other employees (compared to 22% overall; Figure 4). Participants' responsibilities in their new roles after Skills Bootcamps tended to be lower than they had in their previous jobs. This suggests that participants entering a job within a new sector after their Skills Bootcamp were given more junior or entry-level positions, which did not require higher-level managerial and/or supervisory skills. There were no other differences by Skills Bootcamp type.

Figure 4: Survey respondents' perceptions of their interpersonal skills as a result of their Skills Bootcamp

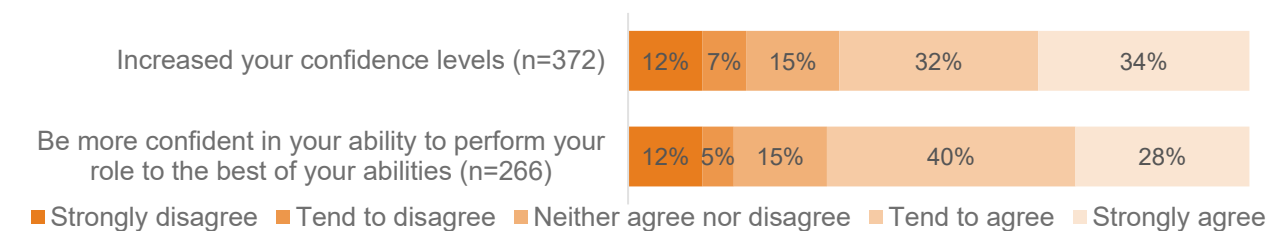


Source: Wave 2 participant completion survey

Increased confidence

Two-thirds of respondents (66%) agreed or strongly agreed that their confidence had increased after completing their Skills Bootcamp, while one in five disagreed or strongly disagreed (20%).¹⁹ There were no significant differences by Skills Bootcamp type. A further two-thirds (68%) of respondents agreed or strongly agreed that their Skills Bootcamp had enabled them to be more confident in performing their role to the best of their abilities (Figure 5). Significantly more participants with a lower educational level strongly disagreed (21%) that they could perform their role to the best of their abilities, compared to those with a higher educational level (8%).

Figure 5: Survey respondents' perceptions about the Skills Bootcamp improving their confidence

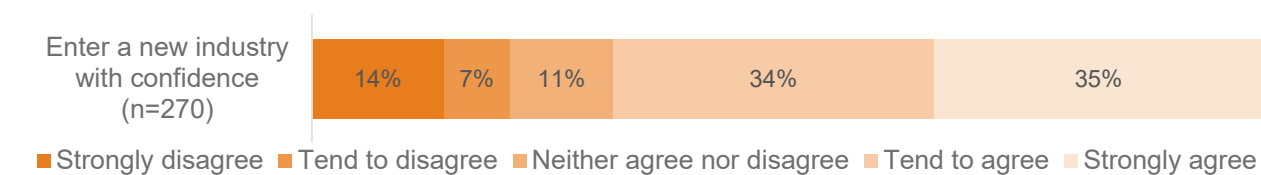


Source: Wave 2 participant completion survey

Over two-thirds (69%) of respondents also agreed or strongly agreed that their Skills Bootcamp had helped to increase their confidence to apply for jobs and to be more confident during job interviews; this in turn enabled them to enter a new industry with confidence (Figure 6).

¹⁹ This percentage differs to the data in the figure due to rounding.

Figure 6: Survey respondents' perceptions of the impact of Skills Bootcamps on their confidence to enter a new industry



Source: Wave 2 participant completion survey

Participant interviewees perceived that being able to include their Skills Bootcamps on their CV added value and enabled them to be shortlisted for interviews. Interviewees who had performed well at interview often identified that this was due to the combination of technical skills they had acquired, and the employability support provided through the Skills Bootcamp:

The Skills Bootcamp helped me get the role and where I am now. When I was doing the interview, the Skills Bootcamp really helped me to talk to my (now) boss about certain questions, such as the different elements of data and what the processes are with working with datasets – how it's transformed. I wouldn't have known that without the Skills Bootcamp. *Participant – Skills Bootcamp in Digital*

Perceptions about increased confidence to apply for, and secure a new job, as a result of their Skills Bootcamps, were reiterated by interviewees:

The Skills Bootcamps definitely sets you up in terms of the fact that you've got all the training you need, and that gives you the confidence in yourself to apply for jobs. They really improve your confidence – you feel a lot more job-ready, and you feel quite proud of yourself for doing something you wouldn't normally have done. *Participant – Skills Bootcamp in Digital (unemployed)*

Without [the Skills Bootcamp], I can confidently say that I wouldn't have had a hope of getting the job I've got. The Bootcamp increased my confidence and provided me with the skills to apply for the role and be successful at the interview stages. It was the best thing I've done in years. *Participant – Skills Bootcamp in Digital*

Self-employed interviewees identified that the training had given them the confidence to make well-informed business decisions. For example, one self-employed participant described being more confident with their marketing plan and decision making, because the Skills Bootcamp had helped them to understand the principles of a marketing plan and how to best implement the plan for their business.

For other participants, the Skills Bootcamp had given them the confidence to take on different roles and responsibilities, compared to what they might previously have done. For these participants, Skills Bootcamps were identified as opening more doors and improving their confidence in the workplace:

[As a result of the Skills Bootcamp] I feel able to take on challenges in the workplace that I may have been unconfident to take on before.

Participant – Skills Bootcamp in Digital

Employment outcomes

Further training

Nearly half of all survey respondents (47%) agreed or strongly agreed that their Skills Bootcamp would enable them to start a different training course, such as apprenticeships. Three in five respondents (60%) identified that their Skills Bootcamp had met or exceeded their expectations for progressing to higher-level training. No differences were found by Skills Bootcamp type or educational level.

Interviews also indicated that Skills Bootcamps provided them with opportunities to access high-level training that otherwise would not have been possible:

I think Skills Bootcamps are a really good way of levelling up, rather than thinking you have to go back to university or college and do something full time; the Skills Bootcamps give you an intense four-month period where you can learn something completely new and be pretty much fully prepared for a job in a new sector. They're just invaluable, such a great idea. *Participant – Skills Bootcamp in Digital*

Employment status

MI analysis indicates that the outcome rate of those who were unemployed at the start of their Skills Bootcamp (31%) was lower than for both employed (40%) and self-employed participants (37%). Participant, employer and provider interviews uncovered some differences between employment status and securing a positive Skills Bootcamp outcome. Employed participants conveyed how they were able to achieve positive employment outcomes because they could transfer their previous employment experience and draw on this in their job applications. For cyber security roles, both participants and employers perceived that it was challenging to achieve successful outcomes: this was because of the complexity of the content and the need for high levels of experience, in order to be trusted within the sector. Additionally, some employers suggested that the Skills Bootcamp may not be long enough for participants to learn

sufficient content and technical skills to successfully transition to a cyber security role. However, one participant had drawn on previous experience as a director, alongside their new technical cyber skills, to gain a high-level cyber security role after their Skills Bootcamp. In contrast, provider interviews suggested that long-term unemployed participants and those with a criminal record were less likely to achieve positive employment outcomes than other participants. Providers identified that the key barriers for this group were their lower attendance level and ability to meet work expectations (e.g. start times to arrive on site). Some providers of Skills Bootcamps in Rail (Green) helped ex-offenders to achieve positive employment outcomes by developing bespoke training sessions within offender units.

Changed contract type

The employment contract type for some survey respondents changed between starting and completing their Skills Bootcamp. A higher proportion of respondents reported working the same hours each week (either permanent or fixed-term contracts) after completing their Skills Bootcamp (73%)²⁰ than prior to starting the training (69%). Proportionately fewer respondents reported working variable hours each week after completing their Skills Bootcamp (13%), compared to when they started (16%). The proportion of respondents on zero-hours contracts halved between starting (10%) and completing their training (5%). In addition, the proportion of respondents who identified as self-employed doubled between starting (4%) and completing their training (8%). These findings suggest that Skills Bootcamps effectively support participants in securing more stable and consistent employment (Table 19).

Table 19: Survey respondents' employment status before and after their Skills Bootcamp training

Employment status	Employment status prior to training (in last job)	Employment status now (after Skills Bootcamp)
Permanent employment working the same hours each week	60%	62%
Fixed-term employment working the same hours each week	9%	12%
Permanent employment working variable hours each week	13%	11%
Fixed-term employment working variable hours each week	3%	2%

²⁰ This percentage differs to the data in the figure due to rounding.

Zero-hours contract	10%	5%
Self-employed	4%	8%
Other	2%	1%
Total	373	356

Source: Wave 2 participant completion survey

Participant interviews corroborate the survey findings by showing that for some participants, their Skills Bootcamp enabled them to transition from working variable-hour contracts to more permanent and consistent working patterns. This, in turn led them to feel more valued:

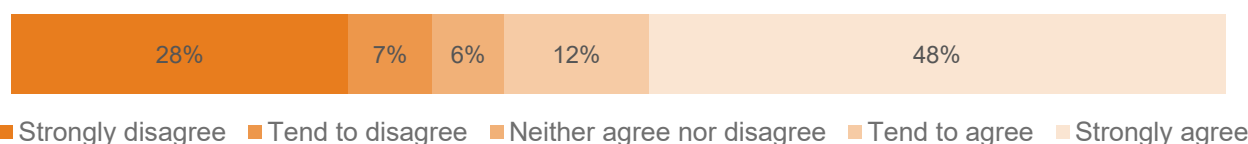
The Skills Bootcamp programme enabled me to change industry from a precarious, poorly paid and stressful working environment to one that is intellectually rewarding, more secure, and where I can see that my work is valued. *Participant – Skills Bootcamp in Digital*

Over half of respondents agreed or strongly agreed that their Skills Bootcamp enabled them to feel more valued by their employer/contractor (54%).

New role

Nearly three in five survey respondents (58%) reported that their job title had changed since completing their Skills Bootcamp. Half (51%) of survey respondents identified that their Skills Bootcamp had met their expectations for enabling them to progress or gain a promotion in the job they held prior to their training – a finding which was consistent for all Skills Bootcamp types. There were no differences regarding whether a respondents' job title had changed, by Skills Bootcamp type. Three in five (60%) respondents who had started a new role agreed or strongly agreed that they would not have been able to start their new role without the Skills Bootcamp. In contrast, one in three (35%) disagreed or strongly disagreed that their new role was attributed to their Skills Bootcamp (Figure 7). There were no significant differences by Skills Bootcamp type.

Figure 7: Survey respondents' perception that their new role was attributed to Skills Bootcamps



Source: Wave 2 participant completion survey (n=232)

Respondents whose job title had changed were asked to describe their new role. Most respondents (84%) gained a new role in a different organisation, 12% had a new role with their existing employer, and 4% were now self-employed. A higher proportion of respondents on Skills Bootcamps in Digital (90%) reported acquiring a new role in a different organisation compared to those on HGV courses (72%).

Participant interviews further showed that Skills Bootcamps had enabled participants to achieve positive employment outcomes. For some, these have been transformative:

Without the Skills Bootcamp, I can confidently say I wouldn't have had a hope of getting the job I've got. The Skills Bootcamp increased my confidence and provided me with the skills to apply for my role and succeed through the interview stages. It was the best thing I've done for years, and I would never have been able to attend it had it cost money. It was genuinely life-changing. *Participant – Skills Bootcamp in Digital (open text survey response)*

For some participant interviewees who were unemployed prior to the training, Skills Bootcamps allowed them to secure new employment in a job they were interested in:

The Skills Bootcamp has helped me gain full-time employment, after being on disability benefits for years and struggling with full-time work. *Participant – Skills Bootcamp in Digital*

I got a job as a data engineer after doing the data engineering Skills Bootcamp, having previously been unemployed. I've been able to get exactly what I was looking for. *Participant – Skills Bootcamp in Digital (open text survey response)*

The new skills and knowledge that participants acquired through Skills Bootcamps were linked to interview success. Participants identified that their new skills helped them to understand key concepts during interviews and allowed them to provide comprehensive answers to technical questions:

My overall experience of the Skills Bootcamp helped me get the role and where I am now. When I was doing the interview, it really helped me talk to my new boss and ask him technical questions about the different elements of data. Now I'm confident talking people through the data process and what you do with data at each stage. *Participant – Skills Bootcamp in Digital*

Some Skills Bootcamp courses included opportunities for participants to gain certification that enabled them to demonstrate competency in specific sector-relevant skills. Participant interviews who gained certification attributed this as a key factor in gaining a new role:

The company I work for is all Azure based, so from the Skills Bootcamp I had the basic knowledge of how to use the Azure portal and work with it. In my interview, when I said I have the Azure certification, that was a big plus to be able to prove I could work within the Azure portal. *Participant – Skills Bootcamp in Digital*

Some participant interviewees who completed Skills Bootcamps in Green Skills also gained certification (e.g. NEBOSH certification), which they described as being important for securing new employment in the rail sector.

Working hours

Survey respondents' self-reported average working hours increased between the start of their Skills Bootcamp (mean hours = 35.1) and completion (mean hours = 37.3), and nearly two-thirds (39%) reported that their working hours had increased post completion (Table 20). Respondents who completed Skills Bootcamps in HGV Driving worked significantly more hours before and after their training (both means = 40) than those on Skills Bootcamps in Digital (before mean = 33; after = 36).

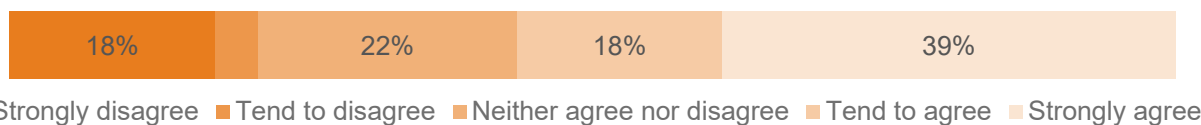
Table 20: Changes to working hours and flexibility of working hours as a result of Skills Bootcamps

Changes since Skills Bootcamp	Working Hours	Flexibility of working hours
Decreased	16%	20%
Stayed the same	45%	45%
Increased	39%	35%
Total	300	284

Source: Wave 2 participant completion survey, bases variable (284–300)

Of those whose working hours increased (39%, n=116), over half (57%) strongly agreed or agreed they had increased because of their Skills Bootcamp (Figure 8).

Figure 8: Survey respondents' perception of whether their increase in working hours was because of their Skills Bootcamp



Source: Wave 2 participant completion survey (n=108)

Over one third (35%) of respondents perceived that compared to when they started their Skills Bootcamp, they now had more flexibility in their working hours. Participant interviewees further conveyed the benefits of having increased flexibility in their job since doing their Skills Bootcamp, especially for those who were previously unemployed:

I'm now in a new job in a new sector, and I'm more confident than before. Now I'm working at home, so I have more time to enjoy the rest of the day with my friends and family. Now, I'm happy whereas before [the Skills Bootcamp] I was claiming benefits, and I felt I was un-useful. Now I'm happy because I feel I can contribute. *Participant – Skills Bootcamp in Digital*

Securing higher income

The Wave 2 implementation report found that nearly three-quarters (73%) of survey respondents agreed or strongly agreed that completing a Skills Bootcamp would enable them to earn more money; this was slightly higher for those who were employed prior to their Skills Bootcamp (76%). Over half of the follow-up completion survey respondents (56%) reported that their income had increased because of their Skills Bootcamp training, while 15% of respondents reported that their income had decreased, and 29% experienced no change in their income (see Table 41).²¹ No significant differences by Skills Bootcamp type were found. Of those whose income increased, the majority (84%) were satisfied with the increase.²² Nearly three-fifths of survey respondents (57%) perceived that the Skills Bootcamps met or exceeded their expectations in allowing them to earn more money after their training; however, the remaining 43% felt their Skills Bootcamp did not meet their expectations. Participant interviews also described their satisfaction with securing a higher, reliable income as a result of their Skills Bootcamp:

²¹ The quality and coverage of the MI income variable was poor. This meant that assessing the change in salary using the MI was not reliable; therefore, these questions were included in the completions survey. The future LSE Impact Evaluation Reports will provide more detailed analysis of impact based on income.

²² Satisfaction as a combination of 'fairly satisfied' and 'very satisfied' survey responses.

[The benefit of Skills Bootcamps is] more money, basically. More money and more reliable money. The fact that the money is more reliable is the most helpful. *Participant – Skills Bootcamp in Digital*

Employment-related benefits

A higher proportion of respondents (50%) agreed or strongly agreed that they had a better work–life balance after their Skills Bootcamp than before their training (41%).

Nearly two in five (39%, n=109) survey respondents who were employed or who had been previously employed prior to their Skills Bootcamp reported that the benefits associated with their job had increased because of the training. Respondents who completed Skills Bootcamps in Digital (47%) were more likely to agree or strongly agree than those who completed a Skills Bootcamp in HGV Driving (25%). For respondents who reported that their work benefits had increased (n=109), the majority (85%) were satisfied with this increase. Some interviewees also emphasised the increased benefits associated with their role because of their Skills Bootcamp:

I had the opportunity to start a new career with more benefits and flexible working hours. The Skills Bootcamp made me feel confident about my skills and guided me to achieve my goals. *Participant – Skills Bootcamp in Digital*

Responsibilities held in employment

Prior to their Skills Bootcamp, respondents tended to hold general responsibilities. These included prioritising their own workload (68%) and problem solving (39%). These responsibilities remained the most common after their Skills Bootcamp. Responsibilities related to higher-level management and leadership skills (13%) and budget management (13%) were less common, both before and after participating in a Skills Bootcamp.

There were some changes to the responsibilities held by respondents prior to and after their Skills Bootcamp. Most notably, respondents were more likely to report holding problem-solving responsibilities (prior: 39%; after: 52%) and developing new products or services (prior: 14%; after: 27%) after their training, compared to when they started. In contrast, after training, respondents were less likely to hold supervisory role (prior: 28%; after: 15%) or training responsibilities for employees (prior: 32%; after: 21%), senior leadership (prior: 13%; after: 9%) and budget management responsibilities (prior: 13%; after: 9%) (Figure 9). These differences could be associated with respondents entering a job in a new sector at a more junior level after their Skills Bootcamp, compared with their prior role.

Figure 9: Survey respondents' self-reported work responsibilities held before and after their Skills Bootcamp



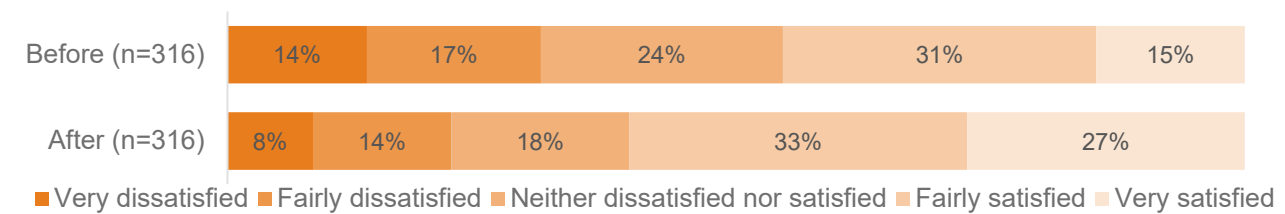
Source: Wave 2 participant completion survey

Respondents' satisfaction with their work responsibilities significantly increased between starting (45%) and completing their Skills Bootcamp (61%) (Figure 10).²³ Satisfaction with work responsibilities stayed the same for participants on Skills Bootcamps in HGV Driving (21% very satisfied before; 20% after), whereas they significantly increased for participants on Skills Bootcamps in Digital (10% very satisfied before; 32% after).

Further analysis indicated that between the implementation and completion survey, two in five (44%) respondents reported an increase in satisfaction, one-third (32%) had the same level of satisfaction, and one-quarter (24%) reported reduced satisfaction.

²³ Satisfaction as a combination of 'fairly satisfied' and 'very satisfied' survey responses. This percentage differs to the data in the figure due to rounding.

Figure 10: Survey respondents' satisfaction with job responsibilities before and after their Skills Bootcamp



Source: Wave 2 participant completion survey

Delayed positive outcomes

Some of the interviewed participants had not yet seen positive benefits from completing their Skills Bootcamp. Some interviewees who had completed Skills Bootcamps in Digital perceived that the digital skills job market was quiet, with fewer job opportunities than they had expected.

For some Skills Bootcamp in Digital employers, the gap between the skills participants acquired through the Skills Bootcamp and those required in employment was a barrier. This meant that for some participants, it was taking longer than anticipated to take the first steps on their newly chosen career path:

I'm pretty confident I'll get there [a new job], but it's because it's such a big leap from what I was doing before [unemployed], it's taking time to get my head around it all. *Participant – Skills Bootcamp in Digital*

Some unemployed participant interviewees who had completed Skills Bootcamps in Digital identified that a lack of opportunities to practice or further improve their skills was preventing them from being successful during job interviews.

Some self-employed participant interviewees did not identify any tangible differences for their business after their Skills Bootcamp. They perceived that this was due to the wider economic situation and cost-of-living crisis that had particularly hit small businesses; as a result, it was more difficult to measure the impact of the training:

In terms of hard outcomes, it's been ridiculously hard running a business because we tumbled into a big recession, and small businesses, including mine, are suffering. My profits aren't up, my brand reach isn't up, but it's not because I didn't get any knowledge from the course. *Participant – Skills Bootcamp in Digital (self-employed)*

Chapter 5: The guaranteed interview and employability support

The guaranteed interview with an employer is an integral and unique part of the Skills Bootcamp programme that is intended for all eligible participants²⁴ after completing their training. If providers were unable to evidence that participants were offered an interview, they did not receive the Milestone 2 payment. Employability support is a further central pillar of the training; it is designed to support participants with their guaranteed interview preparation, and the development of ‘softer’ skills that employers seek from their employees. This chapter considers the role of the guaranteed interview and employability support in helping Skills Bootcamps participants to achieve positive outcomes, from the perspectives of participants, providers and employers.

The guaranteed interview

Meeting participants’ expectations

The Wave 2 implementation report highlighted that the offer of a guaranteed interview with an employer was important to participants, and set it apart from other training programmes: four in five (81%) survey respondents identified that this element was attractive when they applied. However, only one in four (25%) survey respondents stated that they had received a guaranteed interview as part of their Skills Bootcamp, and nearly three in five (57%) respondents were told by the provider when they applied that they would have a guaranteed interview for a job (either specified or generic). This was disappointing for some interviewees:

When I applied, the guaranteed interview was really appealing – the fact that we were going to be trained and then get an interview in that area. For me, no one [from the provider] ever forwarded me any jobs or interviews, which was a disappointment with the programme.

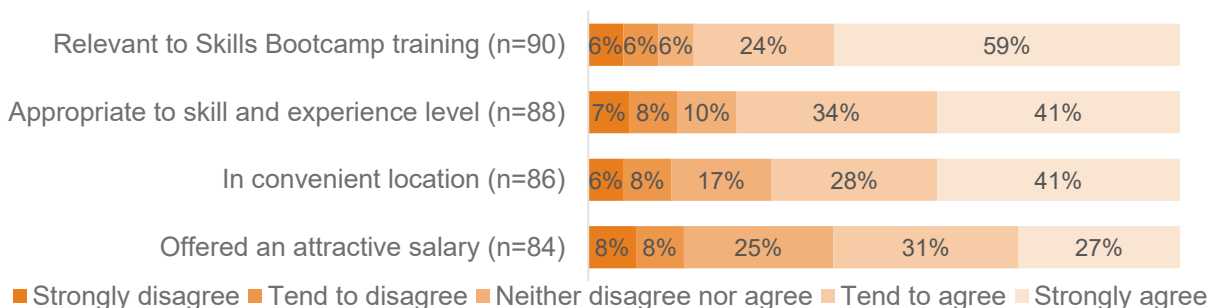
Participant – Skills Bootcamp in Digital

Survey respondents who received a guaranteed interview were asked about their perceptions of the process. Over four in five (83%) agreed or strongly agreed that the guaranteed interview they were offered was relevant to their training, and three-quarters (75%) agreed or strongly agreed that the interview was appropriate for their skills and experience level. Over two-thirds of respondents (69%) also agreed or strongly agreed that the interview was for a job in a convenient location. In contrast, less than three in five respondents (58%) perceived that it offered an attractive salary (Figure 11). For survey

²⁴ Self-employed and co-funded participants are not eligible for a guaranteed interview.

respondents who identified getting a job following their Skills Bootcamp, only one in six (17%) respondents attributed this success to the guaranteed interview.

Figure 11: Survey respondents' perceptions of the relevance and appropriateness of the guaranteed interview



Source: Wave 2 participant completion survey

If participants did not receive a guaranteed interview when they had expected to, they perceived that their Skills Bootcamp had been ‘mis-sold’ to them.²⁵ Some interviewees described instances where they had attended a guaranteed interview for a role that they did not perceive to be relevant to their Skills Bootcamp training, with lower pay than they were expecting or based in an inconvenient geographical location:

There was no guaranteed job interview. The support with finding jobs was non-existent. My primary interest was in cyber security. I did the Bootcamp on Software Development. The types of jobs I was being offered were roles for a police constable. *Participant – Skills Bootcamp in Digital*

A key motivation for the interviewed participants was to maximise their employment opportunities in a sector that was understood to have skills shortages and job vacancies. Some interviewees assumed there would be abundant job opportunities available to them in these sectors with skills shortages, which led to disappointment when this assumption was not met:

With one million jobs [in the digital tech sector] that need to be filled, you think you’d find a job easily. With all the promises being made to go from a Skills Bootcamp to an industry-level position in IT, where’s my job? No job opportunities have been offered or communicated to me. *Participant – Skills Bootcamps in Digital*

²⁵ The concept of the Skills Bootcamp being ‘mis-sold’ was mentioned by a number of participant interviewees across different course types. Therefore, this cannot be attributed to one participant, as it was a theme experienced when the guaranteed interview did not meet their expectations.

A further challenge that some participant interviewees described was the perceived gap between the skills and knowledge gained through a Skills Bootcamp and the skills level required for the interview on offer. Some participants perceived that employers who offered guaranteed interviews would not employ them because the skills level of the Bootcamp did not align with the job on offer:

I was participating in interviews where recruiters expected prior knowledge or things the Bootcamp didn't provide, so I wasn't qualified for the position. I even heard from a recruiter that it would be better to focus my time studying basic things in the area, rather than passing the Microsoft exam [as an extra qualification linked to the Skills Bootcamp], because even if I passed the test, without certain basic knowledge, I wouldn't get any job opportunities. *Participant – Skills Bootcamp in Digital*

Other participant interviewees perceived that the guaranteed interview process was merely a 'tick-box' element for the providers. As a consequence, participants perceived that providers did not provide them with sufficient support and signposting to secure an interview. For example, some participants described being sent a list of job adverts by their provider, which were often not relevant to their Skills Bootcamp training:

The provider presented us with an employer, but to be honest, some people sent CVs to this company, but no one got an interview. It felt that the whole thing was [the provider] trying to check a box, rather than making a difference in our journey to get a new job. *Participant – Skills Bootcamp in Digital*

Another participant described that when their guaranteed interview did not materialise, they realised that the provider had no employer contacts in their geographical area. They identified that if they had known this when they applied, they would have chosen another provider that could have better met their needs.

Enhancing the guaranteed interview

For participants to achieve a positive outcome, they need to be 'job ready'. Some provider interviewees highlighted that it can be difficult for some learners to achieve this via the 16-week Skills Bootcamps training. Providers identified that some participants lacked the required prior experience and were not fully committed to the course. High employer expectations, coupled with the relatively short length of the Skills Bootcamp training, also resulted in some learners not being job-ready, which made them unable to evidence positive outcomes. To overcome these barriers to achieving outcomes,

providers adopted more selective recruitment processes, particularly for their future Wave 3 delivery:

There's a much bigger focus now from DfE on outcomes, so we've changed what we do to match that. We're not just putting anyone on a Skills Bootcamp unless we think they can actually get an outcome by the end of the programme. *Provider – Skills Bootcamp in Digital*

Some provider interviewees reported working closely with recruitment agencies and intermediaries to organise guaranteed interviews, because they had access to large employer networks and could match participants to the 'right' job and company. However, using recruitment agencies increased the delivery costs of the training; as a result, they tended to be used only by larger providers who had more substantial budgets. Other providers hosted online jobs fairs and job portals to bring together different employers, which would give participants more potential job pathways with a larger pool of employers. Provider interviewees perceived that these opportunities strengthened their delivery and enhanced the guaranteed interview for participants. In contrast, participant interviewees often criticised these activities and resources because they wanted providers to do more to match them to 'actual' job interviews and offers, rather than just hypothetical opportunities.

The interviewed providers experienced challenges in securing the support of employers to offer guaranteed interviews. Providers perceived that this was because employers did not have enough capacity to meet the demand for interviews and in some instances, employers who had initially offered to conduct interviews later pulled out. Providers who had pre-established relationships with employers were better placed to secure their agreement to offer guaranteed interviews:

Some of the employers who've worked with us for a cycle or two, they know when to expect people coming out of [Skills Bootcamps]. We've worked on the recruitment selection with them, they've sat on our curriculum review board, they've delivered to the different learners, they've built that relationship. So, they know that they'll have X number of vacancies around the time the training finishes, so they can ring-fence a certain number for Skills Bootcamp graduates. *Provider – Skills Bootcamps in Digital, Technical and Construction*

Greater regulation of the guaranteed interview would help providers to more fully understand what constitutes a guaranteed interview. Clearer guidelines about what providers should be offering as a guaranteed interview could encourage more employers to offer genuine interviews, even if they do not have any live vacancies. As a result of feedback about the guaranteed interview process, DfE has tightened the requirements

for future delivery waves. For example, it has produced a clearer definition and examples of an acceptable job interview, and placed stronger expectations on suppliers to provide learners with information, advice and guidance (IAG) relating to potential job interviews with employers, and possible employment outcomes.

Interviews with employers and providers highlighted a perception that some employers were not aware of the Skills Bootcamps programme and the potential benefits to them. As a result, providers reported challenges in recruiting enough employers to offer guaranteed interviews to learners – although where this could not be evidenced, providers were unable to claim for the Milestone 2 payment. Greater promotion of the programme to employers may help increase the number and range of employers who engage with Skills Bootcamps and improve the viability of offering guaranteed interviews to participants at the end of their training. Furthermore, expanding the pool of employers engaged with Skills Bootcamps would boost participants' confidence that there will be positive outcomes from their training. If more employers engaged with Skills Bootcamps, this would also allow providers to more accurately match participants to relevant jobs and interviews.

Providers and employers who were interviewed emphasised the importance of managing participants' expectations regarding the guaranteed interview. This included ensuring clear and transparent communications for participants about what constitutes a guaranteed interview, and that the associated salaries and job benefits are clearly advertised at the start of Skills Bootcamps. Some employer interviewees perceived that the guaranteed interview and employment opportunities had been oversold to participants (especially in relation to starting salaries), which contributed to their disappointment.

Employability skills training

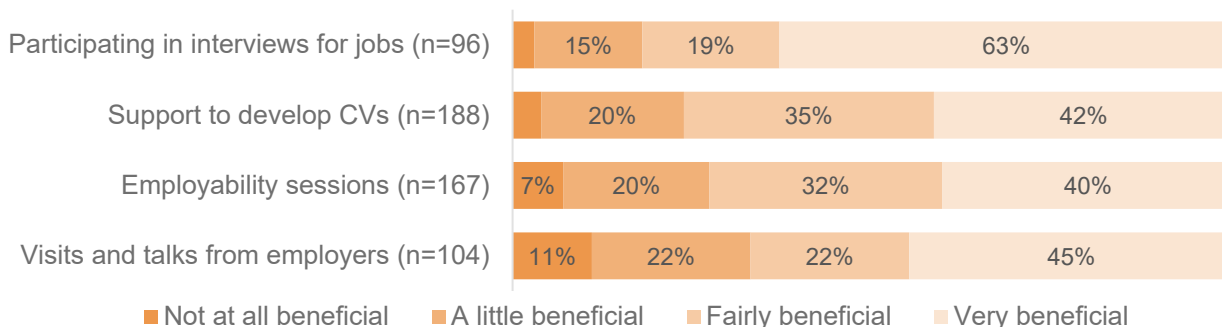
Some providers delivered employability support in addition to the technical skills training. The support varied by provider and could include specific IAG sessions, or resources about job seeking, CV development, talks from employers about recruitment processes, mock job interviews, mentoring; and, in some cases, careers coaching.

Survey respondents were asked to identify which employability activities and support they had experienced during their training. Nearly half of survey respondents (47%) received support to develop their CV, two in five (42%) received employability sessions from their provider, and one-quarter (27%) reported visits and talks from employers. One in six survey respondents (17%) did not experience any form of employability support.

Nearly all survey respondents perceived that participating in job interviews (97%) and receiving support to develop their CV (97%) were beneficial aspects of the employability

support they received. Whilst nearly half (45%) of respondents perceived visits and talks from employers to be very beneficial, one in ten (11%) felt that these were not at all beneficial (Figure 12).

Figure 12: Survey respondents' perceptions of beneficial aspects of employability support



Source: Wave 2 participant completion survey

According to the Wave 2 implementation report, participants generally found tailored and personalised employability support, which was interspersed throughout their Skills Bootcamp, to be the most beneficial. Some participants who had extensive employment experience, however, found the employability support too simple. These sentiments were echoed in the participant interviews at the completion stage.

Participants perceived that high-quality employability support included activities personalised to their unique circumstances; activities that closely mirrored real-life industry experiences; ongoing support following completion of the Skills Bootcamp; and personalised CV advice:

We got a whole group session, but we also got individual help as and when we needed it. So, I got some direct individual help which supported me on my CV. And they were then able to know me and point me in the direction of different jobs that I may be interested in.

Participant – Skills Bootcamp in Digital

As a result of high-quality, personalised and relevant employability support, some participant interviews directly attributed their success in securing a new job to the employability skills they developed during the training:

The employability section of the Skills Bootcamp was transformative. It was key in ensuring that I had the knowledge and confidence to go out there and get a job. *Respondent – Skills Bootcamp in Digital (open text survey response)*

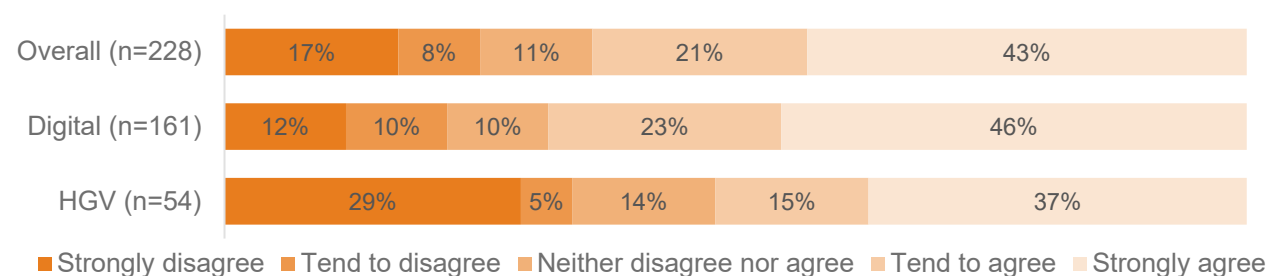
The diversity of participants who engaged with Skills Bootcamps meant that a one-size-fits-all approach to employability was less effective. Participant characteristics impacted their perceptions of the benefits of the employability support. Participants who had been out of work for an extended period prior to their Skills Bootcamp, and older participants who had not recently participated in an interview, identified that the employability support refreshed their knowledge, improved their interview skills, and their confidence that they could perform well in a job interview.

Participant interviewees identified that when providers offered practical activities that were aligned to the job requirements in their area of interest, they felt more prepared and confident that their guaranteed interviews would secure a new job:

Having the project that we had to make work, we had to work as a team which is similar to how it works in a job. It gives you that real life experience, which is most beneficial, because prior to that I'd taken the learning in, but it wasn't fully absorbed, but in the project I had to absorb it, apply it, and make it work. *Participant – Skills Bootcamp in Digital*

Practical activities which were designed to encourage participants to practise both their technical and employability skills, enabled participants to perform well at real interviews, through using work-specific examples. Nearly two-thirds (64%) of survey respondents agreed or strongly agreed that their Skills Bootcamp enabled them to demonstrate skills and examples of their training during a job interview or application process (Figure 13). A higher proportion of respondents on Skills Bootcamps in Digital agreed or strongly agreed (69%) that their training provided them with examples to demonstrate skills and experience during job interviews, compared with those on HGV Driving courses (52%).

Figure 13: Survey respondents' perception that Skills Bootcamps provided examples to demonstrate skills during a job interview or application process



Source: Wave 2 participant completion survey

Participant interviewees identified that they found ongoing employability support beyond their Skills Bootcamp beneficial, as it helped them to continue to develop their confidence for transitioning to a new job within a different sector:

They have a really good support network in terms of the career team. Once you finish, you have careers support for about a year afterwards where you get given a designated careers coach and they have regular check-ins with you, so they can review your CV and give you some feedback, support you preparing for interviews and provide various workshops. It's good because once the Skills Bootcamp finishes, you can sometimes wonder what to do next, so the career coach gives you that support during the transition to getting a new job. *Participant – Skills Bootcamp in Digital*

Some larger-employer interviewees identified that even though they were impressed with the quality of Skills Bootcamp participants, many were not producing sufficiently high-quality CVs, which meant that they did not meet the initial selection criteria required for being invited to interview. One employer worked with a provider to support participants with their CVs and job applications by using their own bespoke recruitment software. The sessions required participants to complete a replica online application, which they received feedback on, and a blueprint for completing future job application forms.

Other employers offered job recruitment talks and sessions to highlight the individual characteristics they were seeking in their job recruitment processes. Employer interviewees identified that this helped to demystify recruitment and selection processes for participants, which enabled them to develop higher-quality job application forms:

It can be so difficult for participants to understand what employers want. So, being able to get in front of learners and say to them, this is what we as an employer are looking for in a fantastic candidate. Then when you can see what you say being put into applications, you can start to see a bit of a waterfall effect where they are hitting the criteria we want. *Employer – Skills Bootcamp in Digital*

Chapter 6: Employer and provider impacts

In addition to the positive impact of the Skills Bootcamps for participants, employers and providers also benefited from their involvement in the training, in relation to their own employment and working practices. This chapter explores the positive impact of Skills Bootcamps from the perspectives of employers and providers.

Employer benefits

Upskilled workforce

As a result of Skills Bootcamps, employer interviewees reported having a more qualified workforce, which enabled them to offer different services to clients or increase their offer. Employers reported recruiting staff with a wider range of skills, often gained from previous work and life experiences; this helped them to better meet clients' needs and subsequently improved their reputation:

The Skills Bootcamps gives us a larger skill set within our business, which makes us more appealing to our clients, which is a main aim.

Employer – Skills Bootcamp in Green

Employer interviewees conveyed numerous instances where they had successfully recruited Skills Bootcamps participants.²⁶ Employers perceived that Skills Bootcamps had provided their organisation with the right calibre of candidate to interview, and that participants could clearly articulate the technical and wider skills they had acquired through the training. Employers also identified that Skills Bootcamp participants tended to be highly motivated and passionate during the interview process, and were keen to showcase their learning achieved from the course:

The majority of our recruitment comes from Skills Bootcamps, which is because we know those learners are going to be at the right place. If you've taken time out to do a bootcamp off your own back, immediately we know they've got the passion, the drive. We know from the Skills Bootcamp they've got the skill set that we need to build on. *Employer – Skills Bootcamp in Digital*

²⁶ Not all employers interviewed were looking to recruit from the Skills Bootcamps, either due to the training not fitting with their recruitment schedules or not having the capacity to recruit at that time. Five employers reported having already recruited from Skills Bootcamps, and a further four were intending to recruit in the near future, using the programme as a recruitment pipeline.

Improved cost-base and productivity

A more qualified and upskilled workforce achieved from recruiting Skills Bootcamp participants, helped some employers to bring certain aspects of their work in-house – such as marketing and PR, which they traditionally commissioned to external companies. This had cost-saving benefits for organisations and enabled workflow patterns to become more streamlined:

A few months ago, we were in talks with a digital marketing company to do some work on our behalf, but we didn't move that conversation forward because the team are doing that themselves now because of their training. So, we're saving money because we don't need to outsource as much work. *Employer – Skills Bootcamp in Digital*

Several employer interviewees also conveyed the positive impact of Skills Bootcamps on increasing productivity within their organisation. They described that this is achieved because one individual who has completed a Skills Bootcamp can undertake a role that would previously have required more people or time. This benefited employers by allowing them to be more efficient in their capacity planning, and to work across different projects simultaneously:

I think I can say that the team has more than doubled its effectiveness, even with a significantly more junior bunch of people. *Employer – Skills Bootcamp in Digital*

Before Skills Bootcamps, we might have had two or three workers doing a piece of work, but now it's more efficient to have one highly skilled member of staff doing the work. The benefit gets passed on to our clients too, but it definitely benefits us. *Employer – Skills Bootcamp in Green*

Other employer interviewees described how the injection of 'new blood' into their organisations had cascaded down to other employees, and led them to be more motivated, engaged and committed to their work. This was particularly true for Digital employers, who often used Skills Bootcamps as a 'reward' for employees who were showing promise. These employees were hand-selected to participate in a Skills Bootcamp, with the assumption that their participation would be linked to internal progression. Other employees saw that participating in Skills Bootcamps would benefit their peers' career progression and reputation in the business; hence, they also wanted to be a part of the Skills Bootcamp 'culture' that had been created:

I think because [colleague] is doing a Skills Bootcamp, and other people see him to do it and to be progressing, other people are

thinking, 'Oh, this training looks interesting, what's it all about?' So, it's practical examples of the importance and benefits of taking part in training and bettering yourself that other people are catching onto and is firing their enthusiasm. People are seeing that because [colleague] can move up and progress, that they can too. I think it's giving other people the confidence to try to develop, progress and engage with training. *Employer – Skills Bootcamp in Digital*

For these employers, the increased enthusiasm for training and personal development has had a positive impact on improving productivity across their organisation.

Diversified workforce

The technical and interpersonal skills that Skills Bootcamps participants offered employers enabled them to diversify their workforce. Skills Bootcamps were perceived to increase accessibility for a wide range of participants because they are free of charge. For some Skills Bootcamp sectors (e.g. Digital, Rail, Construction), the UK workforce is heavily male and white dominated. Attracting women and ethnic minorities to these sectors was important for the employers interviewed, and some employers directly attributed their more diverse workforce to the recruitment of participants who had completed a Skills Bootcamp:

That's the beauty of Skills Bootcamps – the diversity that we see. We don't want to have a group just of entirely university graduates because the life experience isn't there. But from Skills Bootcamps, the sort of people we get are so varied that you end up with a really nice mix of people. When people have different life experiences and you put them in a team together, those dynamics are invaluable. *Employer – Skills Bootcamp in Digital*

Some employer interviewees who offered employment opportunities in Rail stated that the individuals they had recruited would often have been overlooked in other circumstances. For example, one employer in Green Skills mentioned successfully recruiting ex-offenders via Skills Bootcamps. This not only created opportunities for individuals to gain employment and stability to increase their quality of life, but also helped to diversify their organisation:

I've got one young lad who did a Skills Bootcamp. We had him out to work, he got into trouble again, he ended up doing another six months inside [prison], he's come out. He was such a good worker, we've taken him back on again and given him a job. We wouldn't

have known that if we hadn't given him a chance on the Skills Bootcamp. *Employer – Skills Bootcamp in Green*

Increased staff retention

Some employer interviewees perceived that staff retention was higher for individuals who had been recruited via a Skills Bootcamp, compared to other recruitment methods. Employers identified that this was achieved because Skills Bootcamp participants were fully informed about how their organisation operated, through employer engagement activities during the training. Participants were also grateful for the time and effort that employers had invested in their development; because of this they felt more integrated into the organisation from the outset and were more likely to remain loyal. Digital and Green employers, in particular, perceived the value of investing time in staff so that they feel valued:

[After supporting an employee on Skills Bootcamps] they're more committed to us, they're more valuable. If you grow your own people, they will stay with you longer and they come with more knowledge.
Employer – Skills Bootcamp in Digital

Wider benefits

As Wave 2 Skills Bootcamps progressed, employers who had co-funded their own employees through the training found that other employees who had not undertaken the training had seen the benefits and had started to explore their own training needs. As a result, some employers identified that there had been a shift in their organisation with regard to the value of training and continuing professional development (CPD) for staff. This, in turn had started to have a positive impact on employee progression, job retention and overall job satisfaction:

We're starting to see the early stages of a learning culture developing – where people are learning because they see value in it, not because they've been told to. *Employer – Skills Bootcamp in Digital*

New recruitment practices and employee pipeline

Employer interviewees identified that through their involvement in Skills Bootcamps, they had modified and expanded their recruitment practices. Employers realised that the programme could offer them an additional and different pipeline of potential employees who had both the technical skills and interpersonal attributes they required:

Keeping your search parameters narrow means that you're going to get rubbish recruitment results. The wider you cast your net, there's a

bunch of people who would be great in a wide range of roles, and without Skills Bootcamps you wouldn't necessarily realise they'd be suitable for you. *Employer – Skills Bootcamp in Digital*

Other employers described how they had modified and expanded their recruitment criteria to diversify their workforce, in order to challenge the status quo and offer alternative solutions to day-to-day project problems. For example, one employer who engaged with Skills Bootcamps in Digital highlighted that they had only previously recruited university graduates, but Skills Bootcamps had opened their eyes to different recruitment streams:

Traditionally we were university recruitment only, so we'd bring only new graduates on. But since Skills Bootcamps, we've diversified and we know there are a lot of people from different backgrounds, not just students, who want to get into the tech industry. Skills Bootcamps is a fantastic resource for exactly those kinds of people. *Employer – Skills Bootcamp in Digital*

Skills Bootcamps helped some employers to save time and money on recruitment campaigns because the training provided them with a 'ready-made' pipeline of applicants. One employer stated that recruiting from Skills Bootcamps has reduced their need to pay for job advertisements and recruitment agency fees. Employers from Engineering and Construction sectors highlighted that Skills Bootcamps were being used to 'backfill' vacancies created because of an ageing workforce. Skills Bootcamps acted as a 'skills escalator' for these employers and helped them to effectively fill job vacancies (Employer – Skills Bootcamp in Construction).

Larger employers from Digital and Green sectors, who reported a need to recruit large numbers of employees simultaneously, also described benefits from Skills Bootcamps to help them reach high recruitment targets rapidly:

Skills Bootcamps are one stream that has been incredibly useful and will continue to be useful for us. Moving forwards, when we start to identify skills gaps, we'll need to fill maybe 50 vacancies, so high-volume recruitment. Skills Bootcamps opens up another avenue of recruitment by being able to engage with providers and say, 'This is what we need in terms of the role, how can you shape the bootcamps to be able to get people we can recruit from?' It almost de-risks some of our recruitment. *Employer – Skills Bootcamp in Green Skills*

Due to the high calibre of Skills Bootcamp individuals that organisations have employed, some employers have started to rethink their recruitment practices and how they

advertise jobs. Employers reported that during the Skills Bootcamps, they were increasingly focused on the soft skills and aptitudes that individuals needed to perform within a role, rather than the technical skills. Some employers highlighted a perception that individuals can be taught the technical skills on the job, but it was important to them to select candidates who would fit into the culture and ethos of their organisation:

Skills Bootcamps have really made us look at our demand profile and challenge whether we really need a unicorn [someone with skills, knowledge, experience and aptitude who is impossible to find]. Traditionally when we've done job adverts, we put ten things in essential and have nothing in optional criteria. As a result of Skills Bootcamps, we're getting better at identifying what is truly needed for the job on day one versus what we can build once we have the right person. *Employer – Skills Bootcamp in Digital*

Provider benefits

Enhanced skills training offer

As a result of engaging with Skills Bootcamps, some provider interviewees described how they have reflected on their business model, and as a result made some changes to their business priorities and how they operate. For instance, some providers have employed additional staff to engage with employers, and highlighted the increased value they place on ensuring employers are involved in all stages of the training cycle:

As a training provider, we watch policy directives, and it's changed our employability team to think more about employment outcomes more generally, which has led to us recruiting a head of careers with a team of recruitment partners. We have changed how we position ourselves, so we can respond to government funding which required outcomes. We've implemented and we've learned, and now we're much more thinking about how we're employer-led in what we do. *Employer – Skills Bootcamp in Construction*

During Wave 2 delivery, some providers reconfigured the employer engagement aspect of the training to ensure it was more employer-led. They perceived that this was beneficial in supporting participants to achieve positive outcomes and encouraged more employers to want to work with them to support the delivery of the training. For these providers and employers, their sector had become more joined-up through ensuring the skills training and employability support was more industry-relevant and linked to skills that were in demand:

Our rates [for achieving successful outcomes] were higher for Digital. The Digital programme was much better. It was much more linked to what the industry wanted and needed – it was a much better fit.
Provider – Skills Bootcamps in Digital, Construction and Rail

Where providers delivered Skills Bootcamp contracts in addition to other vocational training provision, they had to employ more staff and upskill them. This resulted in both a larger and more skilled internal workforce, which gave them the ability and capacity to bid for more contracts and accrue financial benefits:

As an organisation, we've grown as a result [of Skills Bootcamps]. We've taken more staff on, we've grown as a company; there's more people in work as a result of it. And people internally have moved around, they've got promoted. There's a lot of different positives from delivering Skills Bootcamps. *Provider – Skills Bootcamp in Digital*

Reputation

Interviewed providers who established a good reputation through delivering Skills Bootcamps have expanded their offer and increased the number and size of employers they work with. The quality of their provision was fundamental to enhancing their reputation. As participants achieved outcomes with employers, providers believed that positive experiences were being shared between employers, resulting in a larger network of employers who wanted to engage with them. Delivering high quality Skills Bootcamps with clear outcome measures increased the provider's brand and credibility within their sector:

The impact of [Skills Bootcamps] on us as a training company is that it's allowed us to grow – people want to work with us. That's because of the quality element. Once you start getting those positive reviews, other companies want to work with you. So, it's a bit of self-assessing all the time and trying to get better at what you do. *Provider – Skills Bootcamp in Digital*

For some providers in the Green and Digital sectors, an improved reputation as a result of Skills Bootcamps enabled them to attract larger employers to want to work with them across their wider skills provision; this increased their own revenue and exposure within their sector.

Employer–provider networks/partnerships

The Wave 2 implementation report highlighted that strong employer–provider relationships underpin the successful delivery of Skills Bootcamps. This was echoed across all completion interviews with providers and employers.

Involving employers throughout the design and delivery of Skills Bootcamps helped providers ensure participants received training that was highly relevant to the roles that employers were looking to fill. Employers saw value in being involved throughout the Skills Bootcamp journey, to help ‘shape’ the participants’ skills and attributes to form the type of individual they were looking for. As a result, their relationship was strengthened:

If we can influence [providers] to support and develop their learners in certain ways, that will make a perfect learner for us. So, I’d say it’s definitely gone from us just buying the services of the provider to having a really good relationship with them. *Employer – Skills Bootcamp in Digital*

Strong employer–provider relationships meant that training was taught in context and used realistic workplace examples to aid learning. Employers who offered facilities for training identified that this helped participants gain experience and confidence for working on a site. It also enabled providers to build their reputation and status within their sector, if their participants were seen as more ‘work-ready’ when attending interviews.

Achieving and evidencing Skills Bootcamp KPIs

The Wave 2 implementation report highlighted the perceived difficulties that providers faced in meeting the Skills Bootcamp supplier KPIs for completions and outcomes. This sentiment continued to be echoed by providers who participated in a completion interview. Providers perceived that KPIs remained unrealistically high, despite agreeing that the focus on outcomes is crucial to ensure the training is outcomes-led.

As the Skills Bootcamps programme has evolved, DfE has responded to providers’ feedback and modified what evidence is required by providers to meet the supplier KPIs. However, as a result, some providers were confused about what constitutes evidence and for others, it has created uncertainty regarding how to structure their programmes to best meet the updated KPIs. For example, self-employed or co-funded participants are not eligible for a guaranteed interview, but some providers did not appear to be aware of this:²⁷

²⁷ DfE has since worked with suppliers to clarify expectations regarding evidence requirements for each milestone payment, and has updated publicly available funding and performance management guidance.

There are KPIs at each stage. One of the KPIs is for 100% of people who complete a Bootcamp to be offered an interview. Well, that's completely unachievable. For a start, you've got self-employed people who don't want an interview. You've also got the upskills that are paid for by their company to be upskilled. They aren't going to want an interview. *Provider – Skills Bootcamp in Digital*

Evidencing positive outcomes has continued to be a barrier, according to completion provider interviewees. They highlighted that chasing evidence of new employment was time-consuming, and participants often failed to respond to correspondence once they had finished their training. The time it takes participants to secure a positive outcome often falls beyond the six-month cut-off for collating evidence. This meant that some providers were unable to include some positive outcomes in the official figures. To overcome these barriers, providers have implemented new measures to help them to evidence positive outcomes:

- Participants were provided with more upfront information about the rationale for evidence of an outcome at the outset of the training. Some providers have developed a 'contract' for participants to sign on enrolment, which required them to inform their provider when they secured a positive outcome with the necessary evidence.
- Providers have worked closely with DfE contract managers to modify what counts as evidence of positive outcomes; for example, incorporating participant self-declaration forms.
- To create additional capacity to collate and evidence positive outcomes, some providers have established dedicated 'engagement' roles that focus on working with participants to achieve and evidence an outcome.
- To more effectively meet their outcome KPIs, some providers have decided to focus their recruitment on employed participants and those co-funded by their organisation:

To underpin the performance overall of our project, the aim is to try and bring in a high level of up-skilling Skills Bootcamps, because we know that they are almost guaranteed successful outcomes. *Provider – Skills Bootcamp in Digital*

Despite the actions taken by providers to meet their KPIs, some providers perceived that it was more challenging to meet them for some participant groups (e.g. long-term unemployed, ex-offenders). They suggested that their KPIs should be more flexible and adaptive, to reflect the starting points of different participants:

Ultimately, the DfE need to measure success differently. So, looking at employment outcomes for a provider that is almost entirely upskilling participants, versus a provider that has almost entirely new entrants, they're not the same thing. The learner outcomes we're seeing bear out is that there are poorer groups for outcomes than others. More help is needed for some types of learner, which takes more time. The programme doesn't allow you to do that whilst still meeting the KPIs which are standard across all bootcamps. *Provider – Skills Bootcamp in Digital*

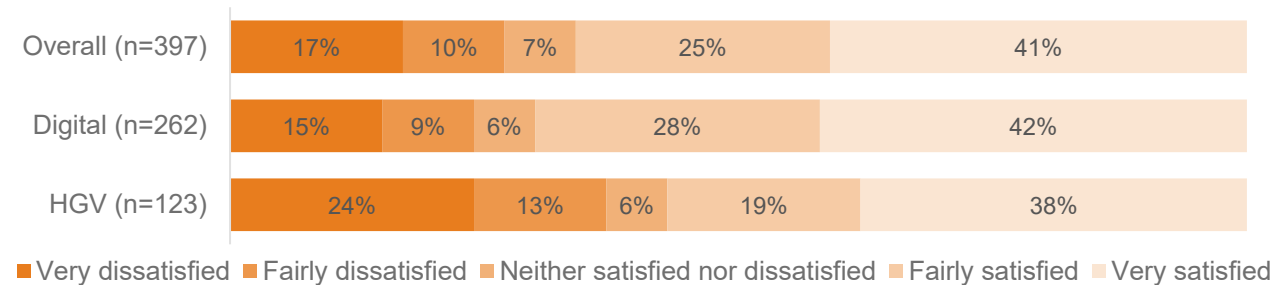
Chapter 7: Factors influencing the successful delivery of Skills Bootcamps

Although Skills Bootcamp delivery practices differed, there were some common elements of delivery which participants preferred, and contributed to their satisfaction, learning and development. This chapter explores participants' satisfaction with Skills Bootcamps, including their perceptions about the mode of delivery, facilitation, content, duration of training, and personalised support.

Participant satisfaction

Two-thirds of survey respondents (66%) were satisfied with their Skills Bootcamp training (Figure 14).²⁸ A higher proportion of Skills Bootcamps in HGV Driving respondents were very dissatisfied (24%) with their training, compared with respondents on Digital courses (15%). These perceptions likely reflect the practical HGV test delays that participants experienced during Wave 2.

Figure 14: Survey respondents' satisfaction with their Skills Bootcamp by all respondents and Skills Bootcamp type



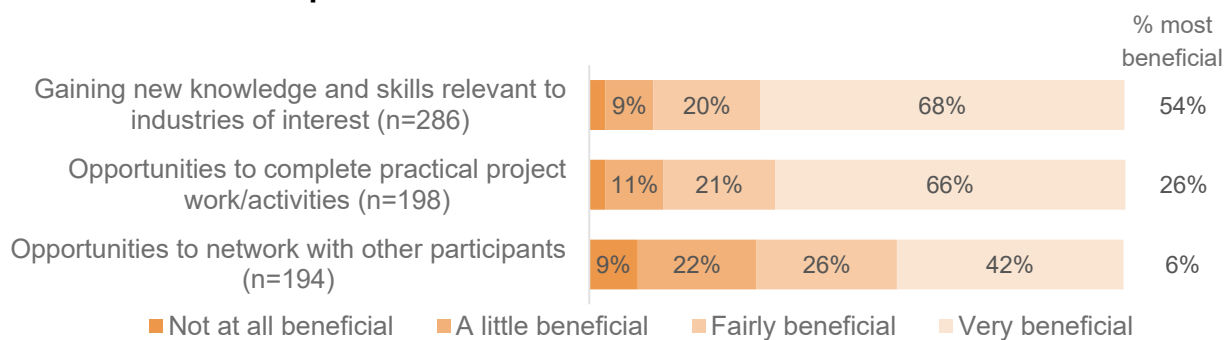
Source: Wave 2 participant completion survey

Survey respondents were asked about which elements of their Skills Bootcamp they thought would be the most beneficial in their future work. Overall, respondents perceived all the different elements of the training as beneficial. However, gaining new knowledge and skills (88%), followed by opportunities to complete practical project work or hands-on activities (87%) were perceived as the most beneficial²⁹ elements for their future work (Figure 15).

²⁸ Satisfaction as a combination of 'fairly satisfied' and 'very satisfied' survey responses.

²⁹ Beneficial as a combination of 'fairly beneficial' and 'very beneficial' survey responses.

Figure 15: Survey respondents' perceptions of the benefits of different aspects of their Skills Bootcamp



Source: Wave 2 participant completion survey

Participant interviewees who were more critical often described negative experiences with specific elements of their training. Dissatisfaction for some participants centred on poor teaching methods, with some perceiving that their provider had used Skills Bootcamps as a tick-box exercise to secure government funding. As a result, some participants felt that the trainers were less interested in providing high-quality content and delivery:

It felt like they'd put together their programme in five minutes and as cheaply as possible to make as much profit as possible. [The provider] wanted people on board to get the government funding.
Participant – Skills Bootcamp in Digital

[The provider] gave us no feedback, no help or support after finishing the course, no help obtaining the [associated] certification. They are just collecting government money, pretending to teach people and get them into IT jobs.
Participant – Skills Bootcamp in Digital

Factors that participant interviewees identified as influencing their overall satisfaction with the training are detailed in the next section.

Mode of delivery

The Wave 2 implementation report identified that participants were attracted to the flexible training offer from Skills Bootcamps. Flexibility in delivery continued to be welcomed by participant interviewees, as it enabled them to fit their training around other commitments. This was particularly true for employed or self-employed participants, who had to balance their training with existing work or family commitments:

I have a little daughter, and on a few days of the Skills Bootcamp she was ill, so I attended the sessions with her at home. I let the lecturer know and they were very good with it, allowing me to mute myself

because sometimes I was holding her. They were very understanding to allow me to do both – look after her and learn on the course.

Participant – Skills Bootcamp in Digital

Many providers delivered their training using online methods, especially for Skills Bootcamps in Digital. During the early stages of Wave 2, some participants had a negative experience with poorly organised online delivery. This was less of an issue for participants interviewed for this report, who identified experiencing high-quality delivery via online interactive workshop-style sessions, which included breakout rooms and discussion groups. These methods created immersive and engaging learning environments:

[Facilitators] brought the learning to life. You remember information much more easily when you've had a conversation and it's been brought to life, rather than just reading something or being talked at. That, for me, was priceless. *Participant – Skills Bootcamp in Digital*

Facilitation

The interviewed participants valued course content from their tutors that concerned industry-relevant skills and knowledge. They found it particularly beneficial when tutors connected the content to real-life examples of working in their relevant industry, and when they offered personalised and contextualised support. This helped participants see the relevance of their training, and how they could apply these skills and knowledge to a new role or to progress in their existing job:

The quality of teaching was excellent. We were taught how to learn effectively and build an excellent mental model of software engineering that enabled us to confidently pick up a lot of new technologies by ourselves. We were constantly applying the things we were being taught in different teams each week, which was great for building technical and collaborative industry skills. *Participant – Skills Bootcamp in Digital*

Having the same tutors throughout the course was important for participants, as this helped them to establish a positive learning environment where they felt supported and where the tutor could respond to their specific needs. A small number of participant interviewees described having a negative experience when they had numerous trainers and poorly organised sessions, which disrupted their ability to effectively learn and embed the required content:

Almost all the instructors were bad at teaching. I managed to learn from the notes and actually ended up teaching others in my cohort.

We turned up on the final Monday of our bootcamp to find no instructor. It took an hour to get hold of anyone [at the provider], and they had not prepared anything for us and did not supply any further tuition. *Respondent – Skills Bootcamp in Digital (open-text survey response)*

Some providers delivering Skills Bootcamps in Construction and Digital experienced challenges in recruiting and retaining trainers to deliver their courses. This was often because they could only offer fixed-term contracts due to the Skills Bootcamp procurement set-up. A shortage of trainers in these sectors, due to high demand and being able to earn more money working in industry rather than the education sector, was a further challenge highlighted by providers:

Instructors are flat out, it's super busy across the digital and IT sector – they're flat out trying to respond to demand. But it's getting harder to recruit. They're in demand – massively in demand. We are teaching in-demand skills, in a sector where there's a skills gap, so we're all fishing in a similar pool. *Provider – Skills Bootcamp in Digital*

As a result of facilitator shortages, one Digital provider experienced one of their delivery partners withdrawing from the programme. A couple of providers who delivered Skills Bootcamps in Digital identified that they were occasionally able to fill facilitator shortages through upskilling, and some employed ex-Skills Bootcamp participants to deliver courses.

Content

Most interviewed participants perceived that the technical content they were taught was relevant to their sector and the jobs they were hoping to obtain. They did not identify any gaps in their curricula, and believed that Skills Bootcamps provided a good foundation for what they needed to know for their future job/career.

In some instances, expectations about the content differed between participants and employers. For instance, participant interviewees valued the specific technical and industry-relevant skills content (e.g. coding, data analysis, cloud systems). In contrast, employers emphasised the importance of softer skills and behaviours, identifying that these elements were more important during recruitment:

A high-quality Skills Bootcamp is not just about teaching participants the technology. It's about giving them a really well-rounded set of skills. So, they're focusing on the softer skills, the employability skills as well. *Employer – Skills Bootcamp in Digital*

Some providers and employers would have appreciated more flexibility, with guided learning hours (GLH) underpinning the structure of Skills Bootcamps.³⁰ Green (Rail) employers mentioned wanting specific vocational courses that were highly tailored to on-site role requirements. To meet employers' needs and the GLH requirements, providers added additional content and hours, which participants and employers felt were unnecessary, and which were thought to have subsequently affected course completion and attendance rates.

Pitch of content

Some participant interviewees perceived that the training was pitched at the wrong level for their individual circumstances and level of prior experience. This was primarily an issue when content was felt to be too complex or advanced and misaligned to the prior learning requirements when they had signed up to the course. These participants described that they felt 'out of their depth' (respondent open-text survey response – Skills Bootcamp in Digital), and as a result learnt very little because the content was inaccessible. This highlights the importance of clear IAG for participants at the outset of the training, and accurate screening procedures, to ensure participants have a positive learning experience where they can access and fully engage with the course content.

Duration of training

A unique feature of Skills Bootcamps is that they are designed to be short, intensive courses that last up to 16 weeks. Providers have the autonomy to develop the content of their courses to ensure they can meet the needs of participants and employers. Just over three in five (62%) survey respondents reported that their Skills Bootcamp met or exceeded their expectations in providing enough time to learn everything they needed to know. In contrast, nearly two in five respondents (38%) felt that there was insufficient time to cover the content. Participant interviews and open survey responses also indicated that the amount and level of content that was required was unrealistic, particularly for Skills Bootcamps in Digital:

The course was trying to cover too much material in too short a time. The 12 weeks isn't enough. The longer you can make the courses, the more employable people will be with the few extra weeks of tutoring. There were bits of the course that were rushed, and I started to lose confidence. *Participant – Skills Bootcamp in Digital*

³⁰ Different Skills Bootcamps required providers to deliver a minimum number of GLH. GLH refers to the time the learner spends being taught or instructed by, or otherwise participating in education or training under the immediate, real-time guidance or supervision of a lecturer, supervisor, tutor or other appropriate supplier of education or training.

This sentiment was echoed by employers, who reported that the timescales were unrealistically short to learn all the content needed for future employment:

It's an unrealistic expectation that in 14 weeks a person will be at the level where they can do a junior software development role, unless the company employing them is willing to take on significant training to help them on that journey. *Employer – Skills Bootcamp in Digital*

Having the time to practise and embed the skills acquired from the training was an important element that participants perceived helped them to achieve a positive outcome. Most participants interviewed on higher-level Skills Bootcamps in Digital felt that their delivery was rushed and there was not enough time to learn, practise and apply new concepts:

It's not realistic to learn a whole new skill in three months, alongside normal work and responsibilities. Everything was crammed in a short space of time. I couldn't get my head around everything. You need a lot more than 10 hours a week if you want to become skilled and get hired. As an employer, I wouldn't want to recruit someone who's had a crash course in a skill that usually takes months to develop. *Participant survey response – Skills Bootcamp in Digital*

Tailored support

Some provider interviewees identified that one-on-one tailored support for participants reduced drop-out rates and increased the number of positive completions:

The one-to-one support really helps people who were maybe thinking about dropping out; we try and motivate and encourage them. So, in the support, we say, 'Yes you are struggling, but you're doing well in these other aspects. This is what you need to work on, and we'll meet again next week.' So then, the learner thinks that they can do it. I've seen some really nice examples of people turning things around because of that support. *Provider – Skills Bootcamp in Digital*

Offering participants support beyond the 16-week training, to ease their transition into employment, increased the likelihood of them achieving a positive outcome. Provider interviewees emphasised the importance of having longer-term support beyond the duration of the core course content, to encourage some participants – especially those who were unemployed prior to the Skills Bootcamp – to achieve a positive outcome:

Some participants aren't moving on to that next step. For some, what would help would be a direct line to someone who can support them,

can push them a little bit and help them get to their goal. The support needs to be more joined up with the next thing. If you're working with people that haven't necessarily got prior employment skills, you've got to consider what the next step is and support them to reach it.

Provider – Skills Bootcamp in Digital

Support tailored to meet the needs of different participant demographics was important in enabling participants to complete the course, and helped them to achieve a sense of belonging. For example, women in certain industries (e.g. digital, construction, rail) face different barriers and have different needs, when compared to men. To address these issues and increase diversity within the workforce, some providers introduced Skills Bootcamps to meet the specific needs of women, which was welcomed by participants:

The course I did was exclusively for women and other minority genders. That definitely appealed to me. It's hard to relate when in the training, men usually, are saying things like, 'I make a six-figure salary and got X seed money from my dad's investor friend.' So, to be learning with a group of people who were similar to me was really good. *Participant – Skills Bootcamp in Digital (self-employed)*

Tailored provision for self-employed individuals, as well as long-term unemployed people could also help to more effectively support these individuals, by ensuring provision is relevant and meaningful to their specific context.

Chapter 8: Conclusions

Across the Wave 2 delivery of Skills Bootcamps, there were 11,260 completions, representing a completion rate of 62%. There were 6,480 instances where participants achieved a positive outcome, including a new job, greater responsibilities within their role; or for the self-employed, additional clients or contracts (outcome rate of 36% of those who had started a Skills Bootcamp and 58% of those who had completed a bootcamp). More participant completions and outcomes were achieved on Skills Bootcamps in Digital, which reflects the greater number of starts on these courses. However, a higher outcome rate³¹ was achieved on Skills Bootcamps in Other, compared with HGV Driving and Digital Skills. The survey and interview findings that were collected to inform this report identified numerous positive outcome and impacts for participants, employers and providers, achieved as a result of their involvement in the Skills Bootcamp programme.

Participant impacts

Participants have experienced a range of positive impacts from engaging in a Skills Bootcamp – including entering new employment, which was frequently in a new sector aligned to their training. The technical skills delivered as part of the Skills Bootcamps provided a springboard into further, higher-level training for some participants, and has supported others to improve their performance within their existing role before their Skills Bootcamp. For some, the impact of the training was transformative. For instance, after their training, some participants were no longer reliant on benefits; and many reported that their confidence and self-worth had improved as a result of the new skills and knowledge they had acquired.

Completions and outcomes

Completion and outcome rates differed depending on the characteristics of those who participated in a Skills Bootcamp, suggesting that inequalities exist for particular groups:

- Younger participants had higher completion and outcome rates than older participants (>45 years).
- White British, and Asian or Asian British, participants had higher completion rates than other ethnic groups. White British participants also had higher outcome rates. Those with lower completion and outcome rates included black, black British, Caribbean and African participants. Despite having higher completion rates, Asian or Asian British participants had lower outcome rates.

³¹ Outcome rate was calculated by the number of outcomes as a proportion of the number of starts.

- Participants without a disability had higher completion and outcome rates than those who had a declared disability.
- Participants with caring responsibilities for children and no caring responsibilities had similar completion and outcome rates. However, participants who had caring responsibilities for adults, or for children and adults, had lower completion and outcome rates than those with no caring responsibilities.
- Completion rates were similar between those who were previously employed (both full and part-time), self-employed, and not in employment (for both less and more than 12 months). However, those who were previously employed full-time had higher outcome rates than all other employment groups.
- Participants with a higher prior educational level had higher completion rates than those with a lower level. Participants with an entry-level qualification had the highest outcome rate (but a low completion rate). This suggests there were more entry-level jobs after completion of the training, which were relevant for individuals with lower educational levels.
- Participants whose training was co-funded by their employer had higher completion and outcome rates than independent participants. However, the criteria for a successful outcome for co-funded participants – gaining new responsibilities or a new role with their current employer – differ from those for independent learners (employment with a new employer, or new contracts and/or opportunities if self-employed). This should be considered when comparing performance.
- Completion rates were the highest in London and the North West. In contrast, the East of England and the South West had the lowest completion rates. London, despite a high completion rate, had the lowest outcome rate. The South East, the North East, and Yorkshire & the Humber had the highest outcome rates.

The guaranteed interview and employability support

Participants who attended an interview were generally satisfied with the relevance, skill and experience level and location of the job on offer; however, there was less agreement among participants that the job offered an attractive salary. Some participants who had expected a guaranteed interview but did not receive one felt that the Skills Bootcamp had been ‘mis-sold’ to them, and others had experienced instances where the guaranteed interview was for a non-relevant role. Other participants perceived a misalignment between the level of skills gained via the Skills Bootcamp and employers’ expectations.

Providers also highlighted challenges regarding the availability of guaranteed interviews. Some employers who had initially offered interviews later withdrew, and some smaller employers were unable to commit because of uncertainty about how future recruitment requirements were aligned with the Skills Bootcamp.

For later delivery waves, DfE has taken steps to improve the delivery of the guaranteed interview. DfE has tightened the interview requirements: for example, it has produced a clearer definition and examples of an acceptable job interview, and placed stronger expectations on suppliers to provide learners with IAG relating to potential job interviews with employers, and possible employment outcomes.

Participants welcomed tailored and personalised employability support that mirrored real-life industry examples as part of their training. Some individuals attributed their success in securing a positive outcome directly to the employability skills they had developed during the training. Participating in interviews for jobs, and support to develop their CV, were perceived as the most beneficial aspects of the employability support offer.

Participant satisfaction

Many survey respondents were satisfied with their overall Skills Bootcamp training experience. Opportunities to gain new knowledge and skills, and practical activities, were perceived as the most beneficial elements for future work. However, participant satisfaction varied in relation to different aspects of the Skills Bootcamp delivery. Flexible training that fitted around other commitments was particularly valued by participants. Furthermore, tutors who offered industry-relevant skills and knowledge effectively helped participants to apply their learning to a new role. Dissatisfaction with delivery generally arose because the training was pitched at the wrong level, and because there was insufficient time to cover the required content.

Employer and provider impacts

Employers experienced numerous positive impacts from engaging in Skills Bootcamps, including upskilling and diversifying their workforce, enhancing the cost-base in their organisation, increased productivity, and improved staff retention. Some employers also identified wider benefits, such as improved CPD, and training to upskill the wider workforce within their organisation. Enhanced recruitment practices, to offer additional and different talent pipelines, were further positive impacts experienced by some employers. Employers particularly valued the interpersonal skills that Skills Bootcamp participants offered their company, and which aligned with its culture and ethos.

Providers also benefitted from delivering Wave 2 Skills Bootcamps. This included opportunities to refine and enhance their Skills Bootcamp training offer; they achieved this by reconfiguring employer engagement to ensure the training was more employer-led. Learning from Skills Bootcamp delivery also helped some providers to enhance other vocational skills training they were involved with. Skills Bootcamps supported them in establishing and maintaining strong employer relationships; this enabled them to expand

their skills offer, improve their reputation with existing employers, and enlarge their network to engage new employers.

DfE has responded to providers' feedback about the supplier KPIs, such as through changing the type of evidence that could 'count' as an outcome; however, challenges in meeting the supplier KPIs persisted for some providers. Some perceived that the KPIs for achieving successful outcomes were unrealistic, and there was some confusion amongst providers about what constituted outcome evidence. Providers implemented measures to overcome barriers in achieving and evidencing outcomes. These included new communication strategies for potential participants, refined recruitment methods, working closely with DfE contract managers regarding outcome evidence, and post-training engagement plans to help individuals achieve an outcome within six months.

Areas for consideration

Based on the insights from this report, we suggest that the DfE may want to consider the following points, in order to further develop the design and delivery of Skills Bootcamps, and thereby maximise completion and outcome rates for further waves:

Completion and outcome rates

- To reduce inequalities in completion and outcomes rates, draw on the MI data to identify instances of lower impact and develop a more detailed understanding of the barriers that prevent certain groups from completing their Skills Bootcamps and achieving a positive outcome.
- Encourage providers to develop tailored on-programme support and activities, to bridge the gap between training and achieving a successful outcome.
- Explore the mechanisms that enable some providers to achieve higher completion and outcome rates (e.g. ITPs generally had higher rates than other types of providers), and work with providers to share examples of good practice, including employer engagement.
- Develop more detailed insights about why there are inequalities in the completion and outcome rates in particular regions (e.g. London), and work with procurement and delivery providers in these regions to develop and implement regionally sensitive strategies that can increase completion and outcome rates.

The guaranteed interview³²

- Provide more detailed IAG upfront to participants at the application stage, about what constitutes a guaranteed interview. This can manage participants' expectations regarding what they want to achieve from the training; it can encourage them to be more open-minded about the interview process, and be willing to attend multiple interviews in order to increase their chances of securing a positive employment outcome.
- Providers should develop marketing and communication strategies targeted at employers upfront, to increase the number offering guaranteed interviews. Showcasing the range of positive impacts that employers have gained from being involved in Skills Bootcamps should be encouraged, along with examples of good practice about how to establish and maintain collaborative employer partnerships. Effective employer engagement occurs early and before Skills Bootcamp delivery. This can help secure interviews for participants and maximise participant outcomes.

Skills Bootcamps content and delivery

- Participants should be given detailed IAG about prerequisite learning requirements, the content and length of the Skills Bootcamp, delivery format, and expectations for additional learning. This would help to increase completion rates by ensuring that the course is right for participants and aligns with their career aspirations.
- To maximise completion rates, providers should consider introducing personalised one-to-one conversations with applicants; this can manage their expectations about Skills Bootcamps, particularly regarding the guaranteed interview and employability support element.

Success criteria for Skills Bootcamps

- Establishing what 'success' looks like for the Skills Bootcamp programme is important, in order to understand how the programme contributes to achieving economic growth and improving employment outcomes across high-demand sectors. Whilst the Wave 2 findings can be used for comparison with subsequent waves, DfE may wish to calibrate programme targets against Wave 2 performance

³² The Department for Education has tightened the requirements for the guaranteed job interview offer for later delivery waves. For example, it has produced a clearer definition and examples of an acceptable job interview, and placed stronger expectations on suppliers to provide learners with IAG relating to potential job interviews with employers and possible employment outcomes.

and other relevant adult vocational training programmes,³³ to ensure that success can be effectively measured for future waves.

³³ It is noted that the specific nature of the Skills Bootcamp programme has some intricacies that are inherently different from other similar training programmes (e.g. the job outcome must be in a role linked to the course content of the training). However, work to create a benchmarked 'success' criteria would help participants, providers and employers to understand the programme and make informed decisions about whether to be involved in future waves.

Appendix 1: Detailed methodology

The mixed-methods approach used secondary and primary research methods. MI about Skills Bootcamp applicants, starts, completions and outcomes were collected by providers and submitted to the DfE; this data was cleaned and analysed. The primary research for the Wave 2 completions and outcomes phase included a follow-up survey for participants who had started a Skills Bootcamp, and in-depth interviews with participants, employers and providers. Fieldwork was conducted between November 2022 and April 2023.³⁴

This evaluation is based on a Theory of Change model that outlines the inputs and activities integral to the Skills Bootcamp programme, and the pathways that lead to outcomes and impacts (see the Wave 2 implementation report, Appendix 1, for the Theory of Change Model).³⁵

MI held on Skills Bootcamps

Skills Bootcamp providers were required to complete and update MI proformas using an Excel workbook template, to capture detailed data on individuals who had applied for and participated in a Skills Bootcamp; as well as details about the employers they engaged with to deliver the training. CFE received the data captured by providers up until July 2024; this included updated data about participant completions and outcomes.

Data processing

CFE provided DfE with the cleaned and processed MI dataset that was used for the Wave 2 implementation report; this was updated and appended with variables related to participant completion and outcome data. DfE subsequently shared the encrypted updated MI data with CFE. The updated MI dataset required CFE to undertake further data cleaning and processing for analysis (e.g. dates, cleaning and coding open-text variables). More detailed information about the MI data processing can be found in Appendix 1 of the Wave 2 implementation report.

Between the Wave 2 implementation and completions/outcomes phase, data was collected on additional participants who had started a Skills Bootcamp, who were not included the MI for the Wave 2 implementation report. These 'new' additional learners were included in the data cleaning and processing for the completions and outcomes phase. This means that the total starts figure presented in this report (18,110) is higher

³⁴ Most of the fieldwork was conducted between November 2022 and January 2023; the remaining time was used to survey and interview participants on Skills Bootcamps in HGV Driving, who had experienced delays to their Wave 2 delivery.

³⁵ <https://www.gov.uk/government/publications/evaluation-of-skills-bootcamps-wave-2-implementation-report>

than the starts figure published in 2022 (16,120). An updated methodology to account for differences between source datasets also contributed to this change in the starts figure. More detail can be seen in the [methodology page of the starts statistics release for the 2020–21 financial year](#).

MI coverage

Providers collected MI for each Skills Bootcamp they delivered, through Excel data templates. The totality of the MI used for this report comprises data from multiple dataset templates that were combined to construct a Wave 2 ‘master’ complete MI dataset:

- Wave 2 datasets included three main datasets:
 - Wave 2 main file, comprising applicants and starts from all Wave 2 Skills Bootcamps (excluding HGV);
 - Wave 2 HGV file for all applicants and starts in HGV Driving courses;
 - Wave 2 Cold Spots data which covered applicants and starts in regions where DfE had identified gaps in provision, leading to targeted recruitment in these areas;
- Wave 1 Extension data for cases where the contract with the provider was extended, which meant that delivery ran into the Wave 2 financial year (2021–22).

Analysing MI

The Wave 2 implementation report included MI analysis of applicant and start data, which described participants’ demographics, prior educational level, and employment status prior to starting a Skills Bootcamp. The main analysis within this report considered the updated number of participant starts, the numbers of participant completions and outcomes, together with participants’ characteristics. MI was linked to IMD data using the participants’ postcode, provided when they applied for a Skills Bootcamp.

Three data groups were created from the MI to undertake the completion and outcomes analysis:

- **‘All starts’** – All valid starts in the dataset (total n=18,110)
- **‘All completions’** – Cases where participants completed their Skills Bootcamp (total n=11,261)
- **‘All outcomes’** – Cases where participants achieved a positive outcome from their Skills Bootcamp (total n=6,478)

The report presents the completion rate (as a proportion of starts) and outcome rate (as a proportion of starts) for different demographic variables, and where bases allow, by Skills

Bootcamp type. Additionally, outcome rate (as a proportion of completions) was also calculated and presented in the tables. Where start (n) bases were less than 100, these categories are not reported, because the data may be less reliable and could lead to the identification of participants. Where differences in completion rates or outcome rates between categories were greater than 5%, these are mentioned in the narrative. All differences in completion and outcome rates are presented in Appendix 2.

Calculating the number of completions and outcomes

Providers are paid according to payment milestones, which reflect different phases and types of Skills Bootcamp, as shown in Table 21:

Table 21: Payment milestones for the different Skills Bootcamps categories

HGV (Novice – Pathway A to C) Milestone	HGV (Novice – Pathway A to C) Payment	HGV (Other – Pathways- D-I) Milestone	HGV (Other – Pathways- D-I) Payment	Non-HGV (Digital, Green, Technical, Engineering, Construction) Milestone	Non-HGV (Digital, Green, Technical, Engineering, Construction) Payment
M1 – first evidence of learning	25%	M1 – paperwork and course booking	20%	M1 – enrolment and delivery of 20% of planned tutor hours	30%
M2 – mid-training (theory test)	35%	–	–	–	–
M3 – completes training AND has interview booked	25%	M2 – passes practical and evidence of job interview	65%	M2 – guaranteed interview	60%
M4 – evidence of job offer	15%	M3 – evidence of job offer/new role	15%	M3 – evidence of positive outcome	10%

Source: DfE documentation

As previously reported in the Wave 2 implementation report, a record in the W2 MI was only classed as a start if it had a valid start date between 01/04/2021 and 31/03/2022 and a valid first payment date recorded. For Wave 2 Cold Spots and Wave 1 Extensions data, a record in the MI is classed as a start if it has attendance, participation or completion data. Different completion and outcome criteria were used depending on the Skills Bootcamp category:

- **Wave 2 Main, Cold Spots, Wave 1 Extensions** – Included Skills Bootcamps in Digital and all other non-HGV courses. Classified as a completion if there was a valid Payment Milestone 2 date (60%) AND a valid first payment date. A record was classed as an outcome if there was a valid Payment Milestone 3 (10%) AND valid dates for both the first and second payment. This meant a completion was only counted if the record was also a valid start. An outcome was only counted if the record was also a valid start and a valid completion.
- **Wave 2 HGV** – Due to the challenges that HGV providers experienced, and some participants transferring to different providers during their Skills Bootcamp, a modified methodology for HGV was implemented. A completion was counted if there was a valid Payment Milestone 2 date (when the participant completed their training and had an interview booked, or evidence of an interview having taken place), irrespective of whether there was a valid Payment Milestone 1 date (start). An outcome was counted if there was a valid Payment Milestone 3 date (evidence of a job offer), irrespective of the presence of a Payment Milestone 1 and/or 2.

Participant completion survey

Participants who consented to engage in follow-up surveys were sent an invitation to complete a short ten-minute completion survey, administered online between November 2022 and April 2023. The survey supplemented the MI data and included questions relating to:

- Changes to employment characteristics (e.g. job title, income, working hours, flexibility in their role, benefits)
- Changes to responsibilities held in employment
- Impact of the Skills Bootcamp on employment outcomes
- Methods of delivery and their usefulness in achieving participant outcomes
- Satisfaction with Skills Bootcamps.

In total, 941 respondents in the implementation survey provided consent for recontact: 431 usable responses were provided to the completion survey. Table 22 presents a breakdown of survey responses by Skills Bootcamp category.

Table 22: Breakdown of survey responses by Skills Bootcamp category

Skills Bootcamp category	Number of usable responses	Proportion of usable responses
Digital	256	59%
HGV	157	36%
Other	18	4%
Total	431	431

Source: Wave 2 participant completion survey

Appending MI to survey data

The implementation survey sample was drawn from cuts of the Wave 2 and HGV datasets between March and May 2022. Respondents who had completed the implementation survey and consented to future surveys were approached to participate in the completion survey. It was necessary to append the survey data with the matched MI data, because the survey was designed to minimise the burden on respondents. Matching survey data to the MI that was supplied in July 2024 was essential for conducting sub-group analyses.

Due to the lack of a consistent unique identifier in the MI which matched the unique ID originally created for the implementation survey, there was no straightforward way to match and append the MI and survey data. Using a combination of semi-unique variables, including id_anonymous, date of birth, postcode and MI source name, three-quarters (77%) of survey respondents were matched to the MI. Cross-breaks (e.g. by Skills Bootcamp type, employment status, educational level) could only be carried out on valid linked MI. This means that the bases differ for the top-level analysis of the whole sample and for sub-group analysis.

Interviews

All interviews were conducted according to the Market Research Society Code of Conduct. Where participants consented, interviews were recorded and transcribed before being coded thematically, based on the Skills Bootcamp Theory of Change and associated indicator bank.

Participants

Twenty-three semi-structured interviews were conducted with participants from different Skills Bootcamp categories between November 2022 and April 2023. From the sample who consented to be recontacted, interviewees were selected based on their Skills Bootcamp category, as well as their responses to survey questions, in order to obtain a

varied sample in terms of successful outcomes and experience of their course. Participants were also sampled based on their employment status prior to their training (employed, not employed, or self-employed).

Interviews were designed to address a common set of topics, including:

- Perceptions of delivery, including the quality of training, and elements of the Skills Bootcamp that were beneficial
- Outcomes and impacts, and their attribution to Skills Bootcamps
- Participants' employment changes since starting their Skills Bootcamp

Of the total number of participant interviews (n=23), 18 were conducted with those on Skills Bootcamps in Digital Skills, three with learners on HGV Driving courses, and two in Other categories.

Employers

Twenty employer interviews were conducted to explore their perceptions of Skills Bootcamps delivery, as well as subsequent outcomes and impacts for their organisation and/or sector. Interviews also covered the mechanisms through which successful completions and outcomes were more likely. Employers were recruited using MI provided by the DfE, if they had agreed to be consented for further research.

The sample of employer interviewees included 11 who engaged with Skills Bootcamps in Digital, five with HGV Driving, and four with courses categorised as Other.

Providers

Twenty-five provider interviews were conducted, to explore their experiences of delivery and how they were able to meet their KPIs related to completions and outcomes. The interviews also covered what the providers had done to ensure they met KPIs. Of the provider interviews, 15 were conducted with those delivering Skills Bootcamps in Digital Skills, eight with HGV course providers, and three with Skills Bootcamps classified as Other.

Appendix 2: Supporting data tables

Table 23: Number of starts, completion and outcome rate by Skills Bootcamp type

Skills Bootcamp type	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Digital	10,896	66%	34%	51%
HGV	5,556	53%	38%	72%
Other	1,581	69%	42%	61%
Total	18,033	11,188	6,420	6,420

Source: Wave 2 MI, excluding unknown Skills Bootcamp type

Table 24: Mean age of all starts, all completions and all outcomes by Skills Bootcamp type

Mean age	All starts	All completions	All outcomes
Digital	34.7	34.5	33.6
HGV	39.9	39.6	38.9
Other	36.1	35.8	34.8
Average	36.5	36.0	35.5
Total	16,142	10,146	5,859

Source: Wave 2 MI, excluding no date of birth given

Table 25: Number of starts, completion and outcome rate by age band

Age band	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
19 to 24	1,886	67%	41%	61%
25 to 34	5,908	65%	39%	61%
35 to 44	4,761	62%	35%	56%
45 to 54	2,563	59%	31%	53%
55 to 67	1,010	56%	30%	54%
68+	**	**	**	**
Total	16,142	10,146	5,859	5,859

Source: Wave 2 MI, excluding no date of birth given. ** replaces data in cells where start base <30

Table 26: Number of starts, completion and outcome rate by gender and Skills Bootcamp type

Gender	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Male	11,754	62%	37%	61%
Female	4,817	66%	34%	52%
Other	61*	70%*	38%*	53%*
Total	16,632	10,438	6,049	6,049
DIGITAL				
Male	5,404	68%	35%	51%
Female	4,202	67%	34%	51%
Other	56*	73%*	39%*	54%*
Total	9,662	6,496	3,341	3,341
HGV				
Male	5,061	53%	38%	72%
Female	395	56%	37%	67%
Other	**	**	**	**
Total	5,460	2,886	2,073	2,073
OTHER				
Male	1,220	69%	43%	62%
Female	215	65%	25%	39%
Other	**	**	**	**
Total	1,436	986	577	577

Source: Wave 2 MI, excluding no gender given and categories with starts (n) <100. * denotes cells where base is < 100. ** replaces data in cells where starts <30. 'Prefer not to say' category excluded and bases adjusted accordingly

Table 27: Number of starts, completion and outcome rate by ethnicity

Ethnicity	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Asian or Asian British	4,241	65%	31%	47%
Black, black British, Caribbean or African	756	54%	25%	47%
Mixed or multiple ethnic groups	653	61%	32%	53%
White British	8,029	63%	42%	66%
Any other white background	1,956	64%	37%	57%
Other ethnic group	809	57%	27%	47%
Total	16,444	10,343	5,999	5,999

Source: Wave 2 MI, excluding no ethnicity given. 'Prefer not to say' category excluded and bases adjusted accordingly

Table 28: Number of starts, completion and outcome rate by ethnicity and Skills Bootcamp type

Ethnicity	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
DIGITAL				
Asian or Asian British	3,549	68%	31%	46%
Black, black British, Caribbean or African	286	64%	24%	38%
Mixed or multiple ethnic groups	449	64%	33%	51%
White British	3,631	68%	40%	58%
Any other white background	1,170	71%	37%	52%
Other ethnic group	586	58%	27%	46%
Total	9,671	6,510	3,364	3,364
HGV				
Asian or Asian British	369	44%	26%	59%
Black, black British, Caribbean or African	375	45%	24%	54%
Mixed or multiple ethnic groups	165	52%	28%	55%

White British	3,552	55%	42%	75%
Any other white background	681	53%	38%	72%
Other ethnic group	152	48%	28%	58%
Total	5,294	2,809	2,010	2,010
OTHER				
Asian or Asian British	316	61%	29%	47%
Black, black British, Caribbean or African	91*	55%*	30%*	54%*
Mixed or multiple ethnic groups	38*	76%	47%	62%
White British	790	72%	49%	68%
Any other white background	103	67%	26%	39%
Other ethnic group	70*	69%*	23%*	33%*
Total	1,408	957	567	567

Source: Wave 2 MI, excluding no ethnicity given. * denotes cells where base is <100. 'Prefer not to say' categories excluded and bases adjusted accordingly

Table 29: Number of starts, completion and outcome rate by region

Region	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
East of England	1,142	51%	31%	60%
East Midlands	1,445	62%	34%	55%
London	3,141	63%	30%	48%
North East	1,995	62%	41%	67%
North West	2,994	68%	37%	54%
South East	1,329	61%	42%	69%
South West	1,488	57%	34%	60%
West Midlands	2,237	61%	37%	61%
Yorkshire & the Humber	1,567	64%	39%	61%
Total	17,338	10,759	6,241	6,241

Source: Wave 2 MI, excluding no postcode / incorrect postcode given

Table 30: Number of starts, completion and outcome rate by disability and Skills Bootcamp type

Disability	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Yes	1,601	63%	33%	52%
No	14,451	68%	40%	58%
Total	16,052	10,885	6,277	6,277
DIGITAL				
Yes	1,192	65%	31%	48%
No	9,254	66%	34%	51%
Total	10,466	6,862	3,494	3,494
HGV				
Yes	276	55%	42%	76%
No	5209	53%	38%	72%
Total	5,485	2,899	2,084	2,084
OTHER				
Yes	127	58%	27%	46%
No	1398	70%	44%	62%
Total	1,525	1,055	645	645

Source: Wave 2 MI, excluding unknown and prefer not to say. * denotes cells where base n <100. 'Prefer not to say' categories excluded and bases adjusted accordingly

Table 31: Number of starts, completion and outcome rate by caring responsibilities

Caring responsibilities	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Yes – for children	3,602	62%	34%	55%
Yes – for adults	352	58%	25%	43%
Yes – children and adults	143	47%	29%	61%
No caring responsibilities	12,265	63%	37%	59%
Total	16,362	10,257	5,891	5,891

Source: Wave 2 MI, excluding unknown

Table 32: Number of starts, completion and outcome rate by grouped caring responsibilities and Skills Bootcamp type

Caring responsibilities	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Yes – for children, adults or combination	4,097	61%	33%	54%
No caring responsibilities	12,265	63%	37%	59%
Total	16,362	10,257	5,891	5,891
DIGITAL				
Yes – for children, adults or combination	2,346	65%	30%	46%
No caring responsibilities	7,302	68%	36%	53%
Total	9,648	6,507	3,344	3,344
HGV				
Yes – for children, adults or combination	1,377	51%	37%	73%
No caring responsibilities	3,881	53%	38%	71%
Total	5,258	2,751	1,967	1,967
OTHER				
Yes – for children, adults or combination	362	68%	36%	52%
No caring responsibilities	1,010	68%	39%	58%
Total	1,372	929	522	522

Source: Wave 2 MI, excluding unknown

Table 33: Number of starts, completion and outcome rate by Universal Credit status and Skills Bootcamp type

Universal Credit status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Yes	3,967	55%	28%	52%
No	10,596	86%	51%	59%
Total	14,563	11,261	6,478	6,478
DIGITAL				
Yes	2,040	63%	29%	45%
No	8,856	66%	35%	52%
Total	10,896	7,162	3,653	3,653
HGV				
Yes	1,598	43%	28%	67%
No	3,958	57%	42%	73%
Total	5,556	2,933	2,102	2,102
OTHER				
Yes	329	61%	25%	41%
No	1,252	71%	47%	65%
Total	1,581	1,581	1,093	1,093

Source: Wave 2 MI, excluding unknown

Table 34: Number of starts, completion and outcome rate by employment type

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Employed	8,363	63%	40%	64%
Self-employed	1,770	65%	37%	58%
Not in employment	6,429	62%	31%	50%
Total	16,562	10,388	6,007	6,007

Source: Wave 2 MI, excluding unknown

Table 35: Number of starts, completion and outcome rate by employment type and Skills Bootcamp type

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
DIGITAL				
Employed	4,510	66%	36%	55%
Self-employed	968	70%	35%	50%
Not in employment	4,255	69%	33%	48%
Total	9,733	6,551	3,369	3,369
HGV				
Employed	3,154	58%	44%	76%
Self-employed	601	53%	37%	70%
Not in employment	1,575	41%	26%	63%
Total	5,330	2,794	2,013	2,013
OTHER				
Employed	672	66%	45%	69%
Self-employed	200	75%	51%	68%
Not in employment	561	69%	30%	43%
Total	1,433	981	573	573

Source: Wave 2 MI, excluding unknown

Table 36: Number of starts, completion and outcome rate by employment status

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Full-time employment	6,102	63%	44%	69%
Part-time employment	2,242	62%	31%	49%
Training/education	224	68%	34%	50%
Parental leave/other caring responsibilities	116	63%	25%	40%
Self-employed	1,770	65%	37%	58%
Unemployed (<12 months)	3,088	68%	34%	51%

Unemployed (>12 months)	1,414	67%	28%	42%
Unemployed (unknown time)	1,516	46%	27%	60%
Total	16,472	10,329	5,986	5,986
DIGITAL				
Full-time employment	2,838	66%	40%	61%
Part-time employment	1,653	64%	29%	45%
Training/education	198	67%	36%	54%
Parental leave/other caring responsibilities	109	63%	26%	41%
Self-employed	968	70%	35%	50%
Unemployed (<12 months)	2,687	69%	35%	51%
Unemployed (>12 months)	1,139	69%	29%	42%
Unemployed (unknown time)	58*	69%*	26%*	38%*
Total	9,650	6,497	3,349	3,349
HGV				
Full-time employment	2,730	59%	45%	77%
Part-time employment	424	53%	34%	65%
Training/education	0	-	-	-
Parental leave/other caring responsibilities	0	-	-	-
Self-employed	601	53%	37%	70%
Unemployed (<12 months)	81*	4%*	4%*	100%*
Unemployed (>12 months)	48*	4%*	4%*	100%*
Unemployed (unknown time)	1,445	44%	28%	62%
Total	5,329	2,794	2,013	2,103
OTHER				
Full-time employment	523	66%	50%	75%
Part-time employment	149	66%	30%	46%
Training/education	**	**	**	**
Parental leave/other caring responsibilities	**	**	**	**
Self-employed	200	75%	51%	68%
Unemployed (<12 months)	287	69%	33%	47%

Unemployed (>12 months)	223	67%	29%	43%
Unemployed (unknown time)	**	**	**	**
Total	1,428	977	573	573

Source: Wave 2 MI, excluding unknown. * denotes cells where base n <100. ** replaces data where starts n <30

Table 37: Number of starts, completion and outcome rate by co-funded status and Skills Bootcamp type

Co-funded status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Co-funded	1,101	70%	65%	92%
Not co-funded	17,009	62%	34%	55%
Total	18,110	11,261	6,478	6,478
DIGITAL				
Co-funded	205	78%	70%	90%
Not co-funded	10,691	66%	33%	50%
Total	10,896	7,162	3,653	3,653
HGV				
Co-funded	536	58%	53%	91%
Not co-funded	5,020	52%	36%	69%
Total	5,556	2,933	2,102	2,102
OTHER				
Co-funded	360	84%	79%	94%
Not co-funded	1,221	65%	31%	48%
Total	1,581	1,093	665	665

Source: Wave 2 MI, excluding unknown

Table 38: Number of starts, completion and outcome rate by banded educational level and Skills Bootcamp type

Educational level	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Level 3 and below	7,022	58%	35%	60%
Level 4 and above	7,884	68%	36%	54%
Total	14,906	9,433	5,307	5,307
DIGITAL				
Level 3 and below	3,069	62%	30%	47%
Level 4 and above	6,463	70%	37%	54%
Total	9,532	6,416	3,318	3,318
HGV				
Level 3 and below	3,130	52%	37%	72%
Level 4 and above	879	51%	31%	60%
Total	4,009	2,068	1,428	1,428
OTHER				
Level 3 and below	776	68%	44%	65%
Level 4 and above	524	69%	32%	46%
Total	1,300	888	509	509

Source: Wave 2 MI, excluding unknown

Table 39: Number of starts, completion and outcome rate by educational level

Educational level	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Entry level	729	57%	43%	75%
Level 1 – GCSE grades 1–3 or D–G equivalent	913	60%	35%	59%
Level 2 – GCSE grades 4–8 or A*–C equivalent	4,213	59%	34%	57%
Level 3 – AS/A Level, T Level equivalent	1,167	56%	34%	60%
Level 4 – Higher National Certificate, higher apprenticeship equivalent	821	62%	34%	55%

Level 5 – Higher National Diploma, foundation degree equivalent	835	64%	36%	57%
Level 6 – Degree apprenticeship, honours degree equivalent	4,101	68%	37%	55%
Level 7 – Master's degree or postgraduate certificate equivalent	1,937	70%	35%	51%
Level 8 – Doctorate or equivalent	190	72%	35%	51%
Total	14,906	9,433	5,307	5,307

Source: Wave 2 MI, excluding unknown

Table 40: Number of starts, completion and outcome rate by provider characteristics

Provider characteristics	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Independent Training Provider	14,002	64%	39%	60%
Higher Education Provider	1,661	50%	23%	47%
Further Education Colleges	1,206	59%	24%	42%
Total	16,869	10,517	6,084	6,084
Grant Funded	4,213	71%	38%	53%
Contract Funded	13,835	60%	35%	59%
Total	18,048	11,223	6,456	6,456

Source: wave 2 MI, excluding unknown

Table 41: Changes to working hours, income, flexibility and benefits as a result of Skills Bootcamp

Changes since Skills Bootcamp	Working Hours	Income	Flexibility of working hours	Benefits linked to job
Decreased	16%	15%	20%	18%
Stayed the same	45%	29%	45%	43%
Increased	39%	56%	35%	39%
Total	300	302	284	277

Source: Wave 2 participant completion survey



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Reference: RR1482

ISBN: 978-1-83870-606-7

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