



Department
for Education

Evaluation of Skills Bootcamps

**2022–23 (Wave 3) Completions and
Outcomes Report**

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Glossary

- **10% Flex:** All grant recipients could use up to 10% of their grant funding in FY22/23 to procure and deliver Skills Bootcamps in Health and Care, Creative Industries, Hospitality, Leadership & Management, and Professional Services (including finance), alongside the national priority sectors.
- **Applicant:** In the management information analysis, an 'applicant' covers people who applied but did not participate. One person can apply for more than one Skills Bootcamp.
- **Co-funded learner:** A learner whose employer contributed to the cost of the Skills Bootcamp to upskill their employee(s). For SMEs, this contribution is 10% of the training cost, rising to 30% for larger employers.
- **Comparator survey:** A survey disseminated to all applicants in the MI who consented to evaluation research. The survey covered what they had done in the absence of a Skills Bootcamp and the impact of this on employment outcomes.
- **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 (except for Skills Bootcamps in HGV that did not require a date against Payment Milestone 2).
- **Completion rate:** Calculated as number of completions in MI/number of starts.
- **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.
- **CV: Curriculum vitae:** Used in job applications to summarise skills and relevant experience.
- **DfE:** Department for Education.
- **Employer engagement:** Providers were required to engage with employers at all stages of Skills Bootcamps. Employer engagement includes offering vacancies and/or guaranteed interviews, co-funding their employees to participate in the Skills Bootcamp training, mentoring/coaching, delivering aspects of the training (e.g. guest speaking, setting challenges for learners), offering work experience placements, or providing equipment or a venue to support delivery.

- **GLH: Guided Learning Hours:** This is 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.
- **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 Bootcamp, 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 eligible participants were offered an interview, they did not receive their Milestone 2 payment.
- **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.
- **ILR: Individualised Learner Record:** This is the primary data collection requested from learning providers for further education and work-based learning in England.
- **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.
- **IMD:** Index of Multiple Deprivation.
- **Independent learner:** Individuals enrolled on a Skills Bootcamp who are not funded by their employer.
- **ITP:** Independent training provider.
- **KPI:** Key performance indicator. KPIs are set out in the contracts that DfE agrees with suppliers. The aim is for 100% completion of the attainment of new skills and 100% of eligible learners to be offered a guaranteed interview. For positive outcomes, 75% of those who complete the programme with an offer of a guaranteed interview should achieve a positive outcome, which in most cases is a new job, a substantial change in responsibilities, or the ability to strengthen or adapt their business if self-employed.
- **MCA:** Mayoral Combined Authority (subsequently renamed as Mayoral Strategic Authorities).
- **MI:** Management information.
- **Other (Skills Bootcamp category):** For the purposes of analysis in this report, Skills Bootcamps categorised as Other consisted of Green Engineering, Technical Skills, Logistics and Pathway to Accelerated Apprenticeships courses.

- **Outcome:** Participants engaged in Skills Bootcamps who achieve a positive outcome. A successful outcome of a Skills Bootcamp includes 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.
- **Outcome rate:** Calculated as the number of outcomes in MI/number of starts. A secondary outcome rate of the number of outcomes/number of completions was also calculated and is presented in the tables.
- **Participant:** Information supplied by providers on the individuals regarding their Skills Bootcamps, identified by the presence of data in the 'participant' section of the management information. The total number of participants was used to recruit for the participant survey.
- **Payment milestone:** Providers were required to submit relevant evidence for each payment milestone before they received payment. Providers did not receive payment if no evidence was submitted. The percentages for the agreed unit rate claimable against each milestone changed between Wave 2 and Wave 3. For the Milestone 2 payment (Completion – 35%), providers had to submit evidence that learners had completed their training and had been offered a guaranteed interview (where applicable). If providers were unable to evidence that participants were offered an interview if eligible, they did not receive their Milestone 2 payment. For the Milestone 3 payment (Outcomes – 20%), providers were required to submit evidence 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.
- **PtAA:** Pathways to Accelerated Apprenticeships. An accelerated apprenticeship means the apprenticeship's planned duration is shorter by at least three months than the typical length of the standard apprenticeship, based on recognition of prior learning acquired during a Skills Bootcamp. Minimum apprenticeship requirements must still be met (12-month minimum duration and 20% off-the-job training).
- **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.
- **Start:** A stricter version of a participant. Entries in the MI which are participants, plus other qualifying information (e.g. payment date) to verify as a valid start.
- **UC:** Universal Credit.

- **Wave 2:** Describes the second year of Skills Bootcamps delivered from 1 April 2021 to 31 March 2022 (FY21/22).
- **Wave 3:** Describes the third year of Skills Bootcamps delivered from 1 April 2022 to 31 March 2023 (FY22/23).

Executive Summary

CFE Research was commissioned by the Department for Education (DfE) to undertake a process evaluation of the Skills Bootcamp programme. Skills Bootcamps were introduced to support adults to upskill and retrain in priority high-growth sectors with skills shortages. Skills Bootcamps are free, flexible training courses that are co-designed with employers, lasting up to 16 weeks, for adults aged 19 or above in England. Most Skills Bootcamps are equivalent to level 3–5 qualifications in the Regulated Qualifications Framework.¹ Alongside training in 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 ran from February 2022–December 2024 and covered 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 3 Skills Bootcamps, which were started during the 2022/2023 financial year. At Wave 3, a greater variety of Skills Bootcamp courses were offered, including Digital Skills, HGV Driving, Green, Engineering, Construction, Technical and 10% Flex.³ ‘Completions’ are defined as participants who completed all required elements of their training and were offered an interview where applicable. ‘Outcomes’ refer to positive outcomes achieved by participants linked to their Skills Bootcamp, such as a job for the 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 mixed-methods process evaluation explores the outcomes and impacts achieved by Skills Bootcamp participants. Where relevant, participants’ self-reported outcomes are compared to the outcomes of those who applied to do a Skills Bootcamp but were unsuccessful.

Evidence was collected from analysis of management information (MI) about participants and two surveys. The MI analysis provided insight into the number and characteristics of participants who achieved a completion and outcome from their Skills Bootcamp. A completion survey was administered to participants between October 2023 and March 2024 who had previously filled in an implementation survey at the start of their Skills

¹ Wave 3 Skills Bootcamps in Construction and Green Skills could be delivered at Level 2 in exceptional cases where there were skills shortage vacancies at this level and Skills Bootcamps could lead to a job with higher earnings potential and productivity; this enabled national and local delivery.

² An offer of a job interview was not a requirement for participants who were self-employed or undertaking a co-funded Skills Bootcamp through their current employer.

³ All grant recipients could use up to 10% of their grant funding in FY22/23 to procure and deliver Skills Bootcamps in Health and Care, Creative Industries, Hospitality, Leadership & Management, and Professional Services (including finance), alongside the national priority sectors.

Bootcamp and had agreed to be contacted about follow-up research (546 usable responses). The completion survey explored participants' self-reported change to employment, perceptions of delivery and overall satisfaction with their training. A comparator survey was administered to individuals who unsuccessfully applied to a Skills Bootcamp course in Wave 3 (289 usable responses). The comparator survey explored what training applicants had undertaken in the absence of a Skills Bootcamp and the associated outcomes and impacts.

Key Findings

- Of the 42,340 Wave 3 Skills Bootcamp starts there were 27,730 completions, equating to 65% of the total who started a course. There were 15,570 positive outcomes representing 56% of those who completed their training and 37% of those who started a Skills Bootcamp. The completion and outcome rates are slightly higher than those achieved at Wave 2 and the absolute number of people achieving an outcome has more than doubled, although there was a material increase in the number of Wave 3 Skills Bootcamp starts.⁴
- Completion and outcome rates differed for some participant demographic groups. There is evidence that inequalities for some demographic groups have reduced since Wave 2, including those who had a disability and individuals previously unemployed for an unknown period of time but gender and ethnicity inequalities remain. Differences in completion and outcome rates between different demographic groups are likely to occur because of a range of factors and cannot be fully attributed to the design and delivery of Skills Bootcamps. This includes labour market structures, conditions in specific sectors and employer behaviour that were beyond the scope of this evaluation.
- The survey findings indicate that those who completed a Skills Bootcamp had better employment outcomes than those who applied for a Skills Bootcamp but were not successful.

Differences in participant completion and outcome rates

Groups achieving higher completion rates:

- White British participants
- Those not in receipt of Universal Credit

⁴ 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.

- Men enrolled on Skills Bootcamps in Engineering, Rail, Green Skills and Other
- Those living in the North East, North West and East Midlands
- Previously self-employed participants
- Participants on Skills Bootcamps in Construction, 10% Flex, Rail and Green
- Those on courses are co-funded by their employer
- Participants enrolled on courses delivered by grant-funded providers

Groups with lower completion rates:

- Black, Black British, Caribbean or African participants
- Those in receipt of Universal Credit
- Those from London and the East of England
- Women on Skills Bootcamps in Engineering, Rail, Other and HGV
- Individuals not co-funded by their employer⁵
- Participants enrolled on courses delivered by contract-funded providers

Groups with higher outcome rates:

- Those *not* in receipt of Universal Credit
- White British participants
- Men (particularly for Skills Bootcamps in Engineering, Other and Rail)
- Those living in the North East
- Those who were self-employed prior to their Skills Bootcamp
- Participants on Skills Bootcamps in Construction, Rail and Green Skills
- Co-funded participants
- Participants enrolled on courses delivered by grant-funded providers

⁵ There are important differences in both delivery and outcome definitions for employer co-funded and independent learners, limiting direct performance comparisons. Co-funded learners are being supported by their employer to be upskilled in their current employment, with the employer partly contributing towards training costs. Independent learners could be employed or unemployed but do not have an employer who is part-funding their course. For co-funded learners, a successful outcome is evidence of a new role or responsibility within their current organisation whereas a positive outcome for independent learners is evidence of a new job or new opportunities if self-employed.

Lower outcome rates were achieved by:

- Black, Black British, Caribbean or African participants
- Women
- Those living in London
- Individuals in receipt of Universal Credit
- Previously unemployed individuals
- Participants on Skills Bootcamps in Digital Skills or Other
- Participants enrolled on courses delivered by contract-funded providers

Participant completions and outcomes

- Completion survey respondents were mostly positive about their Skills Bootcamps and the outcomes achieved. Although agreement and satisfaction levels were slightly lower than at Wave 2, this could be due to a range of factors that could not be measured in this evaluation.
- Two-thirds (68%) of survey respondents agreed or strongly agreed that their Skills Bootcamp had enabled them to gain new skills useful for employment, and nearly three in five (59%) agreed or strongly agreed that it had increased their confidence.
- Skills Bootcamps effectively supported some participants to enter new employment. Three in five (60%) survey respondents reported that their job title had changed since completing their Skills Bootcamp. Only one-third (33%) of applicants in the comparator survey reported a change in job title.
- Over half of survey respondents (51%) reported that their income had increased because of their Skills Bootcamp. Over a third (36%) of respondents reported that their weekly working hours had increased and 54% directly attributed this increase to their Skills Bootcamp. A higher proportion of survey respondents reported positive changes to their working hours and income compared to applicants in the comparator survey (working hours = 23%, income = 33%).
- One in six (17%) completion survey respondents did not complete their Skills Bootcamp. The most common reasons for dropping out given by participants were perceived low quality of delivery and not being able to fit their training around other commitments.

Attribution of Skills Bootcamps to outcomes

- Just over half (54%) of survey respondents were told they would have a guaranteed interview when they applied for their Skills Bootcamp but only one in four (24%) reported that they were offered an interview or had one scheduled.⁶
- Almost three-quarters (73%) of survey respondents who received a guaranteed interview agreed or strongly agreed that the interview was relevant to their Skills Bootcamp training. However, only one in ten (10%) respondents who obtained new employment following their Skills Bootcamp attributed getting their new job to the guaranteed interview they received through their training.
- Open-ended responses to the completion survey identified that when interviews did not materialise or participants did not receive any communication about the next steps after their training, this negatively impacted their satisfaction with the course and their provider.
- Half (51%) of respondents who had secured a new job agreed or strongly agreed that they could only get their new role because of their Skills Bootcamp.

Maximising participant outcomes from Skills Bootcamps

- Open-ended survey responses indicated that some participants, particularly in Digital Skills, perceived there to be an insufficient number of relevant interviews for their Skills Bootcamp sector, making it hard to achieve a positive outcome.
- Alongside technical skills training, the most frequent type of employability support experienced by participants was CV development. Open-ended survey responses reiterated the Wave 2 findings that participants particularly valued employability support that was personalised and mirrored real-life industry examples. One in six (15%) survey respondents reported that they did not experience any employability support.

Delivery of Skills Bootcamps

- Three in five survey respondents (59%) were satisfied with the delivery of their Wave 3 Skills Bootcamp with participants valuing knowledgeable and skilful facilitators. The training was perceived to be most effective when delivery closely mirrored the activities and tasks participants would perform in a role linked to the Skills Bootcamp.
- Reflecting Wave 2 findings, some respondents identified that the Skills Bootcamp was not long enough to learn the skills and knowledge required for future

⁶ It should be noted that respondents may have been offered an interview after completing the survey and the current figures under-report the actual numbers.

employment. This was particularly the case for respondents on higher-level Skills Bootcamps in Digital.

- Dissatisfaction also typically arose when respondents perceived the content of the training to be pitched at the wrong level and when they felt they were not getting one-on-one support, which was often due to large cohort sizes.

Areas for consideration

Based on the insight from this report, DfE may want to consider the following to enhance the design and delivery of Skills Bootcamps to maximise completion and outcome rates for future waves:

Improving completion and outcome rates:

- Draw on MI and capture additional insight to develop a more detailed understanding of the specific issues and barriers to completing a Skills Bootcamp for some demographic groups. Particular attention should be paid to the barriers for Black, Black British, Caribbean or African participants and previously unemployed individuals.
- Identify good practices from Skills Bootcamps in sectors where there were high completion and outcome rates for all demographic groups, such as Construction, to identify ways to reduce inequalities in the completion and outcome rates in sectors such as Engineering.
- Explore why completion and outcome rates in London are lower compared with other regions and work with procurement and delivery providers to implement strategies to increase them where possible.
- Work with providers to explore the feasibility of integrating tailored post-course support beyond job searches and vacancy information into the delivery model to help participants, particularly those who have been out of employment for a long time, secure employment.

The guaranteed interview

- Successful Skills Bootcamps depend on providers building strong employer partnerships to ensure delivery is relevant and practical and that enough suitable guaranteed interviews are available for learners. DfE should work with providers to ensure early and meaningful employer engagement is prioritised.
- Showcasing examples of good practice in employer partnerships and the positive impacts of Skills Bootcamps on employers across sizes and sectors could help to increase future engagement in the programme.

Chapter 1: Introduction

Skills Bootcamps are free, flexible training courses lasting up to 16 weeks for adults aged 19 or above in England who are either in work or unemployed. The aim of Skills Bootcamps is to allow participants to build up sector-specific skills and fast-track them to an interview with an employer so they can get better jobs and support economic growth.

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).⁷ Supplier contracts stipulated that learners should be offered a job interview with an employer for a role that 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 was 35% of the total payment to the provider for Wave 3.⁸

A positive Skills Bootcamps outcome is defined as a new job in a sector associated with their Skills Bootcamp for unemployed individuals (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.

Skills Bootcamps at Wave 3 were funded through either grants or contracts. The grant model provided Mayoral Combined Authorities (MCAs) – now referred to as Mayoral Strategic Authorities - or local authorities with funding to procure and deliver regionally relevant Skills Bootcamps. The grant model devolved some control over the number and type of Skills Bootcamps delivered to regional bodies, for example, grant recipients were permitted to use up to 10% of their funding to procure and deliver Skills Bootcamps outside of the national priority sectors such as in Health and Care (referred to as 10% Flex). In the contract model, DfE contracted providers to deliver a set number and type of Skills Bootcamps.

Wave 3 Skills Bootcamp starts began in April 2022 and were delivered across more categories and sectors than Wave 2, including courses in Digital Skills, HGV Driving, Green, Rail, Engineering, Technical, 10% Flex, and Pathway to Accelerated Apprenticeships (PtAA). This report covers the completions and outcomes for Wave 3 of the programme.

⁷ A job interview was not a requirement for participants who were self-employed or undertaking a co-funded Skills Bootcamp through their current employer.

⁸ This process was quality-assured by undertaking checks on a random sample of data for Wave 3 delivery and if 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.

About the evaluation

DfE commissioned CFE Research to deliver a process evaluation of Wave 3 of Skills Bootcamps to understand whether they effectively supported learners in accessing better jobs, led to increased wages, and improved their productivity.

Methodology

The evaluation drew on primary and secondary data to explore the delivery and self-reported impact of Skills Bootcamps:

Stage 1: Management information (MI) analysis conducted September – October 2024

- The analysis covered completion and outcome MI about participants who started a Skills Bootcamp between 1st April 2022 and 31st March 2023.
- The analysis explored differences in the demographics of participants who completed and achieved an outcome after their training including their education level and employment status before taking part in a Skills Bootcamp.
- MI was linked to Indices of Multiple Deprivation (IMD) data to conduct a more detailed socioeconomic analysis of Skills Bootcamp completions and outcomes.
- MI was collected for Wave 3 nationally contracted bootcamps in the Individualised Learner Record (ILR) and through MI datasheets, whereas MI for Wave 2 extensions and Wave 3 grant-funded and HGV bootcamps were collected only through provider-submitted datasheets.
- While the Wave 3 implementation report used the MI datasheets for both, this completions and outcomes report uses ILR data for nationally contracted bootcamps because there were considerable differences identified in data quality at the completions and outcomes stage during MI analysis.
- Comparisons can still be made with Wave 3 and Wave 2 data in this report because the highest quality data available for both years was used.

Stage 2: Comparator survey (Wave 3) conducted January – March 2024

- A comparator survey was disseminated to 9,873 individuals in the Wave 3 MI dataset who had consented to follow-up research but who had not started a Skills Bootcamp. A total of 289 usable responses were received.
- The comparator survey explored what applicants had done in the absence of a Skills Bootcamp, and what outcomes and impacts they had achieved. Some survey questions aligned with the Wave 3 completion survey to enable the comparison of applicant and participant responses.

- Most comparator survey respondents had applied to study a Skills Bootcamp in Digital Skills (82%). Respondents consisted of more men (59%) than women (41%), more employed (56%) than those not in employment (36%) or self-employed (8%) and a higher proportion were educated to Level 4 and above (70% compared to 30% at Level 3 and below).
- Data from the comparator survey was matched to demographic data from the MI datasheets, not the ILR, as it was not possible to match survey data to individuals in the ILR.

Stage 3: Completion survey (Wave 3) conducted October 2023 – March 2024

- A follow-up, completion survey was disseminated to 1,327 respondents who had completed the implementation survey and consented to follow-up research. A total of 546 usable responses were received, representing a 41% response rate.
- Survey respondents consisted of more men (61%) than women (32%), more employed (50%) than self-employed (39%) or not in employment (11%) and a higher proportion were educated to Level 4 and above (60% compared to 40% at Level 3 and below). More survey respondents had participated in Skills Bootcamps in Digital Skills (55%) compared to other types including HGV (26%), 10% Flex (7%), Construction (5%), Green (5%) and Other (2%).
- MI data shows that 58% of respondents completed their Skills Bootcamp and 29% achieved a successful outcome.
- The characteristics of the survey respondents reflect the total population in the MI, which means the findings can be viewed as broadly representative but some bias may have been introduced due to the survey being self-selecting.
- Completion survey data was matched to demographic data from the MI datasheets, not the ILR, as it was not possible to match survey data to individuals in the ILR.

At Wave 3, no qualitative interviews were conducted with participants, employers or providers. The participant completion survey included some open-ended responses which were coded to provide some qualitative insight to further understand the effectiveness and impact of Skills Bootcamps. Further detail about the methods used and data processing completed is provided in Appendix 1.

About this report

Building on the findings presented in the Wave 3 implementation report⁹, this report focuses on the outcomes and impacts achieved as a result of Skills Bootcamps that started delivery between 1st April 2022 and 31st March 2023. The completion phase of the fieldwork provides a snapshot of the outcomes for learners and employers as a result of engaging with Skills Bootcamps to inform future waves to maximise the programme's success.

In total, there were 42,340 Wave 3 starts across all Skills Bootcamps against an original DfE target of 36,000. This number has increased since the Wave 3 implementation report was published due to DfE receiving additional data from providers as participants converted from enrolment to receive their first payment milestone. This also reflects a change to using ILR data for nationally contracted bootcamps in this report to improve data quality and match DfE's statistics releases. There were 27,730 completions and 15,570 positive outcomes.

The report findings are informed by MI, survey data and qualitative insight from the open-ended survey responses. Due to the increased number of starts in Wave 3, analysis of starts, completion rate and outcome rate using the MI could be conducted by more Skills Bootcamp categories – Digital Skills, HGV Driving, Construction, Green, Engineering, Rail, 10% Flex and Other (including Technical, Green Engineering, Pathway to Accelerated Apprenticeships (PtAA) and Logistics). For the survey analysis, these groups were categorised as 'Digital', 'HGV', '10% Flex' or 'Other' which includes the remaining Skills Bootcamp types – Construction, Engineering, Green, Technical and PtAA. Any difference between these groups identified in the survey analysis was tested for statistical significance with only significant differences at the 5% level reported in the commentary. Where figure and table proportions do not equal 100%, this is due to rounding.

Units of analysis for the report

This MI analysis covers starts, completions and outcomes of three types of Skills Bootcamp recipient types as follows:¹⁰

- 'All starts' – all valid starts in the dataset (total n=42,343)
- 'All completions' – all valid completions in the dataset (total n=27,729)
- 'All outcomes' – all valid outcomes in the dataset (total n=15,575)

The term 'respondents' is used when describing the results of the survey analysis.

⁹ <https://www.gov.uk/government/publications/evaluation-of-skills-bootcamps-wave-3-implementation-report>

¹⁰ 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.

The report presents the completion rate and the outcome rate both as a proportion of starts for different demographic variables and 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 in a category is <100, an asterisk is used to indicate that 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 or outcome rates greater than 5% between categories are presented in the narrative with all differences in completion and outcome rates presented in Appendix 2. The Wave 3 findings are compared with Wave 2 where possible but it is important to note that different cohorts of learners participated in the Skills Bootcamps at Wave 2 and 3, thus the findings are not directly comparable. Furthermore, wider contextual factors that could not be controlled for could explain the differences so any differences found cannot be directly attributed to the Skills Bootcamps training.

Chapter 2: Skills Bootcamp Completions

This chapter presents the characteristics of participants who completed a Wave 3 Skills Bootcamp. Barriers to participants not completing their training are also explored.

Overall number of completions

In total, there were 42,340 Wave 3 Skills Bootcamps starts and 27,730 completions,¹¹ representing a completion rate of 65%.¹² The Wave 3 completion rate was higher than that achieved in Wave 2 (62%) with Skills Bootcamps in Construction (81%), 10% Flex (78%), Green (76%), and Rail (74%) having the highest completion rates compared to those in HGV Driving (61%), Other (62%) and Digital (63%) (Table 1).

Further breakdown of the 10% Flex category shows that Skills Bootcamps in Hospitality had the highest completion rate (98%),¹³ followed by courses in Creative Industries (78%) and Health & Social Care (79%) with lower completion rates for those in Business & Professional (67%) (see Table 20 for more details about the Wave 3 10% Flex categories).

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

Skills Bootcamp type	Starts (n)	Completion rate
Digital	25,530	63%
HGV	6,334	61%
Construction	3,247	81%
Green	2,167	76%
Engineering	1,602	67%
Other	1,434	62%
10% Flex	1,097	78%
Rail	932	74%
Total	42,343	27,729

Source: Wave 3 MI.

¹¹ The numbers represent cases in the MI with valid start and completion data rounded to the nearest 10.

¹² Completion rate calculated as the number of completions/numbers of starts.

¹³ The base number of participants in the MI enrolled on Skills Bootcamps in Hospitality was 95 so these findings should be treated with caution. Further analysis of the individual 10% Flex categories by other demographics was not possible due to missing data and small sample sizes.

Provider characteristics

Two-thirds (66%) of all Wave 3 Skills Bootcamps starts were delivered by providers who were contract-funded (national procurement) with the remainder being grant-funded (34%). Approximately two-thirds of completions (67%) were from contract-funded providers. There was a higher completion rate (70%) from grant-funded providers than contract-funded providers (63%). This reflects the Wave 2 findings, although there was a slightly higher completion rate of contract-funded providers at Wave 3 compared with Wave 2 (61%) (see Table 19 for more details about provider funding type). A more granular classification of funding types comprising four categories is shown in Table 2.

Table 2: Number of starts and completion rate by funding type

Funding type	Starts (n)	Completion rate
Wave 3 contracts	16,477	63%
Wave 3 grants	13,982	70%
Wave 2 extensions	6,406	63%
Wave 3 HGV	5,478	64%
Total	42,343	27,729

Source: Wave 3 MI.

Participant characteristics

Age and gender

The mean age of Skills Bootcamp completions was 35.5 years which is the same as that of Skills Bootcamp starts. Participants who completed a Skills Bootcamp in HGV driving were the oldest (40.3 years), with the youngest participants completing a Skills Bootcamp in Digital (33.9 years) (see Table 22 and Table 23 for a more detailed breakdown of age). Completion rates were comparable between older and younger participants (between 65% and 67%) except for the oldest participants aged 68 plus who had the lowest completion rates (56%).¹⁴ This differs from the Wave 2 findings, where younger individuals aged 19–24 and 25–34 had higher completion rates than those in older age categories (45–54 and 55–57).

The completion rate for men (66%) and women (63%) was similar across all Skills Bootcamps (Table 3) but there were large differences in Skills Bootcamps in Engineering, Rail, Other and Green Skills suggesting that barriers prevail in these sectors for women in typically male-dominated sectors. This reflects the pattern found in Wave 2

¹⁴ Caution should be taken interpreting this finding as the base for participants aged 68+ is <100.

(Engineering = 70% men vs. 46% women; Rail = 69% men vs. 52% women; Other = 65% men vs. 55% women; Green Skills = 78% men vs. 69% women. Completion rates for males and females were similar for Skills Bootcamps in Construction (79% women vs. 81% men) and the same for Digital (63%). Given that construction is typically a male-dominated sector, understanding the elements of these Skills Bootcamps that supported females to complete the training could inform the design and delivery for other sectors. Males had higher completion rates than women in all other Skills Bootcamp sectors (see Table 24 for more details about gender).

Table 3: Number of starts and completion rate by gender

Gender	Starts (n)	Completion rate
Male	28,873	66%
Female	12,770	63%
Other	67*	64%*
Total	41,710	27,277

Source: Wave 3 MI, excluding no gender given. 'Prefer not to say' category excluded, and bases adjusted.

* Denotes where base is <100.

Disability

Around one in ten participants who completed their Skills Bootcamp training had a disability (11%). Overall, there were no differences in the completion rate of individuals with (63%) and without (64%) a disability in contrast to Wave 2, where individuals with a disability (63%) had a lower completion rate than those without a disability (68%). The completion rate for those with and without a disability was comparable for Skills Bootcamps in Digital, Construction, Engineering, 10% Flex categories and Other. Higher completion rates for Skills Bootcamps in Rail were achieved by those with a disability (75%) than those without a disability (67%), whereas those without a disability had higher completion rates in Skills Bootcamps in HGV driving (no disability: 61%; disability: 54%) and Green Skills (no disability: 77%; disability: 70%) (see Table 25 for more details about disability).

Ethnicity

White British individuals (71%) had the highest Skills Bootcamp completion rate with lower completion rates for all other ethnicities, particularly Black, Black British, Caribbean or African (55%), other ethnic groups (59%), and Asian or Asian British (59%) groups (Table 4). At Wave 2, the highest completion rates were for Asian or Asian British (65%), other White (64%) and White British (63%) participants. This shows that while White British participants continue to be successful at completing their Skills Bootcamp, proportionately fewer Asian or Asian British participants completed in Wave 3 compared

to Wave 2. Black, Black British, Caribbean or African participants had the lowest completion rate in both Wave 2 and Wave 3.

Table 4: Number of starts and completion rate by ethnicity

Ethnicity	Starts (n)	Completion rate
Asian or Asian British	5,306	59%
Black, Black British, Caribbean or African	7,213	55%
Mixed or multiple ethnic groups	1,851	61%
White British	16,631	71%
Any other White background	4,379	65%
Other ethnic group	1,497	59%
Total	36,877	23,735

Source: Wave 3 MI, excluding no ethnicity given. 'Prefer not to say' category excluded, and bases adjusted.

White British participants consistently achieved high completion rates across the different Skills Bootcamp types reflecting the Wave 2 findings. Black, Black British, Caribbean or African participants had lower completion rates across all Skills Bootcamps except Construction and Green (see Table 26 for more details about ethnicity).

Region and disadvantage

Skills Bootcamp participants in the North East (73%), North West (67%) and East Midlands (71%) had the highest completion rates in Wave 3 in contrast to London (59%) and the East of England (62%) with the lowest completion rates (Table 5). The completion rate at Wave 3 increased for all regions compared to Wave 2, except for London which reduced from 63% to 59% (see Table 27 for more details about regional differences). London had the lowest proportion of completions in Skills Bootcamps in Green (41%), Engineering (41%), Rail (48%) and HGV (49%) compared to other regions, while they achieved comparable completion rates for Skills Bootcamps in Digital and Construction.

Table 5: Number of starts and completion rate by region

Region	Starts (n)	Completion rate
East Midlands	3,082	71%
East of England	2,803	62%
London	11,278	59%
North East	3,369	73%
North West	7,617	71%
South East	3,160	64%
South West	3,068	64%
West Midlands	4,976	65%
Yorkshire & the Humber	2,321	67%
Total	41,674	27,270

Source: Wave 3 MI, excluding no postcode / incorrect postcode given.

Indices of Multiple Deprivation (IMD) show that participants in decile 2, the second most disadvantaged group, had the lowest completion rate (62%), whereas those in more advantaged deciles 7 and 8 had the highest completion rate (69%) (Table 6). These differences were less visible when IMD deciles were banded into lower (IMD 1–5) (64%) and higher (IMD 6–10) (68%). Wave 3 completions for individuals living in higher IMD deciles were higher than at Wave 2 but comparable at both waves for lower IMD deciles.

Analysis by Skills Bootcamps type shows no differences in the completion rates and banded IMD for Skills Bootcamps in Digital, Construction, HGV and Engineering. Individuals from the least disadvantaged areas (IMD 6–10) had higher completion rates than more disadvantaged areas (IMD 1-5) on Skills Bootcamps in Green (80% vs. 74%), Rail (80% vs. 72%), 10% Flex (81% vs. 75%) and Skills Bootcamps categorised as Other (67% vs. 59%) (see Table 28 for more details about IMD and Skills Bootcamp type).

Table 6: Number of starts and completion rate by IMD

IMD decile	Starts (n)	Completion rate
1 – Most disadvantaged	6,504	65%
2	6,123	62%
3	5,705	64%
4	4,739	66%
5	4,035	65%
6	3,610	66%
7	2,930	69%
8	2,748	69%
9	2,495	68%
10 – Least disadvantaged	1,909	68%
IMD deciles 1-5	27,106	64%
IMD deciles 6-10	13,692	68%
Total	40,798	26,671

Source: Wave 3 MI, excluding no postcode / incorrect postcode given.

Household characteristics

Just over one in five (22%) of Skills Bootcamp completions claimed Universal Credit (UC) and those in receipt of UC (60%) had lower completion rates than those who were not (67%). However, this difference is not as substantial as the Wave 2 findings where individuals who were not in receipt of UC had a much higher completion rate (86%) than claimants (55%).

Further analysis by UC status and Skills Bootcamps type revealed little difference in the Digital completion rate (not UC = 64%; UC = 60%). In contrast, completion rates were higher for those not in receipt of UC across all other Skills Bootcamp types including HGV Driving, Construction, Green, Engineering, Rail and 10% Flex (see Table 29 for more details about UC).

Employment profile

Completion rates were highest for those who were previously self-employed (73%) before starting their Skills Bootcamp, followed by individuals who were employed (67%) and those not in employment (62%). The lowest completion rates were for previously unemployed participants on Skills Bootcamps in Engineering (47%) and HGV Driving (49%) with the highest completion rate for self-employed participants in Green Skills (88%) (see Table 30 for more details about employment status).

Further analysis shows that overall there were little differences between those previously employed in part-time roles (64%) before starting their Skills Bootcamp and those who were employed full-time (68%).¹⁵ There were some differences by Skills Bootcamp type with individuals who were previously employed in part-time roles before their training having lower completion rates in HGV Driving (part-time = 48% vs. full-time = 60%), Green (part-time = 67% vs. full-time = 81%), Rail (part-time = 56% vs. full-time = 78%), and 10% Flex (part-time = 70% vs. full-time = 82%) (see Table 31 for more details about part-time and full-time employment status).

Wave 3 enabled employers to co-fund existing employees to undertake a Skills Bootcamp at different rates dependent on the size of their organisation (30% contribution for larger employers compared to 10% for SMEs). Co-funded participants had a higher completion rate (81%) than those who were not co-funded (63%)¹⁶. This pattern was consistent across Skills Bootcamp types and comparable with the Wave 2 findings (see Table 32 for more details about co-funded status).

Level of education prior to Skills Bootcamps

Completion rates were similar across all Skills Bootcamp types, irrespective of education level (level 3 and below = 64%; level 4 and above = 67%) (Table 7). Conversely, at Wave 2, those with level 4 and above qualifications achieved higher completion rates.

Wave 3 completion rates by Skills Bootcamp type differed with participants with a lower education level having higher completion rates for Skills Bootcamps in HGV (level 3 and below = 61%; level 4 and above = 56%), Construction (level 3 and below = 81%; level 4 and above = 77%), Green (level 3 and below = 78%; level 4 and above = 70%), and 10% Flex (level 3 and below = 80%; level 4 and above = 72%). This pattern was reversed for Skills Bootcamps in Digital (level 3 and below = 60%; level 4 and above = 67%), Engineering (level 3 and below = 62%; level 4 and above = 78%), and Rail (level 3 and below = 72%; level 4 and above = 86%) (see Table 33 and Table 34 for more details about education level).

¹⁵ Wave 3 MI data on employment status was less granular than the Wave 2 data, thus it was only possible to consider whether an individual's previous employment was based on a full or part time contract.

¹⁶ Both co-funded and independent learners must be offered an interview for their training to count as a valid completion. For co-funded learners, this may be for an internal promotion or new role with their current employer. Independent learners do not have an existing employer and must be offered an interview for a new job. If an independent learner is self-employed, evidence must be provided of how the training will be applied to gain new opportunities.

Table 7: Number of starts and completion rate by banded education level

Educational level	Starts (n)	Completion rate
Level 3 and below	27,406	64%
Level 4 and above	10,323	67%
Total	37,729	24,547

Source: Wave 3 MI, excluding unknown.

Barriers to Skills Bootcamp completions

Approximately one in five (19%) Skills Bootcamp participants exited their course before completing it, which is slightly higher than in Wave 2 (16%). The highest dropout rates were for Skills Bootcamps in Digital (21%) and HGV Driving (18%), with 10% Flex (9%) and Green (10%) having the lowest dropout rates. Skills Bootcamps in HGV Driving had a much higher dropout rate (26%) in Wave 2 which reduced in Wave 3 (18%).

Reasons for Skills Bootcamps non-completion

Reflecting the Wave 2 survey findings, the most common reason for Wave 3 survey respondents exiting their course before completion was because the quality of delivery did not meet their expectations (31%), a sentiment conveyed through some respondent open-ended survey responses:

The tutor was not very good. They didn't stick to the content and often referred to irrelevant topics. This resulted in me quitting from frustration as it felt like a waste of time when I wanted to learn. *Respondent – Skills Bootcamp in Digital Skills*

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 3 participant completion survey (n=48 – this refers to the number of respondents who dropped out of their training and answered this question). Due to the low base, the number of responses is presented rather than the proportions. The total base is <100 and the findings should be treated with caution.

Most respondents who dropped out of their training because the Skills Bootcamp took longer to complete than they were expecting were on Skills Bootcamps in HGV Driving. A few respondents (n=3) on Skills Bootcamps in HGV Driving had to drop out of their training because their provider had gone into administration and they perceived there to be no alternative training options available. These insights show that delays and barriers for some respondents on HGV courses continued at Wave 3, negatively impacting participant engagement and completion rates.

Chapter 3: Skills Bootcamp Outcomes

A positive Skills Bootcamps outcome required participants 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/or contracts. This chapter explores the characteristics of participants who achieved a positive outcome and the self-reported impact of Skills Bootcamps on participants acquiring new skills and confidence.

Overall number of outcomes

In total, 15,570 participants achieved a positive Skills Bootcamp outcome, representing 56% of the total number of completions and 37% of the total number of starts (Table 8). This compares to 6,480 Skills Bootcamp outcomes at Wave 2, representing 58% of the total number of completions and 36% of the total number of starts. The highest outcome rates were in Construction (62%), Rail (61%) and Green Skills (60%), whereas the lowest outcome rates were courses in Digital (27%) and Other (34%). The outcome rate for Skills Bootcamps in Digital Skills was lower at Wave 3 than Wave (Wave 2 = 34%) but higher for HGV Driving (Wave 3 = 47% vs Wave 2 = 38%).¹⁷

Regarding the 10% Flex categories, the highest outcome rates were achieved by participants on Skills Bootcamps in Hospitality (94%), followed by Health & Care (57%), Leadership & Management (50%), Creative Industries (43%), and Business & Professional (23%) (see Table 19 for more details about 10% Flex courses).

Comparing the completion and outcome rate as a proportion of starts suggests that participants who completed a Skills Bootcamp in Rail, HGV Driving, Green Skills, Engineering and Construction were the most successful in achieving a positive outcome (there were small differences between the percentage of completions vs. outcomes) compared to those who completed Skills Bootcamps in Digital, Other and 10% Flex (there was a large difference between the percentage of completions and outcomes).

¹⁷ It was only possible to compare Digital Skills and HGV Driving due to fewer Skills Bootcamp types at Wave 2.

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	25,530	63%	27%	43%
HGV	6,334	61%	47%	76%
Construction	3,247	81%	62%	76%
Green	2,167	76%	60%	79%
Engineering	1,602	67%	51%	77%
Other	1,434	62%	34%	55%
10% Flex	1,097	78%	52%	67%
Rail	932	74%	61%	83%
Total	42,343	27,729	15,574	15,574

Source: Wave 3 MI.

Provider characteristics

Participants on grant-funded Skills Bootcamps achieved a higher outcome rate (43%) compared to those on contract-funded courses (34%). At Wave 2, there were no significant differences between the outcome rate and provider funding type, suggesting that grant-funded delivery (e.g. MCAs) in Wave 3 effectively engaged employers, possibly creating more employment opportunities for participants. This reflects the qualitative insights from the Wave 3 implementation report that emphasised the importance of local knowledge, employer relationships and the role of MCAs to effectively meet regional needs through the delivery of Skills Bootcamps (Table 21 for more details about provider funding type). A more granular breakdown of outcome rates according to funding type in Table 9 demonstrates that providers who delivered Skills Bootcamps in HGV had the highest outcome rate.

Table 9: Completion and outcome rate by course funding type

Funding type	Starts (n)	Completion rate	Outcome rate (% starts)	Outcome rate (% completions)
Wave 3 grants	13,982	70%	43%	61%
Wave 3 contracts	16,477	63%	31%	49%
Wave 2 extensions	6,406	63%	29%	46%
Wave 3 HGV	5,478	64%	49%	77%
Total	42,343	27,729	15,574	15,574

Source: Wave 3 MI.

Participant characteristics

Age and gender

The mean age of individuals who achieved a positive outcome was broadly the same (35.8 years) as those who completed (35.5 years) or started (35.5 years) a Skills Bootcamp. This differs from Wave 2 where the average age of those achieving an outcome was younger than completions. The highest outcome rate was achieved by those in the 55–67 age category (41%) whereas the lowest outcome rate was for those aged 68+ (28%) (Table 10).

The mean age of participants who achieved a positive outcome varied depending on the Skills Bootcamp type. Those on Skills Bootcamps in Digital (33.4 years), Rail (34.3 years) and Other (34.6) were younger than the overall average, whereas those on courses in HGV Driving, Green, and 10% Flex were older (39.7, 38.9, 38.2 respectively) (see Table 22 and Table 23 for more details about age).

Table 10: Completion and outcome rate by age

Age	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
19 to 24	6,264	65%	36%	55%
25 to 34	15,531	66%	36%	55%
35 to 44	11,608	65%	36%	55%
45 to 54	5,855	65%	38%	58%
55 to 67	2,423	67%	41%	60%
68+	88*	56%*	28%*	51%*
Mean age	35.5	35.5	35.8	–
Total	41,769	27,353	15,294	15,294

Source: Wave 3 MI, excluding date of birth missing. * Denotes where base is <100.

Whilst the completion rate for men and women was similar, women had a lower overall outcome rate (30%) than men (39%) (Table 11). Men and women achieved the same outcome rate for Skills Bootcamps in Digital (27%), but men achieved much higher outcome rates than women for Skills Bootcamps in Engineering (men = 72%; women = 50%), Rail (men = 55%; women = 36%), and Green (men = 69%; women 60%) (see Table 24 for more details about gender and Skills Bootcamp type).

Table 11: Completion and outcome rate by gender

Gender	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Male	28,873	66%	39%	59%
Female	12,770	63%	30%	48%
Other	67*	64%*	28%*	44%*
Total	41,710	27,277	15,230	15,230

Source: Wave 3 MI, excluding unknown. 'Prefer not to say' category excluded, and bases adjusted.

Disability

One in ten (10%) individuals who achieved a positive outcome after their Skills Bootcamp had a disability, comparable to Wave 2. Those without a disability (37%) achieved a slightly higher outcome rate than those with a disability (32%) reflecting the Wave 2 findings. For Skills Bootcamps in 10% Flex (disability = 53%; no disability = 71%), Construction (disability = 65%; no disability = 80%), Rail (disability = 65%; no disability = 78%) and Green (disability = 69%; no disability = 80%), those without a disability secured higher outcome rates than those with a disability. Similar outcome rates were achieved for all other Skills Bootcamp types, irrespective of whether participants had a disability or not. These findings suggest that for certain Skills Bootcamps, participants with a disability faced barriers to securing a positive outcome from the training (see Table 25 for more details about disability).

Ethnicity

White British participants made up 39% of all Skills Bootcamps starts with around three in five outcomes achieved by White British participants (61%) who had the highest outcome rate (49%) (Table 12). There were large differences in the outcome rates by ethnicity, Black, Black British, Caribbean or African participants had the lowest outcome rate (20%), lower than their outcome rate at Wave 2 (25%). Black, Black British, Caribbean or African participants consistently had lower rates than their White British peers across different Skills Bootcamp types (see Table 26 for more details about ethnicity).

Table 12: Completion and outcome rate by ethnicity

Ethnicity	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Asian or Asian British	5,306	59%	25%	42%
Black, Black British, Caribbean or African	7,213	55%	20%	36%
Mixed or multiple ethnic groups	1,851	61%	28%	45%
White British	16,631	71%	49%	70%
Any other White background	4,379	65%	35%	54%
Other ethnic group	1,497	59%	27%	46%
Total	36,877	23,735	13,388	13,388

Source: Wave 3 MI, excluding unknown. 'Prefer not to say' category excluded, and bases adjusted.

Region and disadvantage

The North East had the highest outcome rate (51%) whilst London (24%) had the lowest (Table 13). These results reflect Wave 2, although the outcome rate for the North East increased since Wave 2 (41%) and reduced further for London (30%). The outcome rate for London suggests that this area has experienced challenges converting Skills Bootcamp completions into outcomes and more focus is required to ensure employment opportunities are available for those who complete their training, particularly for Skills Bootcamps in Engineering (see Table 27 for more details about regional differences).

Table 13: Completion and outcome rate by region

Region	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
East Midlands	3,082	71%	41%	58%
East of England	2,803	62%	39%	63%
London	11,278	59%	24%	41%
North East	3,369	73%	51%	69%
North West	7,617	71%	41%	58%
South East	3,160	64%	35%	55%
South West	3,068	64%	37%	58%
West Midlands	4,976	65%	43%	67%
Yorkshire & the Humber	2,321	67%	40%	60%
Total	41,674	27,270	15,267	15,267

Source: Wave 3 MI, excluding no postcode / incorrect postcode given.

One in six participants (16%) who achieved a positive outcome from their Skills Bootcamp lived in the most disadvantaged areas (IMD 1). Participants who lived in the least disadvantaged deciles (40%) achieved a slightly higher outcome rate than those in the most disadvantaged deciles (35%) (Table 14). This pattern differs from Wave 2, where comparable outcome rates were found between the most and least disadvantaged deciles.

Differences were found for most Skills Bootcamp types, with individuals who lived in the least disadvantaged deciles (IMD 6-10) achieving higher outcome rates than those who lived in the most disadvantaged deciles (IMD 1-5). Comparable outcome rates by IMD were found for Skills Bootcamps in Engineering (See Table 28 for more details about IMD and disadvantage).

Table 14: Completion and outcome rate by IMD

IMD decile	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
1 – Most disadvantaged	6,504	65%	36%	55%
2	6,123	62%	33%	52%
3	5,705	64%	34%	53%
4	4,739	66%	35%	53%
5	4,035	65%	37%	57%
6	3,610	66%	38%	58%
7	2,930	69%	40%	59%
8	2,748	69%	42%	62%
9	2,495	68%	41%	60%
10 – Least disadvantaged	1,909	68%	40%	58%
IMD deciles 1–5	27,106	64%	35%	54%
IMD deciles 6–10	13,692	68%	40%	59%
Total	39,405	22,813	12,506	12,506

Source: Wave 3 MI, excluding no postcode / incorrect postcode given.

Household characteristics

Around one in five participants (18%) who achieved a positive outcome from their Skills Bootcamp received UC. Across all Skills Bootcamp types, participants in receipt of UC had a lower outcome rate (27%) than non-claimants (39%), a pattern that mirrors Wave 2, although the size of the difference has reduced.¹⁸ Similar outcome rates were found

¹⁸ Wave 2: UC = 28%; not UC = 51%.

between UC status for Skills Bootcamps in Rail. For all other Skills Bootcamp types, those in receipt of UC had lower outcome rates than non-claimants with the largest difference in the outcome rate for Skills Bootcamps in Green (UC = 24%; not UC = 61%) (see Table 29 for more information about UC).

Employment profile prior to Skills Bootcamp

Employment status

Half of all outcomes were achieved by participants who were employed prior to their Skills Bootcamp (50%), nearly two-fifths (38%) by those not in employment, and just over one in ten (13%) by those who were self-employed. Participants who were self-employed before their training (49%) achieved the highest outcome rates compared to those who were employed (41%) or not in employment (28%) (Table 15). This differs from Wave 2 where a comparable proportion of employed (40%) and self-employed (37%) participants achieved an outcome.

The difference in the outcome rate between individuals who were employed and those not in employment before their Skills Bootcamp was far greater compared to the completion rates for these groups; those not in employment had a much lower outcome rate. This suggests that unemployed individuals experienced challenges securing employment in the 6 months after their training and require more support to successfully transition into employment.

Table 15: Completion and outcome rate by employment status

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Employed	20,171	67%	41%	62%
Self-employed	4,793	73%	49%	66%
Not in employment	16,470	62%	28%	44%
Total	41,434	27,128	15,186	15,186

Source: Wave 3 MI, excluding unknown.

Comparable outcome rates were achieved by those who were employed (28%) and those not in employment (24%) for Skills Bootcamp in Digital. In contrast, those in employment achieved far higher outcome rates than those not in employment for Skills Bootcamps in Construction, Engineering, Green, 10% Flex and HGV Driving (see Table 30 for more details about outcomes rates by employment status).

Further analysis by employment profile shows that overall self-employed individuals achieved a similar outcome rate (51%) to those who were in full-time employment before starting their Skills Bootcamp (50%). Individuals who were previously employed on part-time contracts (31%) achieved a similar outcome rate as those who were not in

employment (29%). There were differences in employment profile and outcome rates according to Skills Bootcamp type with the greatest difference for Skills Bootcamps in Construction where 79% of those in full-time employment achieved an outcome compared to less than a third of unemployed individuals (30%). The highest outcome rate for those who were previously unemployed was for Skills Bootcamps in Rail (58%) (see Table 31 for more details about employment status).

One in seven individuals (15%) who gained an outcome from the Skills Bootcamps were co-funded by their employer. The outcome rate for individuals who were co-funded by their employer (78%) was substantially higher than for non-co-funded participants (31%). This reflects the Wave 2 findings and provides further evidence that the co-funding model effectively supported participants and providers to achieve positive outcomes (see Table 32 for more details about co-funded status). The differing definitions of outcomes for co-funded and independent learners should be taken into account when interpreting these findings.¹⁹

Level of education prior to Skills Bootcamp

Around two-thirds (64%) of those who achieved a positive outcome were educated to Level 2 (GCSE or equivalent) or Level 3 (AS/A-level, T Level or equivalent). Participants with Level 1 (47%), Level 2 (46%) and entry-level qualifications (43%) achieved the highest outcome rates, whereas the participants with Level 3 (32%), Level 6 (33%) and Levels 7 and 8 (both 34%) qualifications had the lowest outcome rates. There were comparable outcome rates according to the banded education level between Level 3 and below (36%) and Level 4 and above (34%) reflecting the Wave 2 position (Table 16).

Participants on Skills Bootcamps in Green achieved similar outcomes rates by banded education level (Level 3 and below = 61%; Level 4 and above = 58%), whereas those with lower educational levels had a higher outcome rate for Skills Bootcamps in HGV, Construction, 10% Flex, and Other. In contrast, participants with higher educational levels had a higher outcome rate on Skills Bootcamps in Digital, Engineering and Rail (see Table 33 and Table 34 for more details about education level).

¹⁹ There are important differences in both delivery and outcome definitions for employer co-funded and independent learners limiting direct performance comparisons. Co-funded learners are supported by their employer to be upskilled in their current employment, with the employer partly contributing towards training costs. Independent learners could be employed or unemployed but do not have an employer who is part-funding their course. For co-funded learners, a successful outcome is evidence of a new role or responsibility within their current organisation whereas a positive outcome for independent learners is evidence of a new job or new opportunities if self-employed.

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	27,406	64%	36%	55%
Level 4 and above	10,323	67%	34%	50%
Total	37,729	24,547	13,256	13,256

Source: Wave 3 MI, excluding unknown.

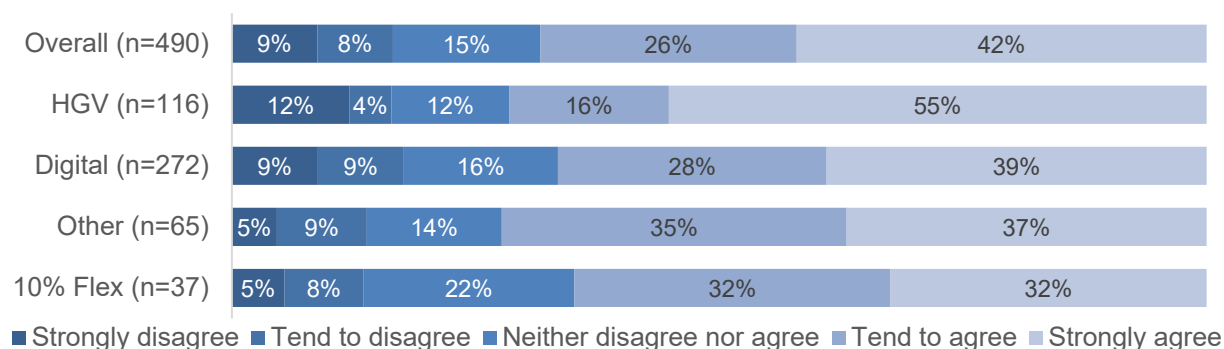
Chapter 4: Respondent Impacts from Skills Bootcamps

Building on Chapter 3, this chapter details findings from the respondent survey about the perceived impacts achieved as a result of Skills Bootcamps. This chapter also compares the respondent survey findings with the comparator survey²⁰ completed by applicants who did not participate in the training to explore differences between those who completed a Skills Bootcamp with those who did not.

Upskilling and gaining new knowledge

Two-thirds of survey respondents (68%) agreed or strongly agreed that their Skills Bootcamp enabled them to gain new skills and knowledge useful for employment. This was a lower proportion compared with those who agreed at Wave 2 (74%). A significantly higher proportion of respondents who completed their training in HGV Driving (55%) strongly agreed that their Skills Bootcamp equipped them with new skills compared with respondents on courses in Digital Skills (39%), those under 10% Flex grant-funded provision (32%), and those classified as Other (37%) (Figure 2).²¹ These results differ from Wave 2, where a similar proportion of respondents on Skills Bootcamps in Digital (50%) strongly agreed compared to those on HGV Driving courses (47%). There were no significant differences by employment status or education level.

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



Source: Wave 3 completion survey.

Three in five respondents (61%) agreed or strongly agreed that the skills and knowledge they had gained on their Skills Bootcamp helped them to get a new job; this was lower than the proportion who agreed at Wave 2 (66%).

²⁰ The comparator survey was conducted with individuals who applied to do a Skills Bootcamp in Wave 3 but who the MI data showed as not being accepted to start a Skills Bootcamp course.

²¹ Other for survey respondents includes participants from Skills Bootcamps in Construction, Green, Technical and Rail; they were grouped for survey analysis due to the small number of respondents for these individual categories.

Three-quarters of respondents agreed that their training had met or exceeded their expectations in enabling them to learn useful skills for a job in the future (77%), or for the job they had before their training (72%); this was comparable to Wave 2 (74% and 69% respectively). There were no differences by Skills Bootcamp type, education level or employment status.

Open-ended survey responses highlighted instances where respondents perceived the skills and knowledge they had gained from the training as beneficial for employment:

I gained a valuable set of skills, and I am now even more employable because of it. *Respondent – Skills Bootcamp in Construction*

The Net Zero and Smart Energy Skills Bootcamp has helped me and my employer a lot in my current work, helping us to understand the targets we need to work to and the different technologies we can use.

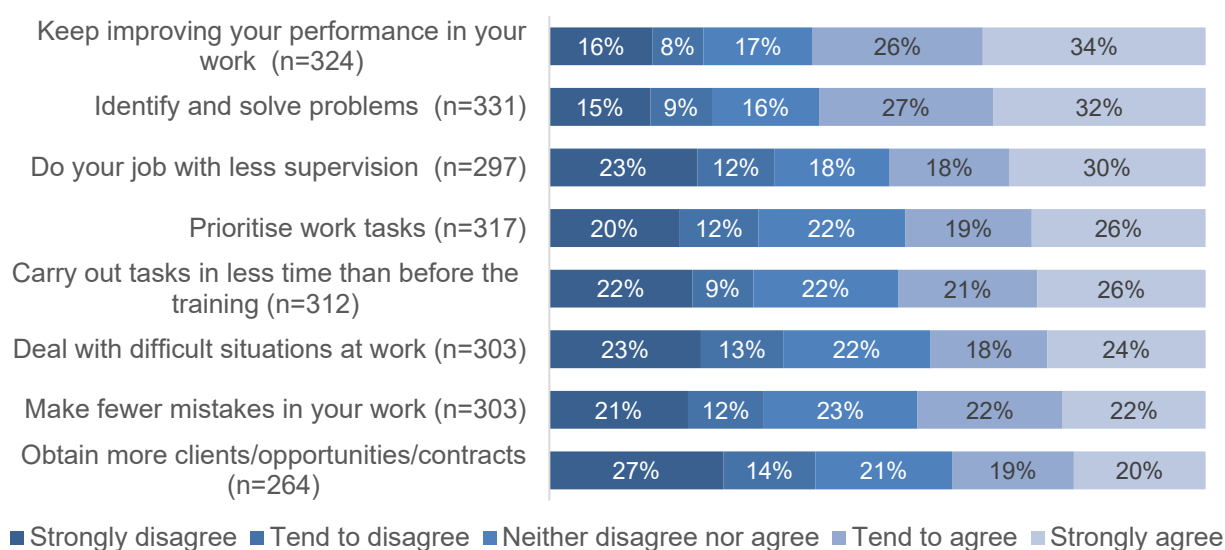
Respondent – Skills Bootcamp in Green Skills

Self-management skills

Skills Bootcamps enabled participants to acquire and develop a range of self-management skills. Three in five respondents agreed or strongly agreed that the training had improved their ability to problem-solve (59%) and that they could keep improving their performance at work (60%) (Figure 3). These results are comparable to those reported in Wave 2. A significantly higher proportion of respondents on Skills Bootcamps in HGV Driving strongly disagreed (26%) that their training had improved their problem-solving skills compared to those on Digital courses (10%); this differs from Wave 2 where there were no significant differences between course type (Digital = 26%, HGV Driving = 22%)

As a result of their training, just under half of respondents (47%) agreed or strongly agreed that their training had enabled them to carry out work tasks in less time, and over two in five 44% respondents agreed or strongly agreed that they now made fewer mistakes in work (Figure 3). These results were slightly lower than those reported at Wave 2 (52% and 49% respectively).

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



Source: Wave 3 completion survey.

Insight from the open-ended survey responses further indicated that the training had improved participants' ability to perform their work tasks and performance:

The Skills Bootcamp made me think about areas that relate to my own work and performance and has given me ways to improve my own work practice. *Respondent – Skills Bootcamp in 10% Flex*

Other responses suggested that the training had improved participants' ability to work independently and reduced their need for supervision:

I learned how to develop both back-end and front-end applications with code and tech stacks, so much so that I can now do these things independently. *Respondent – Skills Bootcamp in Digital Skills*

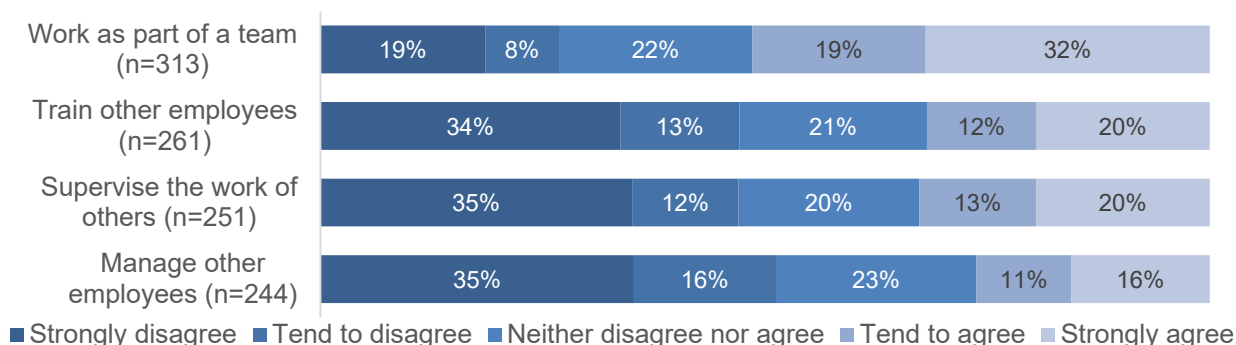
Interpersonal skills

Half of the respondents (51%) agreed or strongly agreed that as a result of their training, they work better as part of a team, a reduction from Wave 2 (59%) (Figure 4). A significantly higher proportion of respondents on Skills Bootcamps in HGV Driving strongly disagreed (33%) that they could now work as part of a team compared with respondents on Digital courses (13%); this may reflect the importance of teamwork for digital jobs compared to the more solitary role of HGV driving:

The projects we had to do, particularly those in groups, really improved my confidence in working with others. *Respondent – Skills Bootcamp in Digital Skills*

Mirroring Wave 2, respondents reported lower levels of agreement that Skills Bootcamps had improved their managerial and supervisory skills. One-third of respondents agreed or strongly agreed that their training had enabled them to supervise (33%) or train others (32%), and one in four agreed they could manage other employees (27%) (Figure 4).

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



Source: Wave 3 completion survey.

A significantly higher proportion of respondents on Skills Bootcamps in HGV Driving strongly disagreed that their training had enabled them to train others (48%) compared with Digital (29%) and Other (21%) respondents. This differs from Wave 2 where there were no significant differences between respondents on Skills Bootcamps in Digital or HGV Driving. A higher proportion of those with lower educational levels (Level 3 and below) strongly disagreed that they could supervise (46%), manage (49%) and train others (45%) compared to those who had higher educational qualifications (15%, 27%, and 26% respectively). There were no significant differences between these measures by educational level at Wave 2.

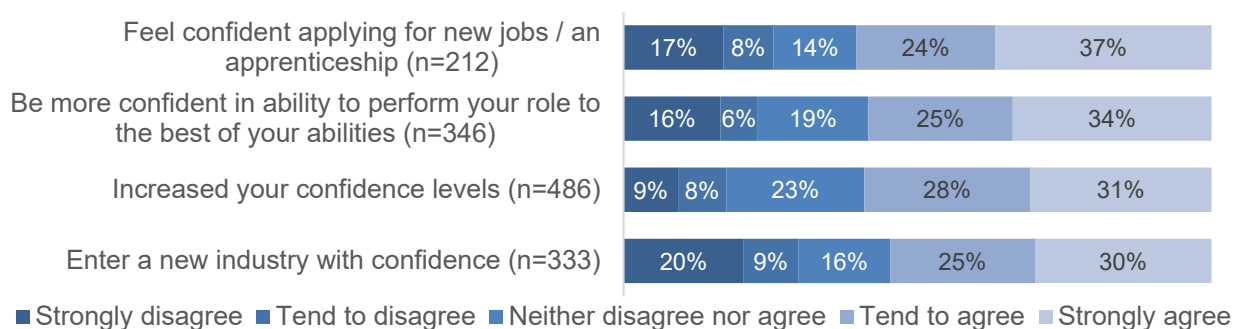
Increased confidence

Nearly three in five respondents (59%) agreed or strongly agreed that their confidence increased after completing their Skills Bootcamp, while less than one in six disagreed or strongly disagreed (17%) (Figure 5). At Wave 2, a higher proportion agreed with this statement (66%), however, a higher proportion also strongly disagreed (20%). Significantly higher proportions of respondents on Skills Bootcamps in HGV Driving strongly disagreed that their training had increased their confidence levels (16%) compared to those on Digital (7%), 10% Flex (8%) and Other (8%). This is similar to Wave 2, where a higher proportion of respondents on Skills Bootcamps in HGV Driving strongly disagreed than those on Digital Skills courses.

Three in five respondents (58%)²² agreed or strongly agreed that their training had enabled them to be more confident to perform their role to the best of their abilities (Figure 5) but this was lower than the proportion who agreed at Wave 2 (68%). Significantly more respondents with a lower education level strongly disagreed (22%) that they could perform their role to the best of their abilities than those with a higher educational level (12%), a pattern reflected in Wave 2.

Over half of all respondents (55%) agreed or strongly agreed that their training had enabled them to enter a new industry with confidence, which was lower than at Wave 2 (69%). Additionally, three in five (60%)²³ agreed or strongly agreed that their training had helped them feel confident applying for new jobs or an apprenticeship. Significantly higher proportions of respondents from Skills Bootcamps in HGV Driving strongly disagreed that their training helped them feel confident applying for new jobs (28%) compared to those on courses in Digital Skills (12%) and 10% Flex (5%).

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



Source: Wave 3 completion survey.

Open-ended survey responses further highlighted the impact of Skills Bootcamps on improving participants' confidence levels relating to their employment and personal development:

The Skills Bootcamp has given me my self-confidence back, showing me that with a bit of help we can reach our goals. I will always be thankful to Skills Bootcamp for what they have done for me. *Respondent – Skills Bootcamp in HGV Driving*

The Skills Bootcamp has given me confidence and direction for what job and in what industry I would like to progress into. *Respondent – Skills Bootcamp in Green Skills*

²² This percentage differs to the categories presented in the table due to rounding.

Employment outcomes

Further training

Nearly half (46%) of respondents agreed or strongly agreed that their Skills Bootcamp would enable them to start a different training course including apprenticeships and traineeships. A significantly lower proportion of self-employed respondents strongly disagreed with this statement (6%) compared to those who were employed (26%) or not in employment (27%) before their Skills Bootcamp.

Around three in five respondents (57%) identified that their training had met or exceeded their expectations that they could progress onto higher level training. There were no differences by Skills Bootcamp type, educational level or employment status. The respondents' open-ended survey responses further identified that the Skills Bootcamp had opened doors to further training:

The Skills Bootcamp gave me the foundational knowledge I needed to go on to complete another software engineering course, which is sponsored by a company that has now hired me in a full-time permanent position.

Respondent – Skills Bootcamp in Digital Skills

Through my Skills Bootcamp I gained an IPC certification [Institute of Printed Circuits] which was a good addition to my degree and aided me in studying for a PhD in a similar field. *Respondent – Skills Bootcamp in Technical Skills*

Employment status

MI analysis indicated that the outcome rate was highest for those who were self-employed before their Skills Bootcamp (49%) compared to those who were previously employed (41%) or not in employment (28%). The respondents' open-ended survey responses emphasised the impact of Skills Bootcamps in being life-changing and supporting them to secure a new or improved job. Some respondents moved from unemployment to entering a new career, enabling them to better provide for themselves and their families:

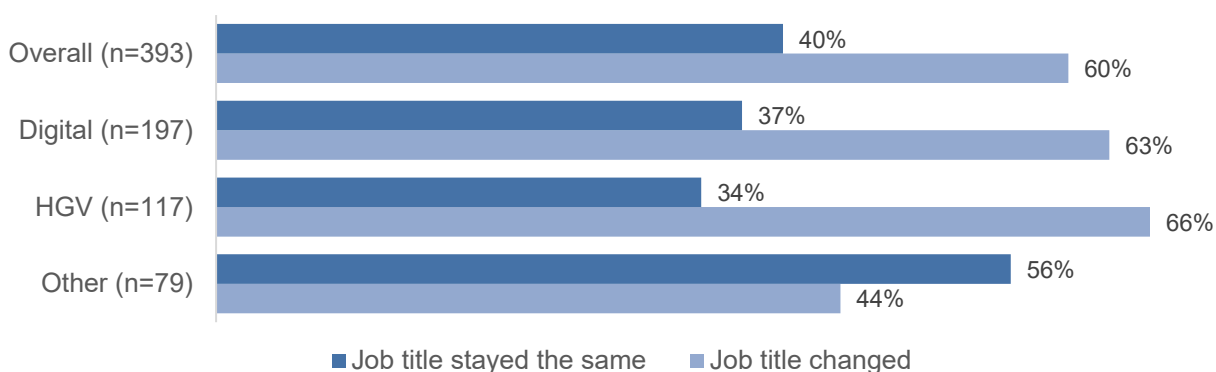
The Skills Bootcamp was the only thing that actually gave me a foot in the door to an industry I have loved all my life and always wanted to be a part of. Because of this Bootcamp, I have flourished in my new job and have been able to gain lots of different experiences while meeting lots of amazing people along the way. Without this training, I would probably still be very unhappy and working in roles that aren't suited to me. I'm the happiest I've ever been, and I wake up every day excited to go to work, and that is how it should be for everyone. *Respondent – Skills Bootcamp in 10% Flex*

New role

Three in five (60%) respondents reported that their job title had changed since completing their Skills Bootcamp (Figure 6) compared to only a third (33%) of respondents in the comparator survey. This suggests that Skills Bootcamps effectively supported individuals to access new jobs.

Further analysis shows that a significantly lower proportion of respondents on Skills Bootcamps in Other identified that their job title had changed (44%) compared to those on courses in Digital Skills (63%) or HGV Driving (66%) (Figure 6). Nearly three-quarters of respondents (70%) who reported gaining a new job or apprenticeship stated that this role was with a different or new organisation. One in five (20%) identified their new role as being in the same organisation and 10% had become self-employed since their Skills Bootcamp.

Figure 6: Survey respondents' change in job title since participating in their Skills Bootcamp



Source: Wave 3 completion survey. Skills Bootcamps in 10% Flex combined with Other due to 10% Flex base being < 30.

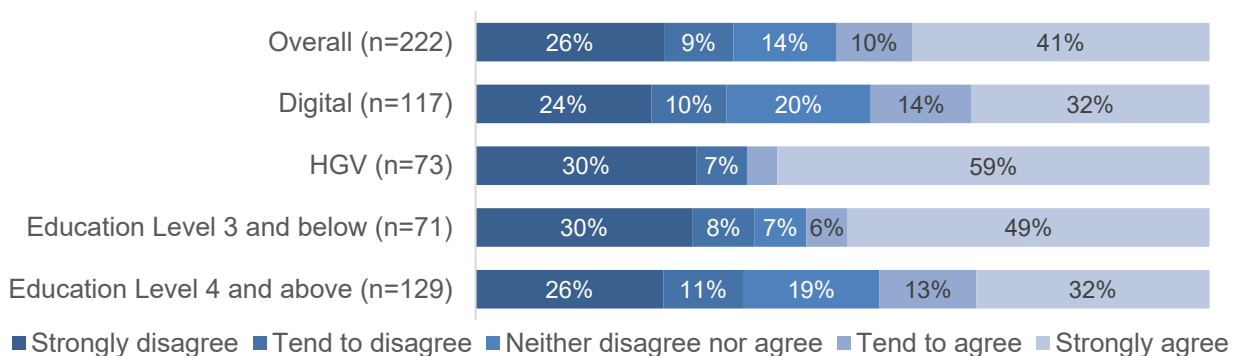
Nearly three in five (58%) respondents identified that their training had met their expectations in enabling them to progress or gain a promotion in the job they held before their training. There were no differences by Skills Bootcamp type, educational level or

employment status. Respondents' open-ended survey responses described the attribution of the training to securing a work promotion:

I would not have got my promotion without completing my Skills Bootcamp. *Respondent – Skills Bootcamp in Digital Skills*

Half (51%) of respondents who had started a new role agreed or strongly agreed that they could only start their new role or apprenticeship because of their Skills Bootcamp (Figure 7). This was lower than Wave 2, where three in five agreed or strongly agreed with this statement (60%). A significantly higher proportion of respondents from Skills Bootcamps in HGV Driving (59%) strongly agreed that their new role was due to their training compared to those on courses in Digital Skills (32%). Additionally, a significantly higher proportion of respondents with a lower education level (level 3 and below) strongly agreed (49%) that their new role was because of their training compared to those with higher educational levels (32%). One-third (35%) of survey respondents disagreed or strongly disagreed that their new role was attributed to their Skills Bootcamp, as in Wave 2 (35%).

Figure 7: Survey respondents' perceptions of the attribution of Skills Bootcamps training to starting a new role



Source: Wave 3 Completion Survey. Skills Bootcamps in 10% Flex and Other not included in this figure as base < 30.

Respondents' open-ended responses further described the positive outcome of Skills Bootcamps in securing a new role and the consequent impact on their lives:

For someone who was completely self-taught, I don't think it would have been possible for me to get into the industry I wanted without this Skills Bootcamp. So, I would say I am super satisfied as this is my life's passion. *Respondent – Skills Bootcamp in 10% Flex*

Working hours

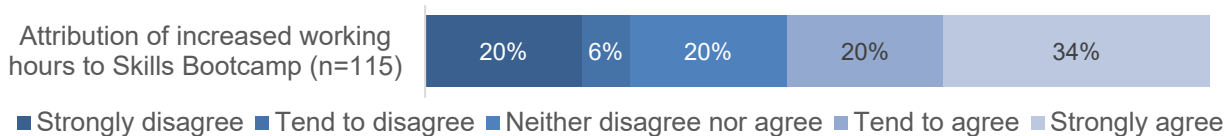
Survey respondents' average working hours increased between the start of their Skills Bootcamp (mean hours 30.2) and completion (36.5)²³ with over one-third of survey respondents (36%) reporting that their working hours had increased (Table 17). This was higher than the proportion of applicants (23%) in the comparator survey who reported that their working hours had increased since they applied to their Skills Bootcamp.

One-third of respondents (30%) reported that the flexibility associated with their working hours increased. There were no differences by Skills Bootcamp type, however, a higher proportion of respondents with an educational Level 4 and above reported an increase (38% compared to 19% of those with Level 3 and below).

Respondents who completed their Skills Bootcamp in HGV Driving worked significantly more hours before (mean = 40.0) and after their training (mean = 42.5) than those on all other types of Skills Bootcamps. Additionally, those with lower educational levels worked longer hours before (37.7) and after (39.2) compared to those with higher levels of education (before = 34.5, after = 34.9).

Of those whose working hours had increased (36%, n=127), nearly three in five (58%, n=74) were satisfied or very satisfied with this increase. Additionally, over half (54%) of respondents strongly agreed or agreed that their working hours had increased because of their training (Figure 8).

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



Source: Wave 3 completion survey.

Respondents perceived that their work-life balance had improved as a result of their Skills Bootcamp. Around two in five respondents (38%) agreed that they had a good work-life balance before their training, which increased to 43% after completing the training. For some respondents, the change in flexibility of working hours as a result of their Skills Bootcamps contributed to an improved work-life balance:

²³ Means calculated for survey respondents with working hours data for both before and after their Skills Bootcamp training.

The career change has been a big commitment for me and my family as I have dropped from a salary of £72,000 as an optometrist to a salary of £34,000. But the Skills Bootcamp helped me obtain skills and reinforced that I had made the right decision in terms of a career change. I work from home with occasional visits to the head office, so it has allowed me to be around my wife and kids more and has made my work-life balance a lot better. *Respondent – Skills Bootcamp in Digital Skills*

Securing higher income

The Wave 3 implementation report identified that two-thirds (67%) of respondents agreed or strongly agreed that completing a Skills Bootcamp would enable them to earn more money, which was higher for respondents on Skills Bootcamps in HGV Driving (79%) and those who were self-employed (72%). Just over half of the completion survey respondents (51%) reported that their income had increased because of their training compared with one-third (33%) of applicants who completed the comparator survey (and who did not complete a Skills Bootcamp). A further 11% of the completion survey respondents reported that their income had decreased and 38% had experienced no change in their income (Table 17). This pattern of findings was reflected at Wave 2.

A higher proportion of respondents on Skills Bootcamps in Other reported that their income had stayed the same (57%) compared to those on courses in Digital Skills (35%) and HGV Driving (34%). There were no differences by Skills Bootcamp type in Wave 2.

Table 17: Changes to working hours, income, flexibility and benefits as a result of Skills Bootcamps

Changes since Skills Bootcamp	Working Hours	Income	Flexibility of working hours	Benefits linked to job
Decreased	11%	11%	15%	12%
Stayed the same	53%	38%	55%	58%
Increased	36%	51%	30%	30%
Total	360	360	349	332

Source: Wave 3 completion survey

For respondents whose income had increased (n=183), three-quarters (74%, n=135) were satisfied or very satisfied with the increase. Respondent open-ended responses described examples of the positive impact of Skills Bootcamps on their income:

I have gained digital marketing skills which have increased my sales profit by 300%. *Respondent – Skills Bootcamp in Digital Skills*

After my Skills Bootcamp, I got a better job, and my income and salary have nearly doubled. *Respondent – Skills Bootcamp in HGV Driving*

Half of the respondents (50%) perceived that their training met or exceeded their expectations in allowing them to earn more money after the training but half (50%) perceived that their Skills Bootcamps had not met their expectations in this area.

Benefits around role

One-third (30%, n=99) of respondents who were employed or who had previously been employed prior to their Skills Bootcamp, reported that the benefits associated with their job had increased because of completing their training. This was a lower proportion than at Wave 2 (39%). For respondents whose benefits had improved, the majority (86%) were satisfied or very satisfied with the improvement.

Fewer applicants from the comparator survey reported improved benefits associated with their job (21%) than those who participated in Skills Bootcamps (30%), suggesting that Skills Bootcamps were more effective than other training provisions or no training concerning improved job benefits.

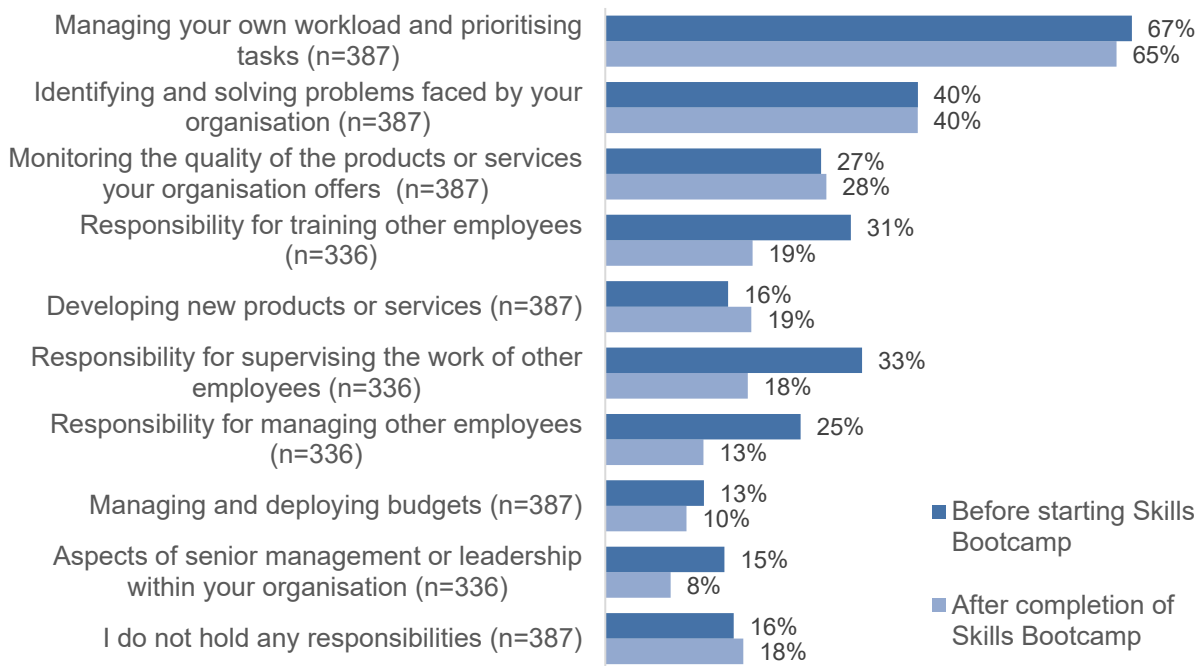
Responsibilities held in employment

Before their Skills Bootcamp, respondents tended to hold general responsibilities including managing their workload (67%) and problem-solving (40%). Respondents continued to most frequently hold general responsibilities (managing workload = 65%, problem-solving = 40%) after completing their training (Figure 9).

After completing their Skills Bootcamp, there was a decrease in the proportion who supervised (33% to 18%), trained (31% to 19%) and managed others (25% to 13%) with a lower proportion of respondents also reporting aspects of senior management after their training (15% to 8%) (Figure 9). These findings reflect Wave 2 and suggest that when respondents enter a new job after their Skills Bootcamp, often in a new sector, it is at a more junior level compared with their previous employment.

Comparator survey findings followed a similar trend to the participant completion survey. The most common responsibilities held by applicants were managing workload and solving problems. Applicants reported minimal changes in the responsibilities that they held before they applied to their Skills Bootcamp and at the point of the survey. This aligns with the lower proportion of applicants who changed jobs/roles since they had applied to do a Skills Bootcamp.

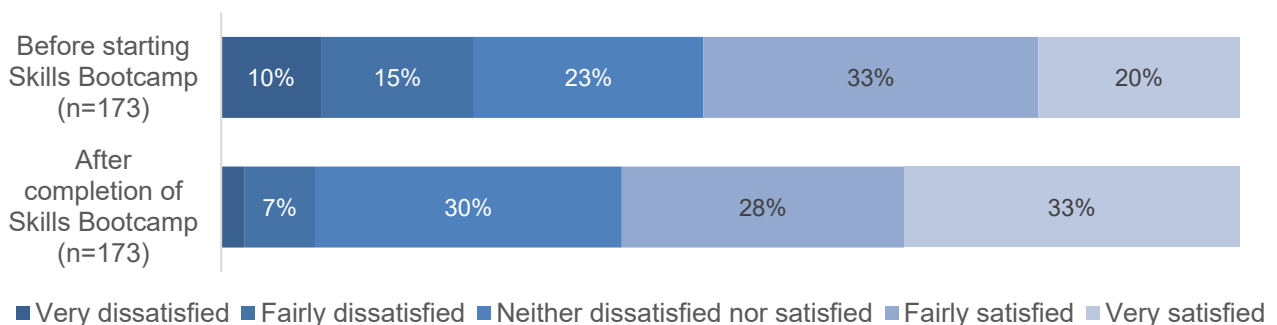
Figure 9: Survey respondents' self-reported work responsibilities held before and after their Skills Bootcamp



Source: Wave 3 completion survey.

Respondents' satisfaction with their work responsibilities increased between starting (53%) and completing their Skills Bootcamp (61%) (Figure 10). Further analysis shows that nearly half (46%) of respondents reported an increase in satisfaction, one-quarter (28%) had the same level of satisfaction, and one-quarter had reduced levels of satisfaction (26%).

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



Source: Wave 3 completion survey.

Chapter 5: Factors influencing Participant Satisfaction with Skills Bootcamps

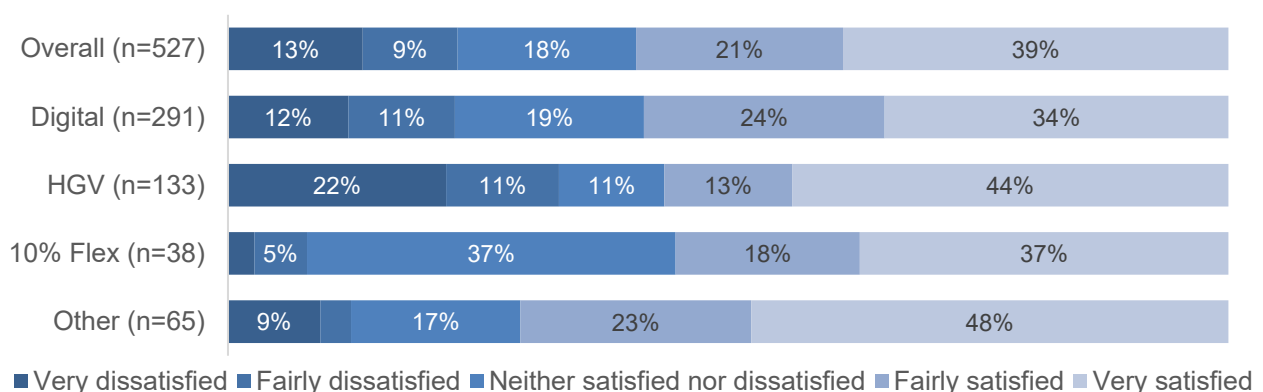
This chapter explores respondents' satisfaction with the training and perceptions about the quality of Skills Bootcamps delivery drawn from the Wave 3 completion survey. This includes respondents' perceptions of the guaranteed interview and employability support.

Participant satisfaction

Overall satisfaction

Overall, three in five respondents (59%)²⁴ were satisfied or very satisfied with their Skills Bootcamp training, lower than in Wave 2 (66%). A higher proportion of respondents on Skills Bootcamps in HGV Driving were very dissatisfied (22%) with their training compared with Digital courses (12%) (Figure 11). These perceptions likely reflected the ongoing delays and challenges HGV providers faced during Wave 3.

Figure 11: Survey respondents' satisfaction with their training by all respondents and Skills Bootcamp type



Source: Wave 3 completion survey.

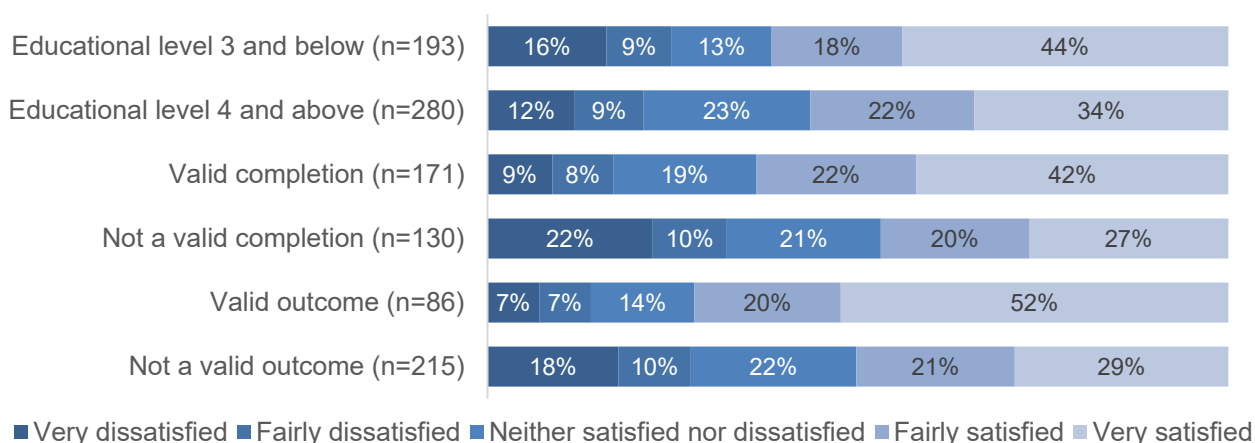
A higher proportion of respondents with lower educational level qualifications were very satisfied with their training (44%) compared to those with higher educational qualifications (34%) (Figure 12). Some individuals on Skills Bootcamps in Digital Skills with higher educational qualifications perceived the training to be pitched at the wrong level and content was not covered in sufficient depth:

²⁴ This percentage differs to the categories presented in the table due to rounding.

All topics were covered at a very surface/beginner level, which has not stood me in good stead in the job role I have gone on to do. The training needed to be much more in-depth to be useful and effective. *Respondent – Skills Bootcamp in Digital Skills*

A higher proportion of individuals who completed and/or achieved a positive outcome were very satisfied with their training (42% and 52%) compared with those who did not complete and/or achieve a positive outcome (27% and 29%) (Figure 12).

Figure 12: Survey respondents' satisfaction with their Skills Bootcamp by educational level and completion and outcome status



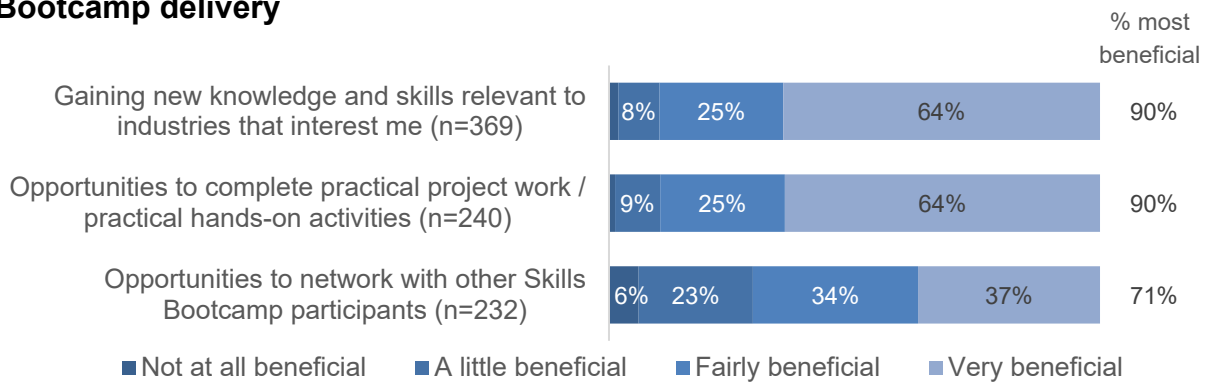
Source: Wave 3 completion survey.

Satisfaction with aspects of delivery

Survey respondents perceived all elements of their Skills Bootcamp as beneficial in their future work. Gaining new knowledge and skills (90%) and having opportunities to complete practical project work or hands-on activities (90%) were perceived as the most beneficial²⁵ elements of their training for future work (Figure 13). There were no differences by Skills Bootcamp type.

²⁵ Beneficial as a combination of 'fairly beneficial' and 'very beneficial' survey responses.

Figure 13: Survey respondents' satisfaction with different aspects of their Skills Bootcamp delivery



Source: Wave 3 completion survey.

Respondent open-ended responses highlighted several areas of the Skills Bootcamp delivery that contributed to their perceived levels of satisfaction with the training. As in Wave 2, individuals valued learning through practical project work that mirrored industry because they perceived that this teaching method helped them to embed and better understand the theoretical aspects of the course:

The coaches were knowledgeable, friendly and approachable, and they insisted on the highest industry standards. Focus was placed on working as a team through practical activities which stimulated working in a software development team with other engineers. *Respondent – Skills Bootcamp in Digital Skills*

Facilitation

Respondents' open-ended responses indicated that they valued having good relationships with their tutors. Respondents appreciated being able to share their experiences with their tutors, enabling their tutors to understand what they wanted to achieve from their training. They perceived that the course's small group sizes offered opportunities to effectively interact with other participants and facilitators:

I liked the small number of candidates in my group (6) which meant everyone could get any questions answered and left time for discussion. The lecturers were knowledgeable, bearing in mind that everyone in my group had been working in the industry for many years and had a wealth of experience. *Respondent – Skills Bootcamp in Green Skills*

Reflecting Wave 2 findings, some respondents' open-ended responses perceived problems with reduced quality of delivery when the course cohort sizes were large. These respondents perceived that their provider was too focused on recruiting participants to meet their start targets and maximise government funding than the quality of delivery:

You saw the focus of delivery shift from quality education to getting more numbers through the door for extra funding. *Respondent – Skills Bootcamp in Digital Skills*

Respondents tended to have more negative experiences when they perceived their facilitator to be inexperienced, lacking in confidence or not committed to delivering the course:

Absolutely terrible ‘teaching’ and resources. The tutor never switched on her camera, her teaching was showing us YouTube videos and teaching us to code by telling us to copy code and tweak it. Massively unprofessional and I question the tutor’s experience and qualifications as she couldn’t fix our issues. *Respondent – Skills Bootcamp in Digital Skills*

Other respondents perceived that their facilitator spent too much time trying to solve individual learner problems, preventing the facilitator from focusing on progressing the skills and knowledge of the whole cohort.

A small number (n=3) of respondents’ open-ended responses perceived that the group practical-based tasks allowed other members in their cohort to ‘coast’ through the course and not contribute. This highlights the importance of having experienced facilitators who can effectively monitor group-based activities to ensure all individuals can contribute.

The reliance on group tasks (especially later in the course) enabled some to coast through on others’ merits. This places extra pressure on others to pick up the slack and poorly reflects on the quality standard of the graduates. *Respondent – Skills Bootcamp in Digital Skills*

The pitch of content and duration of the training

Although there were relatively few open-ended responses, many respondents who had an overall negative perception of their training identified challenges with the pitch and length of their training. Dissatisfaction with the pitch of content was mixed, with some perceiving that the content was too challenging, whilst others conveyed that the content was too simplistic and not covered in enough depth. Perceived challenges with the pitch of content highlight the importance of comprehensive information, advice and guidance (IAG) at the outset of the training to ensure all prospective participants understand the level of content that will be covered, enabling them to make a fully informed decision about whether the training course is right for them.

For a few respondents on Skills Bootcamps in Digital (n=3), the rigidity of curricula meant they perceived there to be limited opportunities to personalise the learning and pursue elements that particularly interested them in more depth. These respondents would have welcomed a more flexible learning approach within the Skills Bootcamp framework:

Moving forward, it would be advantageous to introduce a segmented approach to the curriculum. Participants should be given the opportunity to tailor their learning experience by selecting specific areas of focus aligned with their individual interests and career aspirations. Implementing such a framework would empower participants to emerge from the training with a heightened sense of confidence and preparedness to navigate the digital marketing landscape. *Respondent – Skills Bootcamp in Digital Skills*

Some respondents perceived the course length as too short to learn what was needed and become proficient for employment. For these respondents, they reported feeling overwhelmed with the content they were expected to cover which negatively affected their satisfaction with their training:

I found the pace of the course overwhelming, especially as I had other commitments at the same time (e.g., work). I think the materials warranted more time to consume and be able to use the content. *Respondent – Skills Bootcamp in Digital Skills*

I gained a new skill, but the training time was rather short for me to actually master the skills. *Respondent – Skills Bootcamp in Digital Skills*

The guaranteed interview

The guaranteed interview and employability support are integral and unique elements of the Skills Bootcamp delivery that is intended for all eligible participants.²⁶ The guaranteed interview offered to participants must be for a role which aligns with the skills acquired through the successful completion of the Skills Bootcamp. If providers were unable to evidence that participants had been offered an interview, they did not receive the milestone 2 payment. The employability support is designed to improve participants' readiness for a job interview through developing their 'softer' skills including interview skills and CV development. This section considers survey respondents' perceptions of the guaranteed interview and employability support and the role they played in securing employment outcomes.

Meeting participant expectations

The Wave 3 implementation report highlighted the perceived importance of the guaranteed interview to participants, setting Skills Bootcamps apart from other training programmes. Over half (54%) of survey respondents were told they would have a guaranteed interview (either for a specific or generic job) when they applied for their

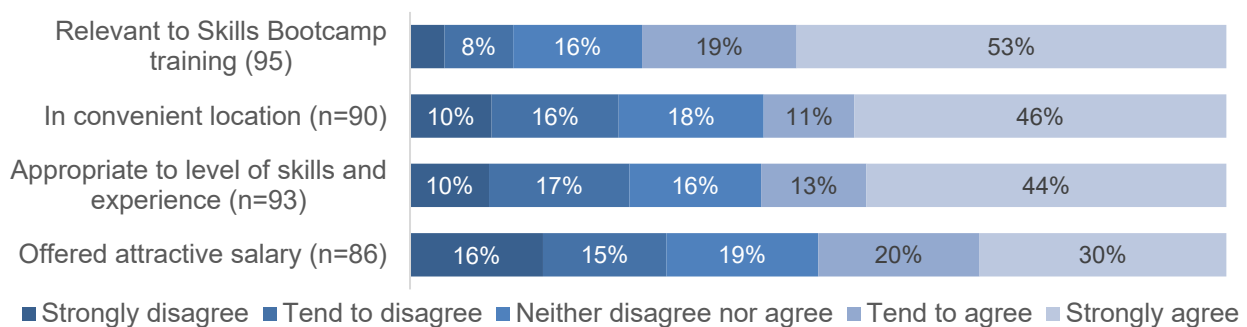
²⁶ Self-employed and co-funded participants are not eligible for a guaranteed interview.

Wave 3 Skills Bootcamps. However, only one in five respondents (20%) identified being offered a guaranteed interview, while a further 4% had an interview scheduled at the time of completing the survey.

Survey respondents who had received a guaranteed interview or had one scheduled (n=107) were asked about their perceptions of the process. Nearly three-quarters of respondents (73%)²⁷ agreed or strongly agreed that the guaranteed interview they were offered was relevant to their training, and nearly three in five (57%) agreed or strongly agreed that the interview was appropriate for their skills and experience level. Levels of agreement about the relevance and appropriateness of the guaranteed interview were lower at Wave 3 compared with Wave 2 (83% and 75% respectively).

Over half (57%) of respondents strongly agreed or agreed that the interview they were offered was in a convenient location, and half (50%) strongly agreed or agreed that the job offered an attractive salary. Levels of agreement about the location and salary on offer were lower at Wave 3 than at Wave 2 (69% and 58% respectively) (Figure 14). Only one in ten (10%, n=23) respondents who identified getting a job following their Skills Bootcamp attributed this to the guaranteed interview they were offered.

Figure 14: Survey respondents' perceptions of the relevance and appropriateness of the guaranteed interview



Source: Wave 3 completion survey

Participants who cited negative experiences about the guaranteed interview and employability support predominantly identified that the main reason that they undertook their Skills Bootcamp was to gain a new role or change their career to improve their employment situation. When this did not materialise as they had expected, participants described being especially dissatisfied:

I was not offered a guaranteed interview, I've had no support in applying for a role, no CV support, and I've ended up back in my old career having wasted all that time and energy for nothing. *Respondent – Skills Bootcamp in 10% Flex*

²⁷ This percentage differs to the categories presented in the table due to rounding.

We were promised a job or apprenticeship interview at the start of the course. I worked really hard and was doing really well. When I finished, I was told I would have an interview organised within a few weeks. I finished the course in June 2023, and fast-forward to March 2024 and I have had no communication or information about a possible job interview. *Respondent – Skills Bootcamp in Construction*

For some participants on Skills Bootcamps in Digital, despite not having an interview as they had expected, they appreciated the challenges that their employment sector was experiencing with regard to the number of vacancies available. For these respondents, their dissatisfaction was targeted more at the wider job market rather than their Skills Bootcamp provision:

Unfortunately, there are very few front-end roles available for me out there. *Respondent – Skills Bootcamp in Digital Skills*

Other respondents described challenges in securing a part-time role. This reiterated Wave 2 findings that guaranteed interviews for part-time roles and flexible working could be challenging to secure, which can be particularly important for those with caring responsibilities:

Unfortunately, I haven't been able to secure a part-time role, as they are very limited and highly sought after, but I have progressed to the final interview stage in the roles I have applied for. *Respondent – Skills Bootcamp in Digital Skills*

The Wave 2 completion and outcome findings indicated that some respondents perceived the guaranteed interview process as a 'tick-box' exercise for the providers. This sentiment continued at Wave 3 with some respondents perceiving that the guaranteed interview was not for a legitimate job and that the training had been 'mis-sold' to them:

The guaranteed interviews arranged by the programme seem questionable.... after discussing with my peers, it became evident that none of us have successfully landed a job through these guaranteed interviews. *Respondent – Skills Bootcamp in Digital Skills*

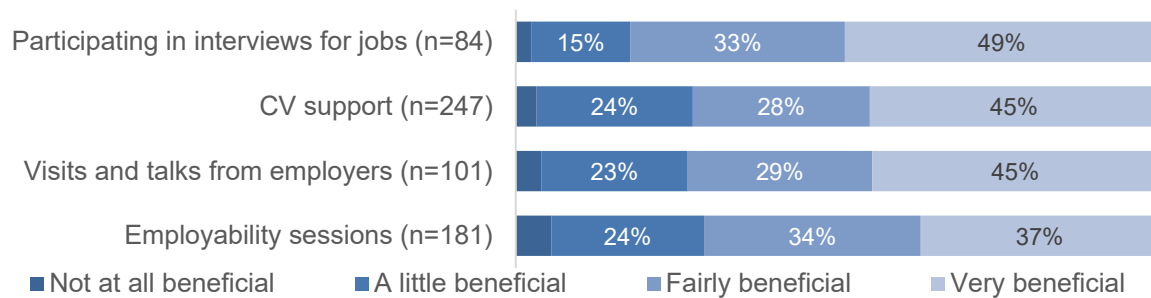
Employability skills training

In addition to the technical skills training and the guaranteed interview, providers also delivered employability support. The type of support varied by the provider and could include specific IAG or resources about job seeking, CV development, talks from employers about recruitment processes, mock job interviews, mentoring, and, in some cases, career coaching.

Survey respondents were asked to identify which employability activities and support they had experienced during their training: nearly half (47%) received support to develop their CV, one-third (35%) received employability sessions from their provider, and one in five (19%) reported experiencing visits and talks from employers but one in six respondents (15%) reported not experiencing any form of employability support. At Wave 2, a similar proportion of survey respondents reported receiving CV support (47%) and not receiving any support (17%) but proportionately more Wave 2 respondents received employability sessions (42%) and visits and talks from employers (27%).

Participants viewed all aspects of the employability support as beneficial, with participating in interviews for jobs (82%)²⁸ considered the most beneficial. Around three-quarters of survey respondents perceived other elements of employability support as beneficial: visits and talks from employers (73%)³⁰, CV support (72%)²⁹ and employability sessions (71%) (Figure 15). Perceptions about the benefits of employability support were lower in Wave 3 than in Wave 2, where nearly all perceived job interviews and CV support to be beneficial (both 97%).

Figure 15: Survey respondents' perceptions of beneficial aspects of employability support on their Skills Bootcamp



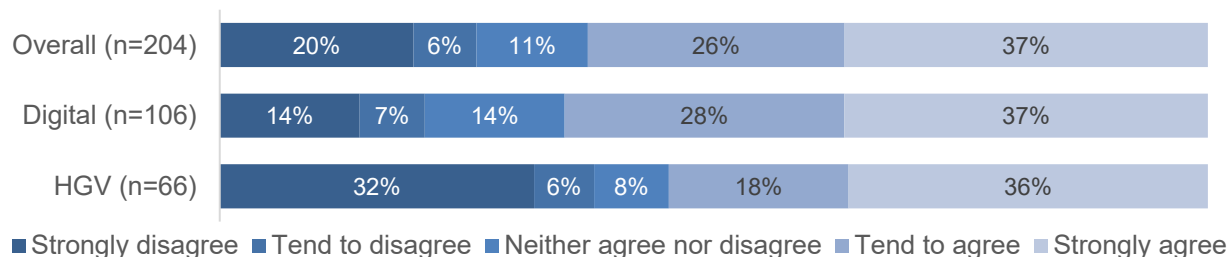
Source: Wave 3 completion survey.

Nearly two-thirds (63%) of 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 16); this was comparable to the proportion who agreed at Wave 2 (64%). Respondents on Skills Bootcamps in HGV Driving were more likely to strongly disagree with this statement (32%) compared to those on Skills Bootcamps in Digital Skills (14%), a pattern also reflected in Wave 2 (HGV = 29%, Digital = 12%).

²⁸ Beneficial as a combination of fairly and very beneficial survey response options.

²⁹ This percentage differs to the categories presented in the table due to rounding.

Figure 16: Survey respondents' perception of the role of Skills Bootcamps in providing examples to demonstrate skills and examples during a job interview or application process



Source: Wave 3 completion survey.

The Wave 3 implementation report highlighted the perceived benefits of personalised and tailored employability support to maximise participant outcomes. Respondents' open-ended completion survey responses further emphasised the key role of employability support in helping them secure a positive employment outcome:

Everything I learnt in the Skills Bootcamp helped me search, apply, and prepare for an interview. Without the bootcamp, I wouldn't have gotten the confidence to apply for the current apprenticeship role I'm in with [leading national banking organisation]. *Respondent – Skills Bootcamp in Digital Skills*

The Skills Bootcamp gave me the confidence to apply for a job and supported me to update and modernise my CV which was very out of date. *Respondent – Skills Bootcamp in 10% Flex*

A minority of respondents were less positive about the employability support offer because they perceived it as being too generalised and 'off-the-shelf', which meant that it was not tailored to match their individual needs:

My provider should have done more to support people getting into work after completion (like interviews, CV reviews, interview workshops, and some level of 1-2-1 coaching/support). All our sessions were delivered in large groups which made this personalisation much harder. *Respondent – Skills Bootcamps in Digital Skills*

Reflecting the Wave 2 findings, respondents' open-ended responses indicated that they valued ongoing employability support beyond the guided learning hours (GLH) on their Skills Bootcamp to help them transition into a new career:

The Skills Bootcamp in software engineering exceeded all my expectations. The coaches are knowledgeable, friendly and approachable and they insist on the highest industry standards. The provider still provides support for us now, more than a year since graduating. *Respondent – Skills Bootcamp in Digital Skills*

Chapter 6: Conclusions

A total of 27,730 participants completed a Skills Bootcamp at Wave 3, representing a completion rate of 65%, which is slightly higher than that achieved in Wave 2 (62%). There were 15,570 instances where individuals achieved a positive outcome including a new job, greater responsibilities within their role, or for the self-employed, additional clients or contracts. This represents an outcome rate of 37%, which is also slightly higher than in Wave 2 (36%). The highest completion and outcome rates were achieved by participants on Skills Bootcamps in Construction, Green Skills and Rail. High completion rates were also achieved for Skills Bootcamps in 10% Flex, although there was variation across different Flex courses and they typically had lower numbers of starts. The lowest completion and outcome rates were for Skills Bootcamps in Other and Digital Skills. Skills Bootcamps in HGV Driving also had lower completion rates.

Participant impacts

Participants experienced a range of positive impacts from engaging in a Skills Bootcamp including entering new employment, often in a sector that was aligned to their training. For those who did transition into a new role following the training, this was frequently to a more junior role than their prior employment because they were switching industries. The training enabled many Skills Bootcamp participants to upskill and gain knowledge useful for future employment including technical and self-management skills such as problem-solving and interpersonal skills. Increased confidence in current roles and the ability to apply for future jobs were further benefits that participants gained from the training. Overall, participant agreement about the impact of the Skills Bootcamp training was lower at Wave 3 than at Wave 2. The lower levels of agreement could be due to a range of reasons, thus the differences cannot be attributed to the Skills Bootcamp delivery.³⁰

Those who completed a Skills Bootcamp gained more positive outcomes and impacts compared to those who did not undertake the training.³¹ For some, the Skills Bootcamp training enabled them to access careers they did not think would be possible before the training, as well as increasing their income and working hours and improving their work-life balance. For others, the training provided the springboard for promotion in their existing career or to access further learning opportunities.

³⁰ Different cohorts of participants engaged in Skills Bootcamps at Wave 2 and 3 which could account for the differences in perceptions about the training. Wider contextual factors could also have contributed to the differences which were not possible to control for in the analysis. In the absence of detailed qualitative insights, it is not possible to explore the reasons for the lower levels of agreement.

³¹ Future impact reports from the London School of Economics will explore in greater depth the outcomes and impacts of Skills Bootcamps using secondary data compared to a control group.

Completions and outcomes

Completion and outcome rates differed by Skills Bootcamp sector and the characteristics of those who participated in the training, suggesting inequalities for particular groups. However, inequalities were lower for some characteristics in Wave 3 compared to Wave 2:

- Although men and women achieved similar overall completion rates, women were less likely to start, complete and achieve a positive outcome in Skills Bootcamp sectors that are typically male-dominated such as Engineering and Rail. It is encouraging that the completion and outcome rates for Skills Bootcamps in Construction were comparable between men and women.
- White British participants had the highest completion and outcome rates compared to all other ethnic groups across all Skills Bootcamp sectors. Black, Black British, Caribbean and African participants had the lowest completion and outcome rates across all Skills Bootcamp sectors, an inequality which has persisted since Wave 2.
- Overall, those with and without a disability achieved similar completion and outcome rates, although there were some differences in the outcome rate by Skills Bootcamps in Green, 10% Flex and Rail. This differs from Wave 2 where individuals with a disability had a lower completion rate than those without a disability.
- Completion and outcome rates were largely comparable between older and younger participants, except for the oldest participants, aged 68 plus, who had the lowest completion and outcome rates. This differs from Wave 2 where younger age groups had higher completion and outcome rates than older participants (>45 years).
- Those who were previously employed (both full and part-time) and not in employment (for both less and more than 12 months) had a comparable completion rate. Those not in employment or part-time work had a lower outcome rate than self-employed and employed individuals which was similar to Wave 2, suggesting these inequalities have persisted.
- Individuals in receipt of UC had lower completion and outcome rates than non-claimants reflecting the Wave 2 position.
- Overall, participants enrolled on courses delivered by grant-funded training providers achieved higher completion and outcome rates than those delivered through contracts (national procurement).

- Mirroring Wave 2, participants whose training was co-funded by their employer had higher completion and outcome rates than independent participants.³²
- Completion rates were highest in the North East, North West and East Midlands, while the East of England and London had the lowest completion rates. The completion and outcome rate increased between Wave 2 and 3 for all regions, except for London, where it reduced.

The guaranteed interview and employability support

The guaranteed interview is a unique feature of Skills Bootcamps designed to ensure participants can leverage their newly acquired skills for relevant job roles. While over half of eligible survey respondents were told by their trainer that they would receive a guaranteed interview, only one in five reported being offered one. This discrepancy resulted in participant dissatisfaction, especially for those who had undertaken the training to change careers and improve their employment situation. Of those who were offered an interview, perceptions about the relevance and appropriateness of the guaranteed interview to their skills and experience level were relatively positive, although less positive than at Wave 2. Negative perceptions arose when participants perceived that their guaranteed interview was irrelevant or would not lead to a real job. Only a minority of participants who secured a job after their Skills Bootcamp attributed their success to the guaranteed interview, although many felt that the skills and knowledge gained during the training helped them to get a new job. Participants who were supported during the guaranteed interview process perceived that it helped them to build confidence and refine their job application strategies. There is potential for the guaranteed interview to support individuals in securing a new job but the findings underscore the importance of alignment with participants' expectations to maximise the intended benefits.

Employability skills training, including CV workshops, talks and mock interviews were valued by participants, with interview practice perceived to be the most beneficial element. Tailored and ongoing support after a participant has completed their Skills Bootcamp, when available, was highly valued. Dissatisfaction with the employability support offer related to an overly generalised approach. More tailored and individualised coaching to enhance career transitions would have been welcomed by some participants.

³² The criteria of a successful outcome for co-funded participants – to gain new responsibilities or a new role with their current employer – are different to those required of independent learners (employment with a new employer or new contracts and/or opportunities if self-employed) and should be considered when comparing performance.

Participant satisfaction

Many participants were satisfied with their overall Wave 3 Skills Bootcamp training experience, although satisfaction was lower than at Wave 2. Satisfaction with Skills Bootcamps in HGV driving was particularly low compared with other sectors. Higher levels of satisfaction were associated with achieving a positive outcome. Gaining new knowledge and opportunities to complete practical activities were perceived to be the most beneficial elements of the training for securing future employment.

Participants who perceived the trainer to be knowledgeable about their industry/sector were most likely to be satisfied with the training, particularly if the trainer embedded their practical knowledge in their teaching. Dissatisfaction with Skills Bootcamp delivery typically arose when participants felt they were not getting one-on-one support which was often due to large cohort sizes. This in turn limited opportunities for individual, personalised teaching and support. Mirroring Wave 2, participant dissatisfaction also arose when they perceived the training to be pitched at the wrong level or the duration of their course was too short to learn the skills required for future employment.

Areas for consideration

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

Improving completion and outcome rates

- Draw on MI and capture additional insight to develop a more detailed understanding of the specific issues and barriers to completing a Skills Bootcamp for some demographic groups. Particular attention should be paid to the barriers for Black, Black British, Caribbean or African participants and previously unemployed individuals.
- Identify good practices from Skills Bootcamps in sectors where high completion and outcome rates were found for all demographic groups, such as Construction, to identify ways to reduce inequalities in the completion and outcome rates in sectors such as Engineering.
- Explore why completion and outcome rates in London are lower compared with other regions and work with procurement and delivery providers to implement strategies to increase them where possible.
- Work with providers to explore the feasibility of integrating tailored post-course support, beyond job searches and vacancy information, into the delivery model to

help participants, particularly those who have been out of employment for long periods of time, to secure employment.

The guaranteed interview

- Successful Skills Bootcamps depend on providers building strong employer partnerships. This ensures delivery is relevant and practical and that enough suitable guaranteed interviews are available for learners. DfE should work with providers to ensure early and meaningful employer engagement is prioritised.
- Showcasing examples of good practice in building and sustaining employer partnerships, alongside the range of positive impacts that employers of different sizes and sectors have gained from involvement in Skills Bootcamps, could help to increase the number of employers engaged in future Skills Bootcamps provision.

Appendix 1: Detailed methodology

This 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 comprised a follow-up completion survey with participants who initially completed the implementation survey and agreed to re-contact and further research. An additional comparator survey was administered to those who applied for a Skills Bootcamp but did not become a participant. The field surveys were conducted between October 2023 and March 2024.

Management information 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, participated in, and achieved an outcome from a Skills Bootcamp. The MI analysis includes individuals added by providers and processed by DfE who were part of the Wave 3 delivery of Skills Bootcamps (from 1 April 2022 to 31 March 2023). CFE received the data captured by providers which included the updated completions and outcomes data.

Data processing

CFE provided DfE with the cleaned and processed MI dataset that was used for the Wave 3 implementation report to be updated and appended with variables related to participant completion and outcome data. DfE subsequently shared 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 3 implementation report.³³

Data on additional participants who had started a Skills Bootcamp was collected who were not in the MI for the Wave 3 implementation report between the Wave 3 implementation and completions/outcomes phase. These 'new' additional learners were included in the data cleaning and processing for this completions and outcomes phase. A decision was also made to change the source of the data used for nationally contracted Skills Bootcamps from the MI datasheets to the Individualised Learner Record (ILR) data (which is used for DfE's statistics releases). The MI datasheets were used for the implementation report as they provide a wider range of variables, such as attendance and caring responsibilities. However, when analysis began, it became clear that the

³³ <https://www.gov.uk/government/publications/evaluation-of-skills-bootcamps-wave-3-implementation-report>

quality of the completions and outcomes data in the MI datasheets was considerably lower than in the ILR. Therefore, while the implementation report uses the MI datasheets for Wave 3 nationally contracted bootcamps, the completions and outcomes report uses ILR data due to its completeness and reliability.

Analysing MI

The Wave 3 implementation report included MI data analysis about applicant and start data which described participant demographics, prior education level and employment status before starting a Skills Bootcamp. The main analysis within this report considered the updated number of participant starts, the number of participant completions and outcomes together with participant characteristics. MI was linked to Indices of Multiple Deprivation (IMD) data using the participant's 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=42,343)
- **'All completions'** – cases where participants completed their Skills Bootcamp (total n=27,729)
- **'All Outcomes'** – cases where participants achieved a positive outcome from their Skills Bootcamp (total n=15,574)

This report presents the completion rate (as a proportion of starts) and the outcome rate (as a proportion of starts) for different demographic variables, and where bases allow, by Skills Bootcamp type. Additionally, the outcome rate (as a proportion of completions) was calculated and presented in the tables. The categories were not reported for start (n) bases less than 30 because the data may be less reliable and could lead to the identification of participants. Differences in completion rates or outcome rates between categories greater than 5% were mentioned in the narrative with any differences less than 5% categorised as 'similar' or not different. 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 of Skills Bootcamps:

- Payment Milestone 1 (start): paid on evidence of learning commencing = 45%. The presence of a start date between 01/04/2022 and 31/03/2023 and a date in this variable or no start date and a date in this variable = valid start.

- Payment Milestone 2 (completion): paid on evidence that learners had completed their training and had been offered a guaranteed interview (where applicable) = 35%. The presence of a date in this variable AND a valid start = valid completion. For HGV courses only, the presence of a date for payment milestone 2 = valid completion.
- Payment Milestone 3 (outcome): paid on evidence that learners had secured a new job that utilised the skills gained on the Skills Bootcamp, gained increased responsibilities in the same job, or started new self-employed work = 20%. The presence of a date in this variable AND a valid start and completion = valid outcome. For HGV courses only, the presence of a date for payment milestone 3 = valid outcome.

Participant completion survey

Participants who consented to engage in follow-up surveys were sent an invitation to complete a short 10-minute completion survey, administered online between October 2023 and March 2024. The survey supplemented the MI data and included questions relating to:

- Changes to employment characteristics (e.g., job title, income, working hours, flexibility around 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, 1,327 respondents in the implementation survey provided consent for recontact: 546 usable responses were provided to the completion survey. Table 18 presents a breakdown of survey responses by Skills Bootcamp category.

Table 18: Breakdown of survey responses by Skills Bootcamp category

Skills Bootcamp category	Number of usable responses	Proportion of usable responses	Proportion of starts in MI
Digital	302	55%	60%
HGV	139	26%	15%
Construction	26	5%	8%
Green	28	5%	5%
10% Flex	38	7%	3%
Other	13	2%	9%
Total	546	546	42,343

Compared to the proportion of different Skills Bootcamp types for starts in the MI, there were more survey responses from participants on courses in Digital Skills, but this was smaller than the proportion in the total MI of starts. Skills Bootcamps in HGV Driving and 10% Flex are overrepresented in the survey, however, all other categories are similar to the proportions in the MI.

The Wave 3 implementation survey sample was overrepresented with participants who were previously employed compared to the population of MI (86% in the survey, 49% MI). The completion survey was more representative of the MI concerning employment status (employed survey = 50%, MI = 49%; self-employed survey = 11%, MI = 12%; not in employment survey = 40%, MI = 40%).

Applicant comparator survey

A comparator survey was disseminated to 9,873 individuals in the Wave 3 MI dataset who had consented to follow-up research but who had not started a Skills Bootcamp; a total of 289 usable responses were received.

The comparator survey explored what applicants had done in the absence of a Skills Bootcamps, and what outcomes and impacts they had achieved. Some survey questions were identical to those asked at Stage 3 in the completion survey allowing for a direct comparison of responses. Examples of questions asked in both the completion and comparator surveys include employment status before and after training (Skills Bootcamp or otherwise); hours worked/income/benefits before and after training; and respondents' responsibilities in role before and after training. Most comparator survey respondents had applied to study a Skills Bootcamp in Digital Skills (82%). Respondents consisted of more men (59%) than women (41%), more employed (56%) than those not in employment

(36%) or self-employed (8%) and a higher proportion were educated to Level 4 and above (70% compared to 30% at Level 3 and below).

Appending MI to survey data

The implementation survey sample was drawn from cuts of the Wave 3 and HGV datasets. 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 completions MI supplied in July 2024 was essential to conduct sub-group analyses. For Skills Bootcamps that were delivered by national contracts, MI datasheets were used to link in demographic data rather than ILR data as it was not possible to link the ILR data to the survey data.

The lack of a consistent unique identifier in the MI which matched the unique ID originally created for the implementation survey meant that it was not straightforward to match and append the MI and survey data. A combination of semi-unique variables, including id_anonymous, date of birth, postcode and MI source name, 57% of survey respondents were fully matched to updated MI variables relating to whether they had achieved completion and an outcome. Demographic variables (e.g., gender, ethnicity, Skills Bootcamp type, employment status) for all cases were matched (where available) to the implementation survey sample. Cross-breaks (e.g. outcome or completion status) could only be carried out on valid linked MI, meaning that the bases vary for the top-level analysis on the whole sample and sub-group analysis depending on which variables are used.

Appendix 2: Supporting data tables

Table 19: Number of starts, completion and outcome rates by funding type

Funding type	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
w2x	6406	63%	29%	46%
w3c	16477	63%	31%	49%
w3g	13982	70%	43%	61%
w3hgv	5478	64%	49%	77%
Total	42343	27729	15574	15574
DIGITAL				
w2x	5857	65%	27%	43%
w3c	12710	61%	26%	43%
w3g	6963	65%	28%	43%
w3hgv	**	**	**	**
Total	25530	16082	6846	6846
HGV				
w2x	155	5%	5%	100%
w3c	**	**	**	**
w3g	701	51%	37%	73%
w3hgv	5478	64%	49%	77%
Total	6334	3886	2971	2971
CONSTRUCTION				
w2x	59*	51%*	22%*	43%*
w3c	1148	85%	66%	78%
w3g	2040	79%	60%	76%
w3hgv	**	**	**	**
Total	3247	2621	1999	1999
GREEN				
w2x	56*	4%*	0%*	0%*
w3c	840	73%	52%	71%
w3g	1271	81%	68%	84%
w3hgv	**	**	**	**

Total	2167	1651	1307	1307
ENGINEERING				
w2x	**	**	**	**
w3c	693	44%	17%	38%
w3g	909	83%	77%	92%
w3hgv	**	**	**	**
Total	1602	1067	818	818
RAIL				
w2x	276	87%	87%	100%
w3c	**	**	**	**
w3g	656	68%	50%	73%
w3hgv	**	**	**	**
Total	932	688	569	569
10% FLEX				
w2x	**	**	**	**
w3c	**	**	**	**
w3g	1094	78%	52%	68%
w3hgv	**	**	**	**
Total	1097	851	574	574
OTHER				
w2x	**	**	**	**
w3c	1086	62%	38%	60%
w3g	348	59%	24%	40%
w3hgv	**	**	**	**
Total	1434	883	490	490

Source: Wave 3 MI. * denotes cells where $n \leq 100$. ** replaces data in cells where start $n < 30$.

Table 20: Number of starts, completion and outcome rates by 10% Flex categories

Skills Bootcamp type	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Creative Industries	364	76%	43%	57%
Hospitality	95*	98%*	94%*	96%*
Leadership & Management	135	71%	50%	71%
Health & Social Care	421	79%	57%	73%
Business & Professional	82*	67%*	23%*	35%*
Total	1,097	851	574	574

Source: Wave 3 MI. * denotes cells where $n \leq 100$.

Table 21: Provider characteristics achieving completions and outcomes

Characteristics	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
Grant funded	13,982	70%	43%	61%
Contract funded	28,361	63%	34%	53%
Total	42,343	27,729	15,574	15,574

Source: Wave 3 MI.

Table 22: Mean age of starts, completions and outcomes by Skills Bootcamp type

Age	Starts (n)	Starts (mean)	Completions (mean)	Outcomes (mean)
Overall	41,769	35.5	35.5	35.8
Digital	25,352	34.0	33.9	33.4
HGV	6,009	40.3	40.3	39.8
Construction	3,223	36.7	36.7	36.7
Green	2,161	38.6	38.8	38.7
Engineering	1,598	35.3	35.7	35.9
Rail	913	34.2	34.4	34.3
10% Flex	1,086	37.1	37.3	38.2
Other	1,427	35.8	35.6	34.6
Total	41,769	41,769	27,353	15,294

Source: Wave 3 MI, excluding no date of birth given.

Table 23: Number of starts, completion and outcome rates by age band

Age band	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
19 to 24	6,264	65%	36%	55%
25 to 34	15,531	66%	36%	55%
35 to 44	11,608	65%	36%	55%
45 to 54	5,855	65%	38%	58%
55 to 67	2,423	67%	41%	60%
68 plus	88*	56%*	28%*	51%*
Total	41,769	27,353	15,294	15,294

Source: Wave 3 MI, excluding no date of birth given. * Denotes cells where $n \leq 100$.

Table 24: Number of starts, completion and outcome rates by gender and Skills Bootcamp type

Gender	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Male	28,873	66%	39%	59%
Female	12,770	63%	30%	48%
Other	67*	64%*	28%*	44%*
Total	41,710	27,277	15,230	15,230
DIGITAL				
Male	14,751	63%	27%	42%
Female	10,494	63%	27%	43%
Other	61*	69%*	31%*	45%*
Total	25,306	15,953	6,804	6,804
HGV				
Male	5,747	61%	47%	76%
Female	409	58%	42%	72%
Other	**	**	**	**
Total	6,158	3,753	2,854	2,854
CONSTRUCTION				
Male	2,921	81%	62%	76%

Female	238	79%	63%	79%
Other	**	**	**	**
Total	2,795	2,168	1,604	1,604
GREEN				
Male	1,506	83%	69%	83%
Female	251	73%	60%	82%
Other	**	**	**	**
Total	1,758	1,431	1,192	1,192
ENGINEERING				
Male	982	79%	72%	91%
Female	58	53%	50%	94%
Other	**	**	**	**
Total	1,040	809	738	738
RAIL				
Male	946	68%	55%	81%
Female	25	52%	36%	69%
Other	**	**	**	**
Total	971	659	531	531
10% FLEX				
Male	720	74%	40%	54%
Female	987	68%	42%	61%
Other	**	**	**	**
Total	1,711	1208	695	695
OTHER				
Male	378	56%	26%	46%
Female	64	61%	27%	44%
Other	**	**	**	**
Total	442	252	115	115

Source: Wave 3 MI, excluding unknown. * Denotes cells where $n \leq 100$. ** replaces data in cells where start $n < 30$. 'Prefer not to say' category excluded, and bases adjusted accordingly.

Table 25: Number of starts, completion and outcome rates by disability and Skills Bootcamp category

Disability	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Yes	4,077	63%	32%	51%
No	32,494	64%	37%	57%
Total	36,571	23,509	13,317	13,317
DIGITAL				
Yes	2,654	60%	25%	41%
No	18,147	61%	25%	40%
Total	20,801	12,610	5,111	5,111
HGV				
Yes	352	54%	44%	81%
No	5,599	61%	47%	76%
Total	5,951	3,629	2,769	2,769
CONSTRUCTION				
Yes	364	78%	50%	65%
No	2,727	82%	65%	80%
Total	3,091	2,514	1,961	1,961
GREEN				
Yes	145	70%	48%	69%
No	1,975	77%	61%	80%
Total	2,120	1,621	1,284	1,284
ENGINEERING				
Yes	167	66%	50%	76%
No	1,290	67%	54%	80%
Total	1,457	978	782	782
RAIL				
Yes	57*	75%*	49%*	65%*
No	671	67%	52%	78%
Total	728	492	380	380
10% FLEX				
Yes	177	80%	42%	53%

No	890	77%	54%	71%
Total	1,067	825	559	559
Other				
Yes	161	63%	35%	56%
No	1,195	62%	35%	56%
Total	1,356	840	471	471

Source: Wave 3 MI, excluding unknown. * Denotes cells where $n \leq 100$. 'Prefer not to say' category excluded, and bases adjusted accordingly.

Table 26: Number of starts, completion and outcome rates by ethnicity and Skills Bootcamp type

Ethnicity	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Asian or Asian British	5,306	59%	25%	42%
Black, Black British, Caribbean or African	7,213	55%	20%	36%
Mixed or multiple ethnic groups	1,851	61%	28%	45%
White British	16,631	71%	49%	70%
Any other White background	4,379	65%	35%	54%
Other ethnic group	1,497	59%	27%	46%
Total	36,877	23,735	13,388	13,388
DIGITAL				
Asian or Asian British	4,149	59%	22%	37%
Black, Black British, Caribbean or African	5,307	56%	17%	30%
Mixed or multiple ethnic groups	1,393	62%	24%	39%
White British	6,406	66%	34%	52%
Any other White background	2,745	62%	24%	39%
Other ethnic group	956	57%	18%	32%
Total	20,956	12,732	5,155	5,155
HGV				
Asian or Asian British	365	51%	32%	61%

Black, Black British, Caribbean or African	476	47%	27%	58%
Mixed or multiple ethnic groups	157	50%	36%	72%
White British	3,897	64%	51%	78%
Any other White background	793	63%	51%	81%
Other ethnic group	247	52%	42%	80%
Total	5,935	3,629	2,780	2,780
CONSTRUCTION				
Asian or Asian British	113	71%	43%	61%
Black, Black British, Caribbean or African	201	80%	53%	66%
Mixed or multiple ethnic groups	56*	68%*	45%*	66%*
White British	2,057	77%	58%	75%
Any other White background	295	84%	67%	80%
Other ethnic group	50*	86%*	40%*	47%*
Total	2,794	2,169	1,604	1,604
GREEN				
Asian or Asian British	102	68%	46%	68%
Black, Black British, Caribbean or African	101	63%	48%	75%
Mixed or multiple ethnic groups	**	**	**	**
White British	1,344	84%	72%	85%
Any other White background	74*	82%*	66%*	80%*
Other ethnic group	51*	78%*	51%*	65%*
Total	1,736	1,411	1,172	1,172
ENGINEERING				
Asian or Asian British	101	60%	51%	85%
Black, Black British, Caribbean or African	51*	45%*	33%*	74%*
Mixed or multiple ethnic groups	**	**	**	**
White British	755	83%	77%	94%
Any other White background	59*	92%*	85%*	93%*
Other ethnic group	49*	63%*	47%*	74%*
Total	1,039	808	737	737
RAIL				

Asian or Asian British	86*	52%*	47%*	89%*
Black, Black British, Caribbean or African	214	49%	37%	76%
Mixed or multiple ethnic groups	48*	54%*	44%*	81%*
White British	545	78%	64%	81%
Any other White background	34*	74%*	56%*	76%*
Other ethnic group	40*	68%*	50%*	74%*
Total	971	659	531	531
10% FLEX				
Asian or Asian British	177	62%	28%	46%
Black, Black British, Caribbean or African	352	63%	22%	36%
Mixed or multiple ethnic groups	64*	64%*	23%*	37%*
White British	820	76%	54%	71%
Any other White background	207	73%	41%	56%
Other ethnic group	56*	66%*	30%*	46%*
Total	1,846	1,293	740	740
OTHER				
Asian or Asian British	41*	46%*	27%*	58%*
Black, Black British, Caribbean or African	56*	39%*	18%*	45%*
Mixed or multiple ethnic groups	**	**	**	**
White British	249	58%	29%	50%
Any other White background	60*	67%*	20%*	30%*
Other ethnic group	**	**	**	**
Total	446	254	116	116

Source: Wave 3 MI excluding no ethnicity given, and categories where starts (n) <100. * Denotes cells where n ≤100. replaces data in cells where the start n <30. 'Prefer not to say' category excluded, and bases adjusted accordingly.

Table 27: Number of starts, completion and outcome rates by region and Skills Bootcamp type

Region	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
East Midlands	3,082	71%	41%	58%
East of England	2,803	62%	39%	63%
London	11,278	59%	24%	41%
North East	3,369	73%	51%	69%
North West	7,617	71%	41%	58%
South East	3,160	64%	35%	55%
South West	3,068	64%	37%	58%
West Midlands	4,976	65%	43%	67%
Yorkshire & the Humber	2,321	67%	40%	60%
Total	41,674	27,270	15,267	15,267
DIGITAL				
East of England	1,963	66%	31%	46%
East Midlands	1,488	57%	26%	45%
London	8,803	60%	21%	35%
North East	1,041	65%	27%	41%
North West	4,300	69%	32%	46%
South East	1,913	63%	25%	40%
South West	1,685	65%	32%	50%
West Midlands	2,833	61%	32%	53%
Yorkshire & the Humber	1,227	65%	28%	44%
Total	25,253	15,885	6,759	6,759
HGV				
East of England	497	59%	45%	77%
East Midlands	333	49%	37%	75%
London	772	43%	28%	65%
North East	485	61%	44%	72%
North West	1,324	60%	50%	83%
South East	898	60%	47%	79%
South West	609	58%	40%	68%

West Midlands	655	40%	32%	79%
Yorkshire & the Humber	532	57%	46%	81%
Total	6,105	3,330	2,546	2,546
CONSTRUCTION				
East of England	325	92%	71%	78%
East Midlands	195	57%	48%	84%
London	471	83%	66%	79%
North East	813	81%	63%	78%
North West	618	82%	52%	64%
South East	76*	84%*	70%*	83%*
South West	265	71%	54%	76%
West Midlands	335	83%	67%	81%
Yorkshire & the Humber	96*	82%*	66%*	80%*
Total	3,194	2,580	1,959	1,959
GREEN				
East of England	72*	74%*	53%*	72%*
East Midlands	121	74%	60%	80%
London	192	41%	20%	49%
North East	358	78%	73%	94%
North West	570	81%	51%	63%
South East	66*	83%*	79%*	95%*
South West	156	77%	54%	70%
West Midlands	450	82%	76%	93%
Yorkshire & the Humber	132	82%	74%	91%
Total	2,117	1,613	1,275	1,275
ENGINEERING				
East of England	117	62%	41%	67%
East Midlands	210	71%	62%	87%
London	222	41%	13%	32%
North East	340	82%	76%	93%
North West	167	63%	33%	52%
South East	72*	58%*	24%*	40%*
South West	102	67%	52%	78%

West Midlands	308	75%	65%	87%
Yorkshire & the Humber	47*	51%*	47%*	92%*
Total	1,585	1,063	814	814
RAIL				
East of England	33*	94%*	27%**	29%
East Midlands	**	**	**	**
London	273	48%	38%	79%
North East	161	88%	60%	69%
North West	274	84%	78%	93%
South East	38*	74%*	63%*	86%*
South West	**	**	**	**
West Midlands	**	**	**	**
Yorkshire & the Humber	80*	88%*	84%*	96%*
Total	908	670	551	551
10% FLEX				
East of England	131	94%	83%	89%
East Midlands	179	91%	79%	88%
London	258	73%	38%	52%
North East	141	77%	52%	68%
North West	52*	94%*	77%*	82%*
South East	**	**	**	**
South West	**	**	**	**
West Midlands	221	66%	36%	54%
Yorkshire & the Humber	85*	61%*	21%*	35%*
Total	1,089	845	568	568
OTHER				
East of England	108	62%	35%	57%
East Midlands	92*	51%*	25%*	49%*
London	289	55%	24%	43%
North East	30*	60%*	17%*	28%*
North West	312	73%	50%	68%
South East	94*	62%*	32%*	52%*
South West	229	52%	22%	43%

West Midlands	149	62%	43%	70%
Yorkshire & the Humber	122	75%	43%	57%
Total	1,425	879	487	487

Source: Wave 3 MI, excluding incorrect postcode/no postcode given. * Denotes cells where $n \leq 100$. ** replaces data in cells where the start $n < 30$.

Table 28: Number of starts, completion and outcome rates by region and disadvantage and Skills Bootcamp type

IMD and disadvantage	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
IMD deciles 1–5	27,106	64%	35%	54%
IMD deciles 6–10	13,692	68%	40%	59%
Total	40,798	26,671	14,896	14,896
DIGITAL				
IMD deciles 1–5	16,281	62%	25%	40%
IMD deciles 6–10	8,494	65%	31%	47%
Total	24,775	15,578	6,606	6,606
HGV				
IMD deciles 1–5	3,958	60%	45%	76%
IMD deciles 6–10	2012	64%	49%	77%
Total	5,970	3,651	2,787	2,787
CONSTRUCTION				
IMD deciles 1–5	2,203	80%	59%	74%
IMD deciles 6–10	926	83%	66%	79%
Total	3,129	2,522	1,916	1,916
GREEN				
IMD deciles 1–5	1,292	74%	57%	77%
IMD deciles 6–10	782	80%	65%	82%
Total	2,074	1,579	1,247	1,247
ENGINEERING				
IMD deciles 1–5	1,090	67%	51%	75%
IMD deciles 6–10	441	67%	52%	79%

Total	1,531	1,024	782	782
RAIL				
IMD deciles 1–5	696	72%	59%	82%
IMD deciles 6–10	174	80%	68%	85%
Total	870	641	529	529
10% FLEX				
IMD deciles 1–5	684	75%	46%	62%
IMD deciles 6–10	372	81%	62%	77%
Total	1,056	817	549	549
OTHER				
IMD deciles 1–5	902	59%	31%	53%
IMD deciles 6–10	491	67%	41%	61%
Total	1,393	859	480	480

Source: Wave 3 MI, excluding incorrect postcode/no postcode given.

Table 29: Number of starts, completion and outcome rates by UC and Skills Bootcamp type

Universal Credit	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Yes	9,687	60%	27%	44%
No	31,290	67%	39%	59%
Total	40,977	26,754	14,857	14,857
DIGITAL				
Yes	5,732	60%	21%	34%
No	19,263	64%	29%	45%
Total	24,995	15,777	6,718	6,718
HGV				
Yes	1,325	47%	32%	68%
No	4,638	64%	50%	78%
Total	5,963	3,609	2,763	2,763
CONSTRUCTION				
Yes	1,055	76%	43%	57%
No	2,158	84%	71%	85%

Total	3,213	2,611	1,992	1,992
GREEN				
Yes	185	59%	24%	40%
No	1,770	76%	61%	79%
Total	1,955	1,462	1,119	1,119
ENGINEERING				
Yes	330	51%	27%	54%
No	1,253	71%	57%	81%
Total	1,583	1,052	807	807
RAIL				
Yes	373	73%	51%	71%
No	380	65%	54%	84%
Total	753	517	399	399
10% FLEX				
Yes	365	74%	33%	45%
No	722	80%	62%	78%
Total	1,087	844	569	569
OTHER				
Yes	322	56%	28%	49%
No	1,106	63%	36%	57%
Total	1,428	882	490	490

Source: Wave 3 MI, excluding unknown.

Table 30: Number of starts, completion and outcome rates by detailed employment status

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Employed	20,171	67%	41%	62%
Self-employed	4,793	73%	49%	66%
Not in employment	16,470	62%	28%	44%
Total	41,434	27,128	15,186	15,186
DIGITAL				
Employed	11,336	63%	28%	45%

Self-employed	2,215	69%	35%	52%
Not in employment	11,572	62%	24%	38%
Total	25,123	15,818	6,723	6,723
HGV				
Employed	3,938	65%	52%	80%
Self-employed	683	59%	39%	66%
Not in employment	1,336	49%	32%	66%
Total	5,957	3,625	2,760	2,760
CONSTRUCTION				
Employed	1,236	86%	79%	92%
Self-employed	816	84%	70%	84%
Not in employment	1,149	74%	38%	51%
Total	3,201	2,599	1,987	1,987
GREEN				
Employed	1,165	76%	66%	86%
Self-employed	599	88%	67%	76%
Not in employment	370	57%	32%	55%
Total	2,134	1,625	1,282	1,282
ENGINEERING				
Employed	908	73%	59%	82%
Self-employed	225	84%	77%	92%
Not in employment	467	47%	23%	48%
Total	1,600	1,067	818	818
RAIL				
Employed	271	72%	64%	89%
Self-employed	51*	84%*	82%*	98%*
Not in employment	590	75%	58%	78%
Total	912	678	561	561
10% FLEX				
Employed	613	79%	65%	82%
Self-employed	69*	75%*	39%*	52%*
Not in employment	397	74%	35%	47%
Total	1,079	834	565	565

OTHER				
Employed	704	61%	31%	51%
Self-employed	135	68%	50%	74%
Not in employment	589	62%	35%	56%
Total	1,428	882	490	490

Source: Wave 3 MI, excluding unknown and prefer not to say.

Table 31: Number of starts, completion and outcome rates by employment status (4 categories)

Employment status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Full-time employment	9,395	68%	50%	74%
Part-time employment	2,911	64%	31%	49%
Self-employment	3,154	73%	51%	70%
Unemployed	9,821	62%	29%	46%
Total	25,281	16,642	10,026	10,026
DIGITAL				
Full-time employment	3,169	64%	30%	47%
Part-time employment	1,998	65%	25%	39%
Self-employment	1,239	71%	37%	53%
Unemployed	6,305	64%	25%	39%
Total	12,711	8,228	3,511	3,511
HGV				
Full-time employment	3,478	60%	49%	82%
Part-time employment	456	48%	34%	70%
Self-employment	683	55%	36%	66%
Unemployed	1,336	44%	29%	67%
Total	5,953	3,275	2,504	2,504
CONSTRUCTION				
Full-time employment	660	86%	79%	93%
Part-time employment	123	85%	68%	81%
Self-employment	574	83%	72%	86%
Unemployed	698	68%	30%	44%
Total	2,055	1,625	1,231	1,231

GREEN				
Full-time employment	704	81%	73%	91%
Part-time employment	58*	67%*	48%*	72%*
Self-employment	303	89%	78%	88%
Unemployed	257	63%	36%	57%
Total	1,322	1,037	870	870
ENGINEERING				
Full-time employment	563	86%	84%	98%
Part-time employment	**	**	**	**
Self-employment	200	90%	85%	94%
Unemployed	124	62%	35%	57%
Total	907	759	702	702
RAIL				
Full-time employment	194	78%	71%	91%
Part-time employment	77*	56%*	47%*	84%*
Self-employment	51*	84%*	82%*	98%*
Unemployed	590	75%	58%	78%
Total	912	678	561	561
10% FLEX				
Full-time employment	467	82%	69%	84%
Part-time employment	146	70%	52%	75%
Self-employment	69*	75%*	39%*	52%*
Unemployed	397	74%	35%	47%
Total	1,079	834	565	565
OTHER				
Full-time employment	160	58%	28%	48%
Part-time employment	33*	64%*	27%*	43%*
Self-employment	35*	51%*	26%*	50%*
Unemployed	114	66%	18%	27%
Total	342	206	82	82

Source: Wave 3 MI, excluding unknown and prefer not to say. * Denotes cells where $n \leq 100$. ** replaces data in cells where the start $n < 30$.

Table 32: Number of starts, completion and outcome rates by co-funded status and Skills Bootcamp type

Co-funded status	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Yes	4,994	81%	78%	96%
No	36,680	63%	31%	49%
Total	41,674	27,263	15,327	15,327
DIGITAL				
Yes	735	83%	76%	91%
No	24,295	62%	25%	40%
Total	25,030	15,754	6,674	6,674
HGV				
Yes	1,359	66%	65%	98%
No	4,973	60%	42%	70%
Total	6,332	3,885	2,970	2,970
CONSTRUCTION				
Yes	943	89%	86%	97%
No	2,188	77%	52%	68%
Total	3,131	2,528	1,955	1,955
GREEN				
Yes	663	86%	79%	92%
No	1,492	72%	52%	73%
Total	2,155	1,641	1,301	1,301
ENGINEERING				
Yes	517	87%	86%	99%
No	1,079	57%	34%	60%
Total	1,596	1,064	815	815
RAIL				
Yes	170	90%	90%	100%
No	741	69%	54%	77%
Total	911	667	551	551

Source: Wave 3 MI, excluding unknown. * Denotes cells where base n <100.

Table 33: Number of starts, completion and outcome rates by banded education level group and Skills Bootcamp type

Education level	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Level 3 and below	27,406	64%	36%	55%
Level 4 and above	10,323	67%	34%	50%
Total	37,729	24,547	13,256	13,256
DIGITAL				
Level 3 and below	16,475	60%	25%	42%
Level 4 and above	7,968	67%	30%	44%
Total	24,443	15,315	6,567	6,567
HGV				
Level 3 and below	3,134	61%	44%	73%
Level 4 and above	821	56%	35%	62%
Total	3,955	2,365	1,673	1,673
CONSTRUCTION				
Level 3 and below	2,505	81%	61%	75%
Level 4 and above	327	77%	55%	72%
Total	2,832	2,292	1,719	1,719
GREEN				
Level 3 and below	1,618	78%	61%	78%
Level 4 and above	453	70%	58%	82%
Total	2,071	1,581	1,248	1,248
ENGINEERING				
Level 3 and below	1,286	62%	44%	71%
Level 4 and above	124	78%	74%	95%
Total	1,410	898	660	660
RAIL				
Level 3 and below	562	72%	60%	84%
Level 4 and above	118	86%	75%	87%
Total	680	504	426	426

10% FLEX				
Level 3 and below	533	80%	55%	69%
Level 4 and above	436	72%	44%	61%
Total	969	744	488	488
OTHER				
Level 3 and below	1,293	62%	36%	58%
Level 4 and above	76*	62%*	18%*	30%*
Total	1,369	848	475	475

Source: Wave 3 MI, excluding unknown.

Table 34: Number of starts, completion and outcome rates by education level and Skills Bootcamp type

Education level	Starts (n)	Completion rate (% starts)	Outcome rate (% starts)	Outcome rate (% completions)
OVERALL				
Entry level	1039	65%	43%	66%
Level 1 - GCSE grades 1–3 or D–G	1646	67%	47%	70%
Level 2 - GCSE grades 4–8 or A*–C	4731	70%	46%	66%
Level 3 - AS/A Level, T Level	19988	63%	32%	51%
Level 4 - Higher National Certificate, Higher Apprenticeship	1132	65%	36%	55%
Level 5 - Higher National Diploma, Foundation Degree	1239	65%	36%	55%
Level 6 - Honours Degree, Degree Apprenticeship	5125	68%	33%	48%
Level 7 - Master's Degree, Postgraduate Certificate	2607	67%	34%	51%
Level 8 - Doctorate	220	70%	34%	48%
No qualifications	**	**	**	**
Total	37729	24632	13323	13323
DIGITAL				

Entry level	228	57%	14%	24%
Level 1 - GCSE grades 1–3 or D–G	291	56%	24%	43%
Level 2 - GCSE grades 4–8 or A*–C	1216	61%	21%	35%
Level 3 - AS/A Level, T Level	14738	61%	26%	43%
Level 4 - Higher National Certificate, Higher Apprenticeship	661	65%	29%	45%
Level 5 - Higher National Diploma, Foundation Degree	826	66%	31%	47%
Level 6 - Honours Degree, Degree Apprenticeship	4129	68%	29%	43%
Level 7 - Master's Degree, Postgraduate Certificate	2195	66%	31%	46%
Level 8 - Doctorate	157	71%	25%	36%
No qualifications	**	**	**	**
Total	24443	15315	6567	6567
HGV				
Entry level	529	63%	51%	81%
Level 1 - GCSE grades 1–3 or D–G	718	62%	46%	74%
Level 2 - GCSE grades 4–8 or A*–C	1141	59%	44%	74%
Level 3 - AS/A Level, T Level	746	60%	39%	64%
Level 4 - Higher National Certificate, Higher Apprenticeship	238	58%	39%	68%
Level 5 - Higher National Diploma, Foundation Degree	186	55%	32%	59%
Level 6 - Honours Degree, Degree Apprenticeship	284	57%	32%	57%

Level 7 - Master's Degree, Postgraduate Certificate	84*	49%*	30%*	61%*
Level 8 - Doctorate	**	**	**	**
No qualifications	**	**	**	**
Total	3955	2450	1740	1740
CONSTRUCTION				
Entry level	119	71%	45%	62%
Level 1 - GCSE grades 1–3 or D–G	251	81%	57%	71%
Level 2 - GCSE grades 4–8 or A*–C	1365	83%	62%	74%
Level 3 - AS/A Level, T Level	770	79%	65%	82%
Level 4 - Higher National Certificate, Higher Apprenticeship	57*	77%*	47%*	61%*
Level 5 - Higher National Diploma, Foundation Degree	60*	77%*	52%*	67%*
Level 6 - Honours Degree, Degree Apprenticeship	116	73%	50%	68%
Level 7 - Master's Degree, Postgraduate Certificate	82*	85%*	70%*	81%*
Level 8 - Doctorate	**	**	**	**
No qualifications	**	**	**	**
Total	2832	2292	1719	1719
GREEN				
Entry level	42*	79%*	55%*	70%*
Level 1 - GCSE grades 1–3 or D–G	66*	86%*	67%*	77%8
Level 2 - GCSE grades 4–8 or A*–C	330	77%	60%	78%
Level 3 - AS/A Level, T Level	1180	78%	61%	78%

Level 4 - Higher National Certificate, Higher Apprenticeship	688	63%*	47%*	74%*
Level 5 - Higher National Diploma, Foundation Degree	55*	67%*	60%*	89%*
Level 6 - Honours Degree, Degree Apprenticeship	208	72%	61%	85%
Level 7 - Master's Degree, Postgraduate Certificate	107	72%	57%	79%
Level 8 - Doctorate	**	**	**	**
No qualifications	**	**	**	**
Total	2071	1581	1248	1248
ENGINEERING				
Entry level	**	**	**	**
Level 1 - GCSE grades 1–3 or D–G	65*	86%*	82%*	95%*
Level 2 - GCSE grades 4–8 or A*–C	161	84%	75%	89%
Level 3 - AS/A Level, T Level	1036	57%	36%	64%
Level 4 - Higher National Certificate, Higher Apprenticeship	35*	74%*	66%*	88%*
Level 5 - Higher National Diploma, Foundation Degree	**	**	**	**
Level 6 - Honours Degree, Degree Apprenticeship	43*	79%*	79%*	100%*
Level 7 - Master's Degree, Postgraduate Certificate	**	**	**	**
Level 8 - Doctorate	**	**	*8	**
No qualifications	**	**	**	**
Total	1410	898	660	660

RAIL				
Entry level	51*	76%*	63%*	82%*
Level 1 - GCSE grades 1–3 or D–G	132	73%	63%	86%
Level 2 - GCSE grades 4–8 or A*–C	226	73%	60%	82%
Level 3 - AS/A Level, T Level	153	67%	57%	85%
Level 4 - Higher National Certificate, Higher Apprenticeship	**	**	**	**
Level 5 - Higher National Diploma, Foundation Degree	**	**	**	**
Level 6 - Honours Degree, Degree Apprenticeship	51*	86%*	71%*	82%*
Level 7 - Master's Degree, Postgraduate Certificate	**	**	**	**
Level 8 - Doctorate	**	**	**	**
No qualifications	**	**	**	**
Total	680	504	426	426
10% FLEX				
Entry level	34*	76%*	41%*	54%8
Level 1 - GCSE grades 1–3 or D–G	83*	86%*	60%*	70%*
Level 2 - GCSE grades 4–8 or A*–C	209	78%	49%	63%
Level 3 - AS/A Level, T Level	207	81%	62%	76%
Level 4 - Higher National Certificate, Higher Apprenticeship	31*	84%*	58%*	69%*
Level 5 - Higher National Diploma, Foundation Degree	51*	69%*	47%*	69%*
Level 6 - Honours Degree, Degree Apprenticeship	264	71%	41%	57%

Level 7 - Master's Degree, Postgraduate Certificate	85*	74%*	48%*	65%*
Level 8 - Doctorate	**	**	**	**
No qualifications	**	**	**	**
Total	969	744	488	488
OTHER				
Entry level	**	**	**	**
Level 1 - GCSE grades 1–3 or D–G	40*	40%*	20%*	50%*
Level 2 - GCSE grades 4–8 or A*–C	83*	67%*	30%*	45%*
Level 3 - AS/A Level, T Level	1158	62%	37%	59%
Level 4 - Higher National Certificate, Higher Apprenticeship	**	**	**	**
Level 5 - Higher National Diploma, Foundation Degree	**	**	**	**
Level 6 - Honours Degree, Degree Apprenticeship	30*	53%*	13%*	25%*
Level 7 - Master's Degree, Postgraduate Certificate	**	**	**	**
Level 8 - Doctorate	**	**	**	**
No qualifications	**	**	**	**
Total	1369	848	475	475

Source: Wave 3 MI, excluding unknown and prefer not to say. * Denotes cells where $n \leq 100$. ** replaces data in cells where the start $n < 30$.



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