

Skills Bootcamps Wave 5 (2024/25) London

Prospectus

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Foreword

Skills Bootcamps for Londoners have been an important addition to the London skills landscape since they first launched in May 2022. Along with the Mayor's Skills Academies programme, Skills Bootcamps have played a crucial role in supporting Londoners into good jobs in sectors key to London's economy.

Since the Skills Bootcamps programme launched in London, we have supported around 6,000 Londoners to access training in areas where there are skills gaps and shortages, ensuring London's businesses can access the skills they need to grow.¹ The programme has also supported City Hall's efforts to address underrepresentation in the workforce of some of our key sectors helping Londoners to gain the skills they need to make the most of the opportunities that our city provides. Learners enrolled on City Hall's Skills Bootcamps are from groups we know face barriers in the labour market. More than half of learners are aged under 34, one-third are female, three-quarters are from a Black, Asian or minoritised ethnic background and one in ten report having a learning difficulty or disability.

This round of Skills Bootcamps for Londoners builds on our experience of previous rounds and introduces some changes. We are adding early years education as a new priority sector, reflecting the growing demand for new jobs and careers in childcare. The Mayor recognises the vital importance of London's early years sector and the need to support recruitment and professional development. We are also adding logistics, which is expanding beyond HGV driver training as a priority sector, to reflect wider demand for jobs and skills in the sector.

The Mayor's London Climate Resilience Review's interim report highlighted how jobs and skills that support London's ambition to be net zero by 2030 and adapt to climate change are crucial to the future of our capital. With this round of funding, we will prioritise projects targeted at delivering green jobs and skills with a particular focus on retrofit and energy efficiency. Skills Bootcamps are well-placed to deliver skills in these areas - from retrofit coordinator or assessor training, through to insulation or heat pump installation.

One of the successes of this programme to date has been the partnerships created between employers and training providers to shape innovative training that is designed around recruitment needs across a range of sectors. Some great examples of this include:

- The Skills Centre Stratford which, has designed a Rainscreen Cladding Skills Bootcamp in consultation with several large construction employers, improving energy efficiency and building safety. This Skills Bootcamp achieved about 96% job conversion for completed learners. The Skills Centre

¹ Referenced in press release *Mayor hails adult education learning success reaching one million funded learners* 8 February 2024

<https://www.london.gov.uk/MAYOR%20HAILS%20ADULT%20LEARNING%20SUCCESS%20REACHING%20ONE%20MILLION%20FUNDED%20LEARNERS>

has now introduced new modules and certifications to enhance the skills and proficiency of learners especially in response to the additional health and building safety requirements resulting from the Grenfell Tower Inquiry.

- Get Set UK designed a Pathway to Apprenticeship Skills Bootcamp in Digital Marketing to equip learners with industry knowledge and transferable skills to enable them to transition into an apprenticeship within the creative sector. Get Set UK ran focus groups with their employer partners who identified significant barriers faced by learners which included digital poverty, financial difficulties, ESOL and mental health issues. Each learner received a laptop, a dongle and access to pastoral support to support their engagement on the programme.
- WYK Digital, a social enterprise committed to widening access to digital careers, has designed the performance marketing skills bootcamp through close collaboration with key employer partners. The curriculum was designed to service the needs of key employers and the bootcamps included interactive workshops delivered directly by a global marketing company on interview techniques and what it is like to work in digital roles in the marketing sector. As a result, this company with over 75,000 employees hired 100 bootcamp graduates directly from WYK.

The Mayor and I are committed to supporting more projects like these, making sure employers can get the skills they need to innovate and grow and ensuring more Londoners get the opportunity to train and move into good jobs. We encourage you to apply and to think creatively about how this fund can deliver the training required for the vital and rewarding jobs available in the capital both now and in the future.

Jules Pipe CBE
Deputy Mayor, Planning, Regeneration and Skills

1. Introduction and background to Skills Bootcamps for Londoners

The Mayor is making up to £11.3 million of grant funding available for the delivery of Wave five Skills Bootcamps in London during April 2024 to March 2025, funded by the Department for Education.

Skills Bootcamps are intensive Level 3 to 5 or equivalent flexible training courses up to 16 weeks in length, with a guaranteed job interview (in the case of a new job).

The key aims of the Skills Bootcamps are:

- to deliver flexible training programmes lasting up to 16 weeks, based on ‘in-demand’ employer and sector skills needs. Training will help gain work, additional responsibilities, or access new opportunities and will offer a guaranteed job interview.
- to address the needs of adults (19+) who are full-time and part-time employed, unemployed, returning to work after a break or self-employed, and provide individuals with wider access to opportunities to retrain, update or formalise their skills or acquire specialist skills.
- to address the needs of employers and the wider economy, to deliver targeted interventions to meet short to medium term demand to fill vacancies and drive productivity. They will help fill medium to higher level skilled vacancies and bring individuals closer to good jobs, by linking them to a job / different role, additional responsibilities, or new opportunities / contracts.
- to help fill vacancies and bring individuals closer to good jobs (including those currently in employment), by linking them to a job / different role, additional responsibilities, or new opportunities / contract.

Skills Bootcamps are expected to deliver ‘good work’ outcomes, defined as a job (or new role/additional responsibilities with an existing employer), new contract or new opportunities for the self-employed, an apprenticeship or paid work placement which:

- utilises the skills acquired in the Skills Bootcamp
- is a minimum of 16 hours/week and is continuous for at least 12 weeks
- pays a basic salary of the London Living Wage or above
- does not involve the use of zero hours contracts.

Current national skills sectors supported by Skills Bootcamps and prescribed by the Department for Education (DfE) are green (included within construction, technical and green other), digital, technical, logistics, pathway to apprenticeships, creative, early years and construction. Additional sectors identified by the GLA as priority areas for London are hospitality, professional and financial services and health (including life sciences) and social care.

1.1 Funding Available

£11.3 million of grant funding is available through this competition. The maximum funding per application (per delivery organisation) is capped at £800,000 to deliver bootcamps in the sectors listed above and in section 3. The GLA reserves the right to not allocate all funds.

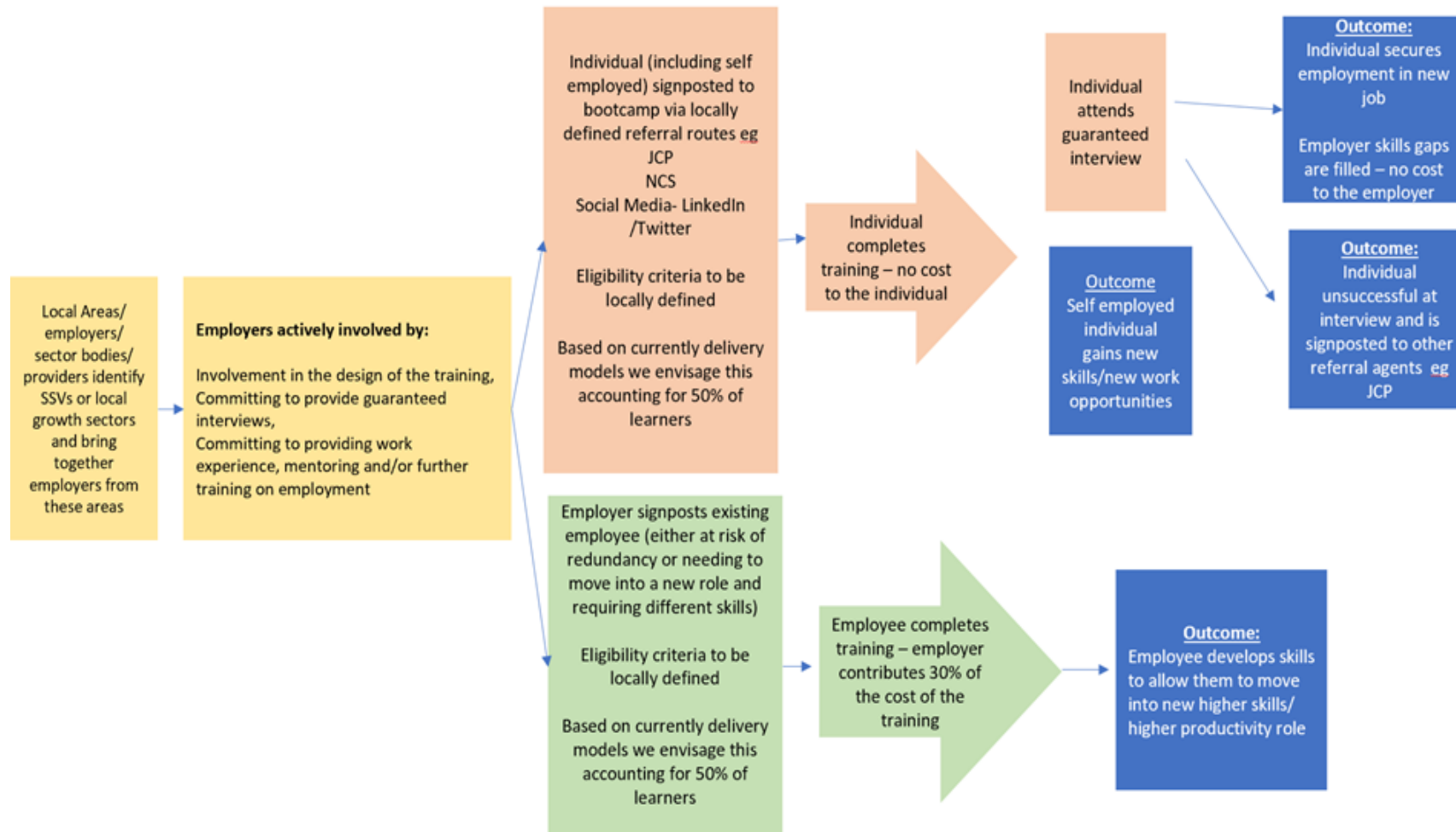
Funding will be prioritised for bootcamps which deliver green skills to support London's progress towards becoming net carbon zero by 2030. Of the total pot of available funding, a minimum of £4 million is allocated for bootcamps applications offering green skills training which meet minimum requirements and achieve the minimum weighted quality score threshold set out in this Prospectus.

The GLA will reserve the right to apply a cap to the value of award of funding to digital skills bootcamps, to ensure demand for delivery of digital skills is met and give priority to delivery of other sectors skills bootcamps, including green.

1.2 The Skills Bootcamps Delivery Model

All Skills Bootcamps must meet the requirements of the Delivery Model on the following page.

The Skills Bootcamps Delivery Model



2. Strategic Context

London has enjoyed strong economic growth in recent decades. Its economy is large, diverse and dynamic, and the capital has strong foundations in place. But London's economy is facing challenges, from low productivity growth to rising inequality. Not all Londoners benefit from London's prosperity, undermining its success and in the capital's highly skilled labour market, people without higher level skills can be trapped in low-paid work. Skills Bootcamps form an important part of the Mayor's commitment to support Londoners to progress into good quality jobs, close the capital's skills gaps, and create a more inclusive workforce.

Skills bootcamps are also an opportunity for London to drive the transition to a net zero economy, ensuring the capital is adapting and resilient to the impacts of climate change. It can also help meet the challenges of the digitisation and automation of jobs.

However, London faces a set of challenges which are different to the rest of the UK. London has high levels of structural inequality. Skills Bootcamps will help to respond to these challenges by providing opportunities for people in and out of work to gain Level 3 and higher skills, with graduates progressing on to take up the jobs that are needed to boost our economy and diversify our workforce.

2.1 London's Local Skills Improvement Plan (LSIP)

With support from the Mayor and led by BusinessLDN, [London's Local Skills Improvement Plan](#) (LSIP) brings employers, educators and other stakeholders together to work towards transforming the skills system. LSIPs identify the skills priorities for employers in a given region. Research undertaken as part of the planning of London's LSIP has helped identify skills sectors essential for London's success, currently compromised through skills shortages. London's LSIP identified four priority sectors – creative, construction and the built environment, health and social care and hospitality – and four cross-cutting themes: digital skills, green skills, transferable skills and labour market inclusion. These are aligned with the Mayor's priorities and planned skills investments. The need for development in the green skills sector is of particular significance as the Mayor's carbon neutral ambitions for the city by 2030 are dependent on skilled workers being proficient in utilising green technology.

In London, local areas have also produced LSIPs which share more of what skills local employers need at a sub-regional level:

- [Local London LSIP](#) (Barking & Dagenham, Bexley, Bromley, Greenwich, Havering, Newham, Enfield, Redbridge, and Waltham Forest)
- [West London LSIP](#) (Barnet, Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon and Hounslow)

- [South London Partnership LSIP](#) (Croydon, Kingston upon Thames, Merton, Richmond upon Thames and Sutton)
- [Central London Forward LSIP](#) (Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth and Westminster)

2.2 Partnership Bids Welcome

We are looking to award Skills Bootcamps funding to bidders who can demonstrate established links with employers, and we strongly encourage partnership bids. A partnership bid includes a joined-up approach between skills providers and employers where both parties benefit from working in this way. For example, employers should be involved in designing the courses to meet their skills needs and committing to holding interviews for learners who complete the courses. This provides a pool of talent for the businesses looking to fill their vacancies.

We also encourage providers and employers to engage more widely, including with sector and trade bodies, business groups, sub-regional partnerships and London boroughs. Community organisations and support services can also provide direct connections with potential learners and can help providers and employers with recruitment, starts, completion and progression for learners.

2.3 Business Engagement

Employer involvement in the Skills Bootcamps for Londoners programme is a key success factor to supporting Londoners to progress into and in employment. Effective business engagement activities undertaken by providers will be central to achieving delivery targets, and providers are required to identify and engage employers who have vacancies or require skills support in the design and delivery of bootcamp provision.

The GLA will support this through its Skills and Employment Unit's direct engagement with relevant sector stakeholders and bringing providers together to share best practice.

The Mayor has also funded London & Partners to provide a single front door for business support in London. Grow London Local recently launched providing a one-stop-shop for micro and small business owners and aspiring entrepreneurs to easily navigate to the right advice and support to help their business thrive, including skills advice.

The GLA will support successful providers to ensure their bootcamp offer is advertised through Grow London Local so that businesses can find and engage with the provision they need.

3. Bootcamps Priority Skills Sectors

We will fund bootcamps that support Londoners to gain in demand skills and move into jobs in 11 priority skills sectors. Providers can apply for funding to deliver Skills Bootcamps in multiple sectors. The maximum application value per provider is £800,000. There is no minimum grant value per provider.

Please see a summary for each sector on the following page and refer to Annexes (C-M) at the end of the prospectus, which set out the priorities in further detail.

National priority skills include:

1. Green (included within a) Technical, b) Construction or c) Other Green)
2. Technical (Engineering and Manufacturing)
3. Construction
4. Logistics
5. Creative
6. Early Years
7. Digital
8. Pathways to Accelerated Apprenticeships

London specific priority skills include:

9. Hospitality
10. Health (including Life Sciences) and Social Care
11. Finance and Professional Services

Providers will need to demonstrate the strategic alignment of their proposed bootcamps delivery and how it addresses priorities set out in this section.

3.1 Green

£4 million of the available pot of funding is prioritised for Green Skills Bootcamps. The Mayor's ambition is for London to be net zero carbon by 2030. In order of carbon emissions, the three largest contributors are buildings, transport and industry. To transform these contributors to emissions we need to invest in skills and jobs for people to carry out the work that is needed.

To support this, the Mayor is prioritising skills that support retrofit² and energy efficiency in this round of Skills Bootcamps for Londoners. This will include traditional construction and technical occupations, such as electricians and insulation installers, but also the skills and jobs for adaptation and long-term maintenance and coordination needed for climate resilience with roles like Retrofit Assessors and Retrofit Coordinators.

Additionally, green and blue infrastructure³ is critical to adapt to climate change and resilience. For example, through sustainable urban drainage, cooling measures and supporting biodiversity.

Skills Bootcamps can provide upskilling opportunities for the current workforce – for example, those designing and constructing and maintaining new green and blue infrastructure – and attract new entrants into shortage areas, including through construction and other apprenticeships.

In line with national guidance under the Skills Bootcamps programme, green skills are not included as a distinct sector and applications must identify which of the following sector categories a Green Skills Bootcamp falls within:

- Construction
- Technical
- Other Green.

3.2 Technical (Engineering and Manufacturing)

Both engineering and manufacturing are high skilled sectors in London. They are also important for decarbonisation and moving to net zero. London's LSIP has established that electrical, civil and mechanical engineering are priority occupations to support London's green ambitions. Other areas in demand are mechanics, heating engineers, electricians and wider construction and building services. The sector also needs a range of transferable skills, including communication and project management.

² Retrofit is the introduction of new materials, products and technologies into an existing building to reduce the energy needed to occupy that building. Retrofit is not the same as renovation or refurbishment.

³ Green and blue infrastructure encompasses natural and semi-natural features, interventions, and structures such as parks, street trees, rivers, and urban drainage.

Bootcamps supporting this sector should consider the diversity challenges, with women and Black, Asian and minoritised ethnic Londoners underrepresented in these occupations.

3.3 Construction

London's construction sector is expected to see significant growth over the next decade. This growth is also linked to the need for new housing development in London, the maintenance and repair of some of London's existing housing stock and building safety requirements. Decarbonisation and the move to net-zero are also key drivers of expected growth in London's construction sector with the need to scale up retrofitting and energy efficiency measures. Self-employment is common and diversity across the sector's workforce is a challenge, with women and people from Black, Asian and minoritised ethnic backgrounds underrepresented in the workforce. Skills bootcamps for construction need to support more people into construction trades, including electricians, bricklayers, plumbers, and carpenters and joiners, along with upskilling current workers in low carbon technologies and retrofit expertise. Bootcamps will also need to help build digital skills which are also increasingly important for roles in this sector, along with transferable skill such as project management and problem solving.

3.4 Logistics

Logistics will play an increasing role in moving to a net zero economy as London looks to reduce emissions through moving goods more efficiently and changing vehicle fleets. There is strong demand for jobs, including for HGV drivers transport and distribution clerks, warehouse operatives, and managers in transport and distribution. There are fewer younger people and women working in logistics. Digital skills are increasingly important, along with transferable skills such as management and customer service.

3.5 Creative Industries

The creative industries make an important contribution to London's economy and labour market and is predicted to grow further over the next decade. Bootcamps should consider key demand occupations such as events managers, graphic and multimedia designers, authors writers and translators, carpenters and joiners, and arts officers, producers, and directors.

Digital skills are an increasing part of the creative industries, but the sector has a broad technical skills base, from writing through to carpentry and joinery. Transferable skills are also needed, such as teamworking, resilience and management.

Self-employment is common and, despite signs of improvement, the share of jobs held by women, people with disabilities, older workers, and those from Black, Asian and minoritised ethnic backgrounds, is still below the London average.

3.6 Early Years

The sector has seen an increase in demand for jobs between 2019-2023 and this is expected to continue. The focus of training in the sector is through clearly established routes at Level 2 and 3. However, bootcamps are an opportunity to develop key skills and accreditation to help people progress into early years education and childcare occupations. Employers also identify specialised areas in their recruitment, such as paediatric first aid and child protection, along with transferable skills, including communication and planning.

3.7 Digital

Digital is a high skilled and high value sector in London. Having grown strongly in-demand post pandemic, recruitment activity has steadily trended back down to pre-COVID levels as of the end of 2023. Programmers and software development professionals (an extremely diverse occupation in terms of skills) continue to dominate overall job postings. Typically, skills needs for the sector include a wide range of IT skills and familiarity with a range of coding languages although each specific occupation has its own individual needs. Digital sector employers also identify transferable skills including communication and management.

There is also growing demand for advanced digital skills such as Artificial Intelligence (AI), data analytics and advanced coding. Bootcamps in advanced digital skills should only be delivered if there is clear employer feedback and commitment that the skills and knowledge can be delivered within the bootcamp model.

Bootcamps are an opportunity to tackle key digital skills shortages in London's labour market, and address strong demand for skilled roles such as programmers, software development professionals, database administrators and web content technician, IT business analysts, architects and system designers as well as cyber security professionals.

The GLA will reserve the right to apply a cap to the value of award of funding to digital skills bootcamps, to ensure demand for delivery of digital skills is met and give priority to delivery of other sectors skills bootcamps, including green.

3.8 Pathways to Accelerated Apprenticeships

Apprenticeships provide important training and career development opportunities for Londoners across sectors. Apprenticeships are based on occupations recognised by employers and the Institute from Apprenticeships and Technical Education ([IfATE](#)) has published occupational maps, grouped by sectors, which show where apprenticeships can lead.

In London, apprenticeships can help support the drive to a net zero economy. Important apprenticeships for this in London include electricians, plumbing and heating technicians and arborists.

3.9 Hospitality

London's hospitality sector is expected to grow over the next decade, creating jobs and strengthening the capital's position as a leading international city. However, the sector is facing recruitment challenges and looking to promote training and career progression opportunities further, including through apprenticeships.

Important shortages include chefs, bar and catering supervisors, restaurant managers and sommeliers. Transferable skills such as customer service and management should also be prioritised.

3.10 Health (including Life Sciences) and Social Care

Health and social care is one of the largest sectors for employment in London and is expected to grow further over the next decade. Life sciences are driving this growth and bootcamps should consider how they can help address demand for skilled roles such as lab technicians and healthcare associates.

Other shortage skills include mental health support, management, and auditing. Bootcamps should consider how they can develop these skills and support progression into roles and careers within this sector.

3.11 Finance and Professional Services

Finance and professional services is the largest economic contributor to London by sector. It is a high skilled sector and will also contribute to growth in green jobs, as services such as low carbon capital and finance investment and environmental consultancy continue to grow. The sector has a range of apprenticeships mapping on to career and training routes. Bootcamps for this sector should consider how to support these career routes and support digital and transferable skills, including project management, communication and teamworking.

4. Delivery Requirements

4.1 Eligibility - Providers

We believe that successful delivery of skills bootcamps is underpinned by providers who are embedded in their local communities, and can demonstrate strong links with sector specific employers, Londoners and local stakeholders.

Therefore, through this grant award process, the GLA is awarding grant funding only to potential providers with an established delivery base within London or London fringe. Providers are required to operate from a physical learning site within London and its fringe. **Annex A** includes a map of London's fringe authorities.

Providers can apply in the following capacities:

- Sole Training Provider (one Skills Provider)
- Lead Provider (with Sub contractor/s)
- Consortium Lead (a Skills Provider working in partnership with another provider/s, who will act as Lead and thus enter into the legal funding contract with GLA)
- Lead Employer (must have UKPRN) delivering the Skills Bootcamp/s

Prospective providers can be a Further or Higher Education organisation, an employer, an independent training provider or other organisation. Local Authorities can apply via their Adult Community Learning function.

This programme is open to all training providers registered on the UK Register of Learning Providers as well as Employers. Please note that all successful providers (training and employers) must have a UKPRN number at delivery start. To register for a UKPRN number, please follow this link: <https://www.ukrlp.co.uk/>.

4.2 Eligibility - Learners

To be funded, learners must meet all the following criteria:

- have the right to work in the UK - this can be checked on gov.uk/view-right-to-work; **and**
- meet residency requirements - Providers should refer to the [Residency Eligibility](#) section of the AEB funding rules before accepting an individual onto a Skills Bootcamp; **and**
- live in England - further detail is provided below.

Providers are reminded that, to receive payment, they must only enrol learners who are aged 19 or older, on 31 August within the ESFA funding year. This means:

- Learners must be aged 19 or older: on or before **31 August 2023** for bootcamps starting between **01 April 2024 and 31 July 2024**

- on or before **31 August 2024** for bootcamps starting between **01 August 2024 and 31 March 2025**
- All Skills Bootcamps must be open to all eligible adults within the communities they serve, including those employed, not in work or self-employed, serving prisoners due to be released within 6 months of completion of a Skills Bootcamp and those on Temporary Release. Skills Bootcamps aim to support participants to improved employment outcomes. Providers should consider how their Skills Bootcamp will support these participants effectively into a positive employment outcome.
- Providers will be required to set a percentage target for enrolment of groups of Londoners with the following protected characteristics: age, gender, ethnicity, and disability. In addition, providers will also be required to consider setting targets for unemployed or economically inactive, low income, lone parents, carers, care leavers, learners with learning difficulties (LLDD) and migrant learners.
- No prior attainment is required unless specifically prescribed by an employer and/or specifically related to the job and sector within which the vacancies offered are situated. Providers should screen potential learners and select those who will benefit from enrolling onto a Skills Bootcamp, including by checking that the potential learner does not already have a significant proportion of the knowledge, skills and behaviours that the Skills Bootcamp is designed to help them acquire. Providers should signpost to other opportunities where a Skills Bootcamp is not appropriate for a potential Learner.
- However, providers may define their own selection processes and/or assessments as part of their approach to recruitment of learners.
- Providers must not recruit learners who live or work outside of London.

4.3 Funding Conditions

DfE have adjusted the learner eligibility, so participants enrolled on DWP's Restart programme can access Skills Bootcamps, recognising differences in provision. However, if providers are delivering both a DWP Restart programme and a DfE Skills Bootcamp, they must ensure that they are delivering two separate sets of activities to receive funding from both programmes for an individual learner.

An adult may only undertake one Skills Bootcamp per funding year (1 April to 31 March) and must not be on more than one Skills Bootcamp at any one time. However, where an individual starts a Skills Bootcamp and then realises that it is not suitable for them for whatever reason, they may start, and be funded for, another Skills Bootcamp so long as the first milestone payment has not been reached.

Providers have an obligation to ask prospective learners whether they have already undertaken a Skills Bootcamp in that funding year and if they are currently undertaking a Skills Bootcamp.

- Learners may transfer between Skills Bootcamps within a year but only under the following conditions: The learner must have left their first Skills Bootcamp before the first payment milestone cut-off.
- The learner may only start two Skills Bootcamps maximum within a year.

Where an employer is training an existing employee, they must contribute to the cost of the course. In the case of large employers, DfE will cover 70% of the cost of the Skills Bootcamp with the remaining 30% of the agreed learner rate to be funded by the employer. Existing employees are defined as someone directly employed by the employer, not a temporary worker, self-employed and contractor, director or officeholder. However, where a director or office holder is also an employee the employer will be expected to contribute. Further information on [employment status](#) is available.

- In the case of small and medium employers DfE will cover 90% of the cost of the Skills Bootcamp, so the employer contribution is reduced to 10%. A small or medium sized employer is defined as having fewer than 250 employees.
- Providers are free to agree further funding contributions from employers should they want to enhance the content of the Skills Bootcamp.
- Providers are responsible for ensuring they collect, and maintain evidence of, payment of the employer's contribution.
- Courses are fully funded by Government for independent learners (individuals not being co-funded by their employer), and for the self-employed.

Individuals must not be charged for any element of the Skills Bootcamp.

4.4 Key Performance Indicators (KPIs)

Skills Bootcamps must be delivered at Level 3-5 or equivalent with the exception of Skills Bootcamps in Construction, Green Skills and HGV Driving which may be delivered at Level 2 or equivalent.

The following information shows the 3 milestones/Key Performance Indicators (KPIs) providers will be monitored and measured on.

Milestone 1

Learner start: Completion of 14 qualifying days and completion of initial assessment equating to at least a minimum of 10 guided learning hours within this period

Milestone 2

Learner completion: Successful completion of the training programme including passing any required assessments and either an interview offer (for fully funded / independent learners), offer of new role or responsibility (if emp funded) and for self-employed just completion.

Milestone 3

Learner outcome: Offer of a new job / apprenticeship (for fully funded / independent learners), new role or additional responsibilities at existing employer for employer co-funded or obtaining new contracts for self-employed learners.

Furthermore, the provider shall monitor its own performance and that of its supply chain, against the Key Performance Indicators outlined in the table below. All interviews and employment outcomes must meet the definition of good work.

For the purposes of the Skills Bootcamps, a 'good work' outcome is defined as a job (or new role/additional responsibilities with an existing employer), new contract or new opportunities for the self-employed, an apprenticeship or paid work placement which: utilises the skills acquired in the Skills Bootcamp, is a minimum of 16 hours/week and is continuous for at least 12 weeks, pays a basic salary of the London Living Wage or above and does not involve the use of zero hours contracts.

KPI Name	Definition	Performance Measure
Learner Start (Milestone 1)	Completion of 14 qualifying days and completion of initial assessment equating to at least a minimum of 10 guided learning hours within this period	<p>10% achieved by 31st July 2024</p> <p>30% achieved by 31st September 2024</p> <p>100% achieved by 31st March 2025</p> <p>Applicants may put forward a case for consideration should the targets for July and September not be achievable.</p>
Guaranteed Interview for each Relevant learner* on the Skills Bootcamp *a relevant Learner is one who is not training with the support of their existing employer, or are self-employed	Interview must be for a job (which can be an apprenticeship) The interview must be for a job that matches the skills acquired by learner through the successful completion of the Skills Bootcamp.	100%
Learner Outcomes/Career Progression The GLA will work with providers to ensure a positive outcome for at least 75% of individuals within 6 months of completing their Skills Bootcamp	<p>Unemployed learners/independent learners: Should get a new job (which can be an apprenticeship) within 6 months of completion of their Skills Bootcamp, that utilises the skills acquired in the Skills Bootcamp</p> <p>Employed learners being supported by their employers: Should get a new or different role within 6 months of completion that utilises the skills acquired in the Skills Bootcamp</p> <p>Self-employed learners: Should secure new opportunities/contracts</p>	75%

	within 6 months of completion that utilises the skills acquired in the Skills Bootcamp	
New Skills	Learners who successfully complete a Skills Bootcamp will have acquired new skills within the scope of the Skills Bootcamp programme.	100%
Referral to alternative Opportunities	Learners who are unsuccessful at post completion interview should be referred to other job and training opportunities.	100%
Learner Drop-Out Rates	Robust recruitment and learner support processes must be in place to minimise learner drop-outs.	$\leq 20\%$
Employer Engagement	Every Skills Bootcamp should be able to evidence Employer Engagement at the Design Stage, during the Delivery Stage and Post Skills Bootcamp Stage, supporting the learner into the improved outcome.	100%
Employer Co-Funding	<p>Where they are training their own existing employees*, all employers must co-fund the training with a cash contribution.</p> <p><i>*Employee defined as directly employed by the employer, not a worker, sub-contractor, or freelancer</i></p> <p><i>** SME defined as an employer with less than 250 employees.</i></p>	<p>$\geq 30\%$ of Skills Bootcamp Cost</p> <p>$\geq 10\%$ of Skills Bootcamp cost if the employer is an SME**</p>

The GLA will use performance against all the KPIs listed within this section, and other metrics as applicable to monitor provider performance and support contract management discussions.

4.5 Payment Milestones

There are three payment milestones associated with a learner on a Skills Bootcamp.

Please see below a summary of the Payment Milestones. Detailed advice of what evidence must be provided to obtain the milestone payment will be provided to successful providers in the Wave 5 Delivery Handbook.

The GLA recognises there may be instances where a learner has changed their status part way through their Skills Bootcamp, e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected completion/outcome has changed. Where that is the case, you should discuss this with your GLA

Provider Manager to confirm what evidence requirements are expected to enable a claim to be made, and decisions will be made on a case-by-case basis.

- **Milestone 1: Commencement - 40%**

Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements). We expect the 14 qualifying days of the training course to include a minimum of 10 guided learning hours.

Providers must achieve Starts by 31st March 2025 in line with delivery plans and in time to achieve Completions by this deadline. The Provider should report on the next monthly reporting cycle any new learner Starts via the GLA's reporting process.

- **Milestone 2: Contract Delivery, Course completion and interview offered - 30%**

Completion of the training and completion of a final assessment (final assessment as set out in the service requirements), and;

- For the independent learner: an offer of an interview for a vacancy which meets the criteria set out in the service requirements;
- For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation which meets the criteria set out in the service requirements
- For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out in the service requirements

If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.

Providers must achieve Completions by 31st March 2025 and in line with delivery plans. The Provider should report on the next monthly reporting cycle any new learner Completions via the GLA's reporting process.

- **Milestone 3: Positive Outcome, on job offer (or equivalent) - 30%**

For the independent learner: An offer for a job which meets the criteria set out in the service requirements.

For the co-funded learner: the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements.

For the self-employed learner: Learner has secured new work/new contracts which meet the criteria set out in the service requirements.

If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.

Providers should note that the learner must have finished the training element of the Skills Bootcamp for the Provider to be able to claim a Positive Outcome payment.

Providers must achieve Positive Outcomes within the six months after the training finishes. [Please note this is not six months after the full Completion milestone, but after the training element has finished]. The provider should report on the next monthly reporting cycle any new learner Positive Outcomes via the GLA's reporting process. Positive outcomes cannot be achieved later than 30 September 2025.

Pathway to Apprenticeships

There are three payment milestones associated with a learner on a Pathway to Apprenticeship Skills Bootcamp. Payments will also be made on the following basis:

- **Commencement** - 40%
- **Contract Delivery**: Course completion and interview offered - 30%
- **Outcome**: On job offer (or equivalent) - 30%

However, for Pathway to Apprenticeships **only** please see **Annex N** for a summary of the Payment Milestones specific to this type of delivery.

4.6 Course Length

The GLA requires all sector bootcamps to be a minimum of 60 Guided Learning Hours (GLH) and no longer than 16 weeks in duration.

Providers must offer Digital Skills Bootcamps at a minimum of 100 Guided Learning Hours (GLH) (unless it is a Pathway to Accelerated Apprenticeship, in which case 60 GLH is acceptable).

Guided Learning Hours are the time a learner spends being taught or instructed by – or otherwise participating in education or training under the immediate (live) guidance or supervision of – a lecturer, supervisor, tutor or other appropriate Provider of education or training whether this is in person or online.

Providers are required to operate from a physical, fit for purpose and accessible learning site within London and its Fringe Authorities. Only hybrid (mix of online and in person learning) and in person learning Bootcamps will be funded. Bids that offer 100% online Bootcamp will not be considered. GLA officers will undertake a Verification Visit to at least one physical training location per Provider within three months of Grant approval. See Annex A for map of London's Fringe Authorities.

Pre-recorded content does not count towards GLHs.

4.7 Course Content and Flexibility

The Provider must ensure the Skills Bootcamp(s):

- can be reasonably delivered to a learner concurrently employed in either a full-time or part-time role or around other commitments
- are accessible to learners
- providers must make reasonable adjustments, as appropriate for those learners with Protected Characteristics (as defined by the Equalities Act (2010)).
- GLA will not fund any part of any learner's learning aim or programme which duplicates provision they have received from any other source, known as double funding.

The provider must deliver a 'wraparound service' of learner support (for example, using a coaching and mentoring approach, from programme application stage, during, and post programme, to move people into jobs/new roles and opportunities. This should include:

- upfront screening of applicants, soft skills (or work readiness) training to support the occupational skills training
- vacancy/role/opportunity identification
- providing pastoral services to help participants complete the Skills Bootcamp and follow-up services to participants and employers to support job placement mentorship, pastoral support

- high-quality advice and guidance to support the learner into a positive employment outcome (for example, CV writing support, mock interviews)
- Strong evidence of the employer design of the bootcamps being delivered

GLA expects all Independent Learners (not co-funded by their employer, and not self-employed) to progress on to a guaranteed job interview upon the completion of the Skills Bootcamp. This should be a genuine vacancy related to the skills gained through the Skills Bootcamp and the job must be expected to deliver ‘good work’ outcomes which:

- utilises the skills acquired in the Skills Bootcamp
- is a minimum of 16 hours/week and is continuous for at least 12 weeks
- pays a basic salary of the London Living Wage or above
- does not involve the use of zero hours contracts.

Providers should ensure interviews are offered to all independent learners; without the offer of an interview the Skills Bootcamp is not complete.

All training must either be accredited, aligned to occupational standards managed by the Institute for Apprenticeship & Technical Education or utilise a recognised standard for representing attainment (e.g., RARPA, SFIA). Where the third pathway is chosen, we would expect a higher standard of evidence for employer engagement. We are keen to see innovative proposals of realistic and sustainable options that demonstrate commitment from all sides to a successful outcome.

Only hybrid (mix of online and in person learning) and in person learning Bootcamps will be funded. Bids that offer 100% online Bootcamp will not be considered. The GLA will not set a minimum GLH requirement of how much of the hybrid model must be delivered in-person.

4.8 Employer Engagement and Involvement

The GLA encourages employers to bid for funding to deliver Skills Bootcamps. If employers themselves are not bidding, prospective providers should engage employers from the outset in the design and/or delivery of their Skills Bootcamp provision and to gain commitment to interview candidates from the Skills Bootcamps for relevant vacancies, or to establish what the impact will be if they are training their own employees. Providers may be required by the GLA to provide evidence of its work with employers. This could include the provision of behavioural skills support, coaching and mentoring, design and / or the delivery of content as well as evidence of interviews taking place and where participants have been recruited by the employer.

Providers would be expected to include evidence of strategic engagement with named employers (via employer letters) and evidence of employers’ commitment in principle, to providing real job vacancies for Skills Bootcamp participants. In the case of applications to deliver green skills bootcamps, where it may be more difficult to evidence employer commitment, applicants should set out a clear commitment and

plan to stimulate demand through, for example, local business networks, public sector bodies, or supply chains.

Providers are expected to detail exactly how they propose to progress learners into work or career promotions, setting out a clear plan and learner journey to achieve employment outcomes.

GLA has a target of 60% of employers involved in Skills Bootcamps being SMEs. We therefore expect providers to demonstrate how they will engage with SMEs in support of this objective. This will inform the assessed score given to applicants under employer engagement in the main application form.

5. Data and Monitoring Requirements

5.1 Performance Data

Successful applicants will be required to sign a Greater London Authority Grant Agreement via Docusign. After entering into contract, the Provider must supply the GLA with data in accordance with the following:

5.2 Individualised Learner Record (ILR)

The use of the ILR is not currently operational for Skills Bootcamps funded by the GLA or other devolved authorities and Local Grant Areas. DfE have informed the GLA of their expectations to use the ILR to report learner details and calculate payments on the Skills Bootcamps for Londoners programme from 1 August 2024. This is aligned with the timetable for all other Mayoral Combined Authorities and Local Grant Areas.

The GLA are currently in discussions with the DfE to delay the use of the ILR to commence for Wave 6 (FY 25-26) to minimise disruption for providers delivering in-year during Wave 5 of the Skills Bootcamps for Londoners programme. At this stage Providers need to note the use of the ILR will become compulsory going forward for GLA-funded Skills Bootcamps providers and will need to make provisions and plan accordingly. At such time as the ILR becomes available, GLA-funded Skills Bootcamps Providers will be required to return ILR data on each Individual learner in accordance with relevant national/local guidance. Any future submission of ILR data might be additional to the monthly Skills Bootcamps Data Collection Template. The latest updates will be shared by the GLA with successful providers.

The London Learner Survey (LLS) was launched in August 2021 to measure the economic and social outcomes achieved through AEB-funded learning as approved by the Mayor. All providers in receipt of AEB, Free Courses for Jobs and Multiply funding, including those who apply for this funding round, are expected to participate in the LLS. Please note only providers who submit data via the ILR are required to complete the London Learner Survey. The expectation will be this will apply to providers on the Skills Bootcamps for Londoners programme from Wave 6 (FY 25-26).

5.3 Provider Performance Management Requirements

The Supplier must supply the GLA with data in accordance with the following:

- to support the management process
- to support payments to be made
- to enable reconciliation to take place
- to enable evaluation to take place
- in line with agreed audit arrangements
- in adherence with the UK GDPR and Data Protection Act 2018
- to support any written request from the GLA

The Supplier must:

- submit Skills Bootcamps Data Collection (SBDC) template monthly to reflect delivery and, if required in future, Individualised Learner Record (ILR) data
- report new learner starts within one month of the learner starting, and
- report within one month of the learner finishing, all withdrawals and completions
- report job outcomes for learners in the next monthly reporting cycle following an offer of a job by an employer to a learner
- report positive outcomes within the six months after the training finishes (Please note this is not six months after the full completion milestone, but after the training element has finished).

The SBDC template must be transmitted to the GLA through the required data exchange portal, which is likely to be the GLA's FileCloud portal. Access to the GLA's FileCloud portal is restricted, and in registering for an account to use the portal the Supplier must agree to comply with the conditions of use regarding the supply of data to the GLA and any additional guidance which may be provided by the GLA. We will confirm detailed arrangements for data exchange in the Wave 5 Delivery Handbook which will be provided prior to commencement of delivery.

We will confirm the data successfully submitted, and the data which has failed validation, on a monthly basis through Funding Summary and other reports made available to the Supplier on the GLA Skills Gateway web portal after the data has been submitted. The Provider must correct or remove data that fails the validation rules detailed in the Data Validation Report which will be provided by the GLA.

Access to the GLA Skills Gateway will be enabled by the same account that will be created when the Supplier registers on GLA-OPS, the GLA's programme management system. All Providers will be required to register on GLA-OPS. Using validated Submission data, we will calculate the value of the Providers' earnings for the Funding year to-date. We will pay the Provider monthly. The schedule of when we will make monthly payments to the Supplier will be provided as part of the Wave 5 Delivery Handbook.

The Provider must retain an evidence pack for every Skills Bootcamp which must contain evidence to support the funding claimed and which must be made available to the GLA when requested. The evidence pack must confirm all evidence reported by the Provider in the SBDC template and, if applicable, the ILR, and all supporting evidence to substantiate the data the Provider reports. The full list of required evidence requirements will be shared with successful Providers within the Wave 5 Delivery Handbook. In cases where irregularities are identified, the GLA reserves the right to carry out further checks and other remedial action. If on review by the GLA the evidence provided by the Provider is deemed insufficient to substantiate a data submission by the Provider, or the data submitted by the Provider is otherwise found to be incorrect, we reserve the right to reclaim any funds which were paid out based on that data submission. We also reserve the right to suspend payments to the Provider where data quality gives rise to concern about the accuracy of the data provided by the Provider.

The Provider must undertake to submit accurate data. Where we are concerned about the quality of the data, including the completeness or accuracy of the data, provided by the Provider, we may require the provider to supply data more frequently for a specified period, and may audit the provider's data and controls, as required to gain assurance that the quality improvements have been made. We reserve the right to require the Provider, at its own cost, to carry out such work as we deem necessary to improve the quality of data.

The Provider will capture and retain evidence for performance purposes.

Management information should be collected monthly, during implementation unless otherwise requested. We reserve the right to amend the frequency of data collection and reporting.

The Provider will be required to act in a flexible, responsive, and timely manner to provide the requested data within reasonable timescales specified by the GLA without additional cost to the GLA.

We may amend/supplement the Provider Performance Management Information we require at any time including but not limited to amendments to cover the Provider's organisational structures/mechanisms for delivery of the Services.

We reserve the right to validate the Provider Performance Management Information, reports or claims made in reports, in whole or in part, independently or directly with Providers, participants, learners and/or partners.

The Provider will attend regular performance review meetings with the GLA and will be required to present relevant/requested Provider Management Information. Provider Performance Management Information should be submitted to the GLA five days prior to the monthly performance review meeting.

A detailed Wave 5 Delivery Handbook will be issued to all successful Providers to support Provider Performance Management Requirements.

5.4 Provider Quality Assurance

From the 1 April 2023, Ofsted is now including Skills Bootcamps in their inspections of Adult Learning Programmes. The GLA will be monitoring inspection outcomes during Wave 5 as part of our wider contract management and quality assurance processes.

GLA provider managers will undertake Quality Control review of activities by providers delivering on Wave 5 Skills Bootcamps for Londoners programme. This will be detailed in the Wave 5 Skills Bootcamps for Londoners Delivery Handbook which will be shared with successful providers. Activities could range from lesson observations, in-person visits and learner and employer feedback calls to ensure high-quality training delivery and KPIs are being achieved. Providers must facilitate such observations and meetings on request. The aim of the GLA's Quality Assurance activities will be to inform and develop policy to better understand how we can continuously improve Skills Bootcamps delivery.

Separately, if in receipt of Skills Bootcamps funding directly from the Department for Education to deliver in London – providers may also be inspected by the DfE's Quality Assurance and Improvement Team. You will also be expected to adhere to the requirements as outlined in the latest version of the Department for Education's Quality Assurance and Improvement Handbook and other requirements linked to DfE's national contract. To minimise the burden on providers, where possible, DfE and GLA will conduct joint inspections and Quality Assurance activities.

A detailed Wave 5 Delivery Handbook will be issued to all successful Providers to support delivery.

6. Research and Data Requirements

The evaluation of this initiative is vital to development of the National Skills Fund. All participating organisations and individuals must commit to participate in research and evaluation by collecting and providing data and allowing their data to be processed and analysed for this purpose. We will provide an Excel template for manual completion.

Providers will be required to work with the GLA and appointed Evaluation Providers by DfE or the GLA to ensure that the evaluation findings can contribute to the end-of-project evaluation. In practise this will involve providing full, accurate and timely management information to support these aims and participating in data collection, surveys and interviews with research contractors acting on behalf of the GLA. The evaluation will involve providers, delivery partners and employers, focusing on the delivery and outcomes of Skills Bootcamps. Providers and delivery partners will also be asked to provide more detail about themselves relating to Skills Bootcamps such as staffing levels and budget allocations, plus other firmographic details.

Employers will need to take part in interviews and surveys to understand the impact of Skills Bootcamps on employers and the workforce. These requirements will be set out as part of implementation, a draft version of the MI template will be shared but the data collection template may change, and Providers will be expected to provide any additional data to allow full evaluation to be completed.

We expect a robust approach to data collection. Data collection, storage and retrieval must be compliant with the requirements of General Data Protection Regulations (GDPR).

7. How to Apply

7.1 Application Process and Deadline

Providers must submit all Documents to be Completed as set out in the table below by **5pm (GMT) 18th April 2024** to: skillsbootcamps@london.gov.uk

Applications received after the deadline will be rejected. Applications cannot be modified after the deadline. The GLA has the sole and absolute right to decide whether to reject an application received after the deadline. Potential Providers may withdraw their applications at any time by notifying the GLA through skillsbootcamps@london.gov.uk. Hard copies will not be accepted.

Please note, applications are formally received once the GLA has confirmed receipt via email, if this confirmation is not received by the applicant after 24 hours, the onus is with the applicant to confirm application receipt by emailing skillsbootcamps@london.gov.uk with the evidence of submission e.g. a screen shot of sent email showing time sent. The applicant must ensure all stated application documents are completed and attached as required at the time of submission.

Please note that this specific fund has a single stage application process. If you have any clarification questions, please email skillsbootcamps@london.gov.uk. Questions should be sent at least five working days before the application submission deadline (5pm on the 11th April 2024) to guarantee a response.

All questions will remain anonymous and answered in a Frequently Asked Questions (FAQs) document which will be updated weekly on the website.

Proposed Timetable

Activity	Date
Deadline for Clarification Questions	5pm 11 th April 2024
Deadline for Receipt of Applications	5pm 18 th April 2024
Evaluation of Applications	April to May 2024*
Grant Award Notification	1st June 2024*
Delivery Start Date	1st July 2024*

*Please note these are indicative timelines which could be subject to change. Any updates to the proposed timetable above will be communicated to applicants.

Applications should provide costs of delivery for the Wave 5 delivery period: 1 July 2024 - 31 March 2025. Costs for any further grant awards will remain consistent with this proposal. Potential providers are entirely responsible for the costs and expenses they incur in participating in this process. Regardless of the outcome of the process the GLA shall in no way be liable to Potential Providers for the costs and expenses they incur, including any professional adviser fees.

Any providers awarded funding through this grant award process will be informed of future funding decisions or possible grant agreement extensions in due course.

The provider may not charge any learner directly in relation to their participation on a Skills Bootcamp.

No information/content in these application documents, or any other communication from or with the GLA, shall be taken as constituting a grant award or other binding agreement or a representation that any award shall be offered. Potential providers' applications must remain valid and capable of acceptance by the GLA for a period of six calendar months following the application deadline.

7.2 Application Documents to be Completed

Please note, you will only be required to complete the Wave 5 Main Application Form once, but must complete and submit separate Wave 5 Bootcamps Application forms for each Bootcamps sector you wish to apply for funding to deliver.

Reference	Documents to be completed
Attachment 1	Wave 5 - Main Application Form (Microsoft Word) One per Applicant
Attachment 2	Wave 5 - Risk Matrix (Microsoft Excel) One per Applicant
Attachment 3	Wave 5 - Bootcamp Application Form (Microsoft Word) One per Bootcamp
Attachment 4	Wave 5 - Bootcamp Pricing Schedule and Delivery Information Template (Microsoft Excel) One Per Bootcamp
Attachment 5	Wave 5 - Employer Statement of Support Template One letter per 1-100 learners per bootcamp

Reference	Application Guidance Documents (not to be returned with your application)
Attachment 6	Wave 5 - Skills Bootcamps Application Guidance Please note this Guidance includes the scoring criteria and weighting information.
Attachment 7	Financial Health Requirements and Guidance
Attachment 8	Wave 5 - Referee Interview Questions

7.3 Past Performance

The GLA reserves the right to not take forward for consideration any application from an existing GLA skills provider where there have been serious performance issues. Serious issues which would be taken into consideration include termination of past contracts for breach and performance issues primarily resulting from the provider's management of the delivery against the grant agreement, rather than external factors. The period covered is 3 years (financial years 2021/2022, 2022/2023 2023/2024).

Skills Providers who have had a Skills Bootcamps contract or grant agreement terminated by any other Skills Bootcamps funding body are required to set out information relating to this in their application and the GLA reserve the right not to take forward consideration of their application.

7.4 Financial Due Diligence

We will carry out financial due diligence checks prior to any agreement to award funding as per the Financial Health and Requirements Guidance (**see Attachment 7**). Due diligence on Potential Providers will comprise the following checks: liquidity, profitability, return on capital employed, debtors and creditors cycle, a review of Credit Safe reports, Charity Commission checks (where applicable), a review of the Potential Provider's insurance documents and finance regulations to ensure that robust governance arrangements are in place to account for and manage the GLA's funding. Providers must ensure they have submitted all relevant documentation outlined in Attachment 7: Financial Health Requirements and Guidance alongside their application.

7.5 Responsible Procurement

The GLA will proactively conduct this process in line with the GLA's Responsible Procurement Policy. Within its obligations as a Best Value Authority, and in compliance with UK legislation, the GLA will adopt the principles of 'reduce, reuse, recycle' and 'buy recycled'. The GLA is committed to applying these principles in its procurement of goods, works and services, where the required criteria for performance and cost effectiveness can be met. The GLA will actively promote responsible procurement throughout its supply chains. The GLA expects its providers to have in place, and implement, policies to promote these principles.

7.6 Equality, Fairness and Inclusion

The GLA is committed to proactively encouraging diverse providers to participate in its procurement and grant-award processes for goods, works and services. It will provide a level playing field of opportunities for all organisations including small and medium-sized enterprises; Black, Asian and Minority Ethnic-owned businesses; and other diverse providers. Consistent with its obligations as a Best Value Authority, and

in compliance with UK legislation, the GLA's process will be transparent, objective and non-discriminatory in the selection of its providers. The GLA will actively promote diverse providers throughout its supply chain.

The Mayor's [Equality, Diversity and Inclusion Strategy](#) reinforces his commitment to a fairer, more equal, integrated city where all people feel welcome and are able to fulfil their potential. In the context of Bootcamps, this includes:

- Many more people of all ages progressing in learning to reach their full potential;
- Ensuring all Londoners and London's businesses can access the skills they need to succeed;
- Promoting social integration and contact between different groups and tackling the inequalities that exist which prevent people from being active citizens;
- More young people having the knowledge, skills and life experiences to succeed; Reducing the number of jobless young people;
- Helping make London a city where people of every background feel connected with each other and can realise the benefits of London's diversity; and
- Creating greater equality, diversity and inclusion (which includes gender parity in terms of career outcomes and greater social mobility within professions).

Proposals for Bootcamps delivery must reflect the diverse needs of all learners and help to reduce the disability, gender and race employment gaps, in addition to meeting the Public Sector Equality Duty (**see Annex B**).

7.7 Transparency

The government has set out the need for greater transparency across its operations to enable the public to hold public bodies and politicians to account. This includes commitments relating to public expenditure, intended to help achieve better value for money. Providers and those organisations looking to bid for public-sector agreements should be aware that if they are awarded an agreement, the resulting agreement can be published. In some circumstances redactions will be made to some agreements before they are published in order to comply with existing law.

7.8 Social Value

Applicants should strive to achieve the maximum value possible and provide evidence of how they apply such principle in way they connect with London communities where the contract is performed. This can be done via the procurement they commission with this funding, consideration may include structuring of the supply chain selection process in a way that ensures fairness and encourages participation by new and growing local SMEs, Voluntary, Community and Social Enterprises and ensuring accessibility for disabled business owners and employees. Having an inclusive recruitment practice for new roles in the contract/project, giving opportunities to local applicants in the community and disabled people where this contract is performed. Offering work experience opportunities, traineeships or similar activities under the

contract. Information on the Public Services (Social Value) Act 2012 can be found via the [Social Value Hub](#).

7.9 Good Faith

In submitting an application, you undertake that you are providing your submission in good faith; and that you have not, and will not at any time, communicate to any person (other than the GLA, a bidder's advisers or third parties directly concerned with the preparation or submission of its response) the content or amount (or approximate amount) or terms (or approximate terms) of your response, or of any arrangement or agreements to be entered into in relation to your application. In submitting an application, you undertake that the principles described in this section have been, or will be, brought to the attention of all subcontractors, and associated companies that are or will be providing services or materials connected with your response.

7.10 Accuracy of Information

In submitting an application, you undertake that all information contained in your response or at any time provided to the GLA in relation to the agreement is true, accurate and not misleading; that all opinions stated in any part of a response are honestly held; and that there are reasonable grounds for holding such opinions. Any matter that arises and renders any such information untrue, inaccurate or misleading will be brought to the attention of the GLA immediately.

7.11 Expenses and losses

The GLA will not be liable for any costs incurred by the bidder responding to this competitive process.

7.12 Freedom of Information

The GLA as a public authority is subject to the Freedom of Information Act 2000 (FOIA). In applying for this (or any) competitive process, bidders should be aware that information they provide may be disclosable, either under the GLA's Publication Scheme or if a request is made to the GLA. The FOIA requires the GLA normally to release information requested by any person ('person' legally includes companies and other bodies). At the same time the FOIA recognises that a public authority, in order to carry out its functions, may decline certain requests where an appropriate exemption applies. In particular, two exemptions under sections 41 and 43 of FOIA, described below, may apply.

Information provided in confidence

Section 41 provides that information is exempt if it was obtained by the GLA from any other person, and the disclosure of the information to the public by the GLA would constitute a breach of confidence actionable ('actionable' meaning that it could be the subject of a legal claim) by that or any other person. In order for the GLA to rely on

this exemption, the information must be given in confidence – that is, the information must not be in the public domain; must not have been treated as non-confidential in the past; and must have been provided in circumstances importing an obligation of confidence.

Bidders should be aware that, firstly, the GLA will not normally agree to treat information as confidential in the absence of specific legal advice that it is proper to do so; and, secondly, that marking a document as ‘confidential’ will not give it that status.

The scope Commercially sensitive information

It is more likely that this exemption may apply to a grant application. Section 43 provides that information may be exempt if it constitutes a trade secret, or if the disclosure is likely to prejudice the commercial interests of any person (which includes the bidder). Accordingly, for example, genuinely sensitive pricing information may attract this exemption. This exemption is subject to the public interest test – that is, in considering disclosure, the GLA must weigh up the public interest in withholding disclosure with the public interest in disclosing the information in question.

Requests for special treatment of information

Should a bidder regard particular information as given in confidence, constituting a trade secret, or likely if disclosed to prejudice their commercial interests, they should indicate this clearly, with an explanation. Note that it will not be sufficient to assert that the whole application is confidential or commercially sensitive. Indicating what information may be confidential or commercially sensitive may assist the GLA in determining whether any exemptions apply. It should be noted that it is the GLA, which will determine whether a disclosure should be made and that this will be determined on a case-by-case basis by the GLA.

Effect of time

Bidders should be aware that, over time, some information may lose its confidential nature or commercial sensitivity. If you consider this to be the case, please indicate when, in your view, such information may be released. This should be a reasonable time period in relation to the nature of the data.

Personal data

One other FOIA provision that may be relevant in certain circumstances is section 40, which broadly speaking provides an exemption in relation to personal data (as defined in the Data Protection Act). However, this will not usually exempt, for example, information provided about individuals involved in the application.

7.13 Audit

The GLA (or its representatives) will audit provision awarded through this competitive process regularly, and so providers should expect an audit visit at least once per year. Providers must comply with, and ensure any subcontractors comply with, all audit requirements. This includes facilitating unrestricted access to documentation, records, and information and assets that the GLA considers necessary for audit and assurance. Providers must ensure that evidence is available to support all Bootcamps funding claimed when an audit takes place.

Providers will also be required to grant access to GLA Provider Managers to the physical learning site/s and a verification site visit will be carried out within 3 months of the GLA grant agreement being signed. In the event GLA Provider Managers find that a learner site is not fit for purpose, accessible or is illegitimate, i.e., a lived-in residential address, funding will be withdrawn as a result of breach of contract.

8. Assessment Process and Timescales

8.1 Assessment process

All bootcamps must meet minimum requirements and achieve a minimum Quality Weighted Score of 60% to be considered for funding.

£4 million funding is prioritised for delivery of green skills bootcamps. Bootcamps identified as delivering green skills within the sector categories of Technical, Construction or Green Other will be assessed separately to other sector bootcamps and ranked in order of their Final Weighted Score. The funding pot of £4 million will be awarded to those green skills bootcamps which meet minimum requirements and achieve a score of at least 60% in order of the Final Weighted Score ranking until funding is exhausted.

If demand for delivery of green skills bootcamps exceeds the amount of £4 million, any bootcamps which meet minimum requirements and the minimum score threshold but do not score highly enough based on their Final Weighted Score to be awarded funds from this pot will still be considered for funding with all other sector bootcamps.

If the £4 million cannot be awarded in its entirety due to insufficient quality green skills bootcamps, GLA will either award remaining funds to bootcamps for other sectors in order of their Final Weighted Score and where they meet the minimum requirements and minimum score threshold or decide not to award this funding through this funding round.

All other sector bootcamps (excluding those identifying as green) will be assessed competitively and all remaining funding will be awarded to those meeting the minimum requirements and minimum score threshold in order of score ranking determined by their Final Weighted Score.

The GLA will reserve the right to apply a cap to the value of award of funding to digital skills bootcamps, to ensure demand for delivery of digital skills is met and give priority to delivery of other sectors skills bootcamps, including green.

Applications will be scored via the following process:

- 1) The main application will be scored for quality.
- 2) Each bootcamp will be scored for quality.
- 3) Each bootcamp will be scored for price.

Scores 1) and 2) will be combined to achieve a Quality Weighted Score per bootcamp which must be 60% or higher to be considered for funding. Scores for 1),

2) and 3) will be combined to achieve a Final Weighted Score per bootcamp. Please read the Application Guidance document for more information.

Where an applicant includes proposals for bootcamps across more than one of green, digital and other sectors, a score will be derived for each sector bootcamp as though it was a separate bootcamp application to allow for the value of funding to be attributed to the correct pot of funding. The GLA may decide not to award funding for a specific bootcamp proposal.

The estimated total grant value of Skills Bootcamps will be up to £11.3 million. (This is the value of the initial grant award process and does not include any future extensions). Within the above total grant value, additional London priority sector skills areas will account for up to 30 per cent.

Fully compliant applications that are received by the deadline will be scored by at least three evaluators. The total maximum score available for a bootcamp will be 100 per cent. Individual questions will be weighted to represent the importance that the GLA attaches to them. The evaluation criteria, all scored questions and their weightings are presented in Attachment 6. Potential Providers will be ranked based on their Final Weighted Score in accordance with the question weightings. The overall rankings will be reviewed by an expert panel prior to final recommendations being made in line with the conditions outlined in this section.

This is not a procurement exercise, and this process is not subject to the Public Contracts Regulation 2015. Awards will be made in line with the process set out in this document.

8.2 Grant Awards and Contracting

Grant awards will be made to the highest ranked Providers subject to recommendation by the expert panel, budget availability and financial due diligence. Successful Providers may be funded on a pro-rata basis to ensure allocation of the available budgets. If a pro-rata amount is awarded, the Provider may receive an offer of funding lower than the requested amount and the bootcamp delivery may be adjusted on a proportionate basis in consultation with the provider. If an award offer is turned down by the Provider, an offer will be made to the next highest Potential Provider.

The initial term of any grant award is for the period 1 July 2024 - 13 October 2025. Any further grant award will be subject to funding availability. Providers should note that applications should outline indicative plans to design and deliver the appropriate Skills Bootcamp for the initial period of the grant award.

We want to expand Skills Bootcamps in these sectors in future years and will use evidence of good practice from this year's Skills Bootcamps to support this expansion. The estimated total grant value of Skills Bootcamps across sectors 1 to 11 will be up to £11.3m. This is the value of the initial grant award process and does not include any future extensions.

A grant agreement with a Provider may, at the sole discretion of the GLA, be extended for a further period. Any extension will be subject to funding approval in subsequent years and GLA priorities for skills. Any potential further grant award from the GLA beyond the specified grant award period shall be based on the costings and plans submitted in your initial application. Any Providers awarded funding through this grant award process will be informed of future funding decisions or possible grant agreement extensions in due course.

8.3 Disclaimers

No information in this document is or should be relied upon as an undertaking or representation of GLA's ultimate decision in relation to the education and training services requirement. The GLA reserve the right without notice to change the process detailed in this document or to amend the information provided, including, but not limited to, changing the timetable, the scope and nature of the grant competition and grant competition process.

You enter into this process at your own risk. The GLA shall not accept liability nor reimburse you for any costs or losses incurred by you in relation to your participation in this grant award process, whether or not GLA has made changes to the grant award process and whether or not your Application is successful.

The GLA reserve the right, at any point and without notice, to discontinue the grant award process without awarding a grant, whether such discontinuance is related to the content of applications or otherwise. In such circumstances, the GLA will not reimburse any expenses incurred by any person in the consideration of and / or application to this opportunity.

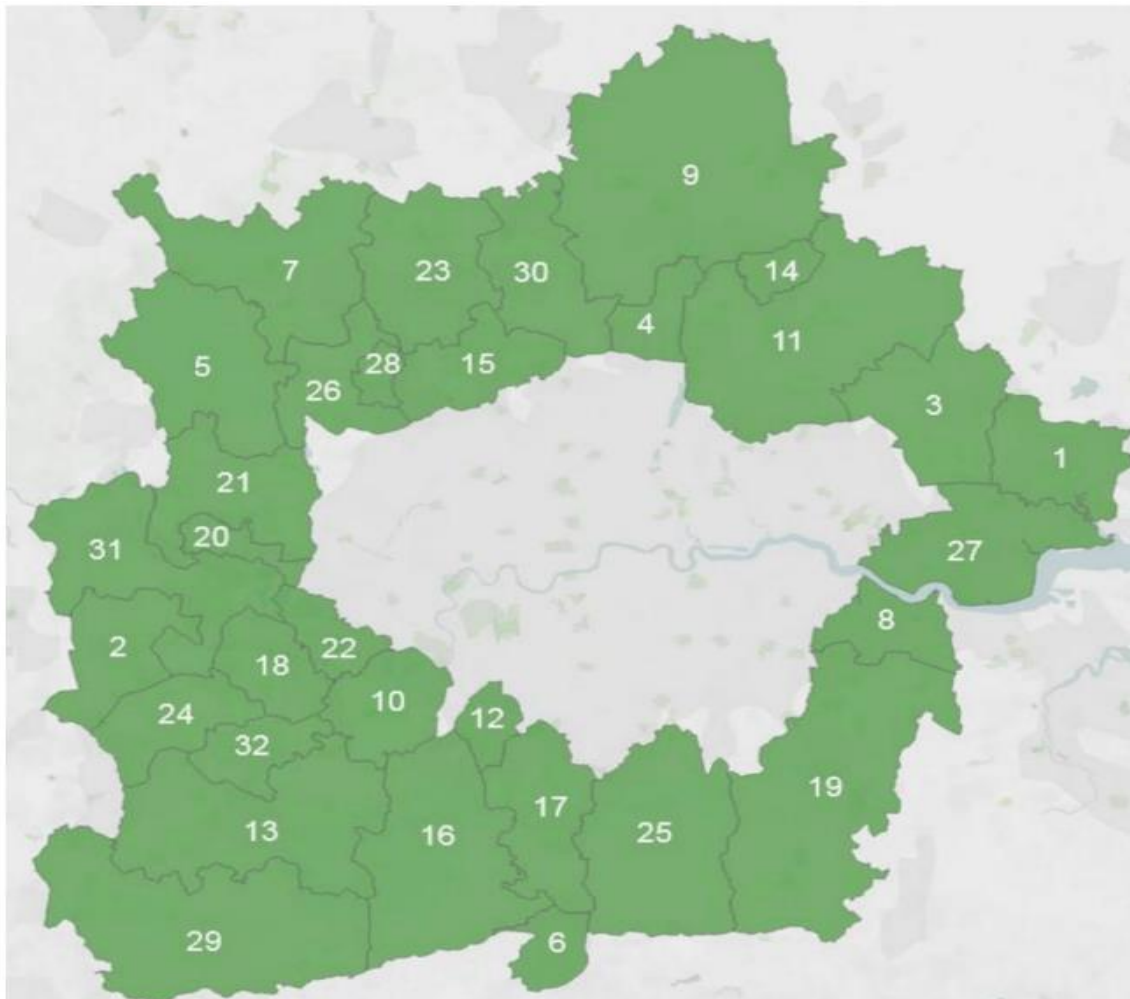
You make all applications, proposals and submissions relating to this opportunity entirely at your own risk. No part of this document, any online document or its appendices, or any other communication from or with the GLA constitutes a binding agreement, or a representation that any grant award shall be offered.

END

Prospectus Appendix A-N

Annex A London Fringe Areas

A map of London and its fringe authorities is provided below:



Reference Number	Fringe Local Authority
1	Basildon
2	Bracknell Forest
3	Brentwood
4	Broxbourne
5	Chiltern
6	Crawley
7	Dacorum
8	Dartford
9	East Hertfordshire
10	Elmbridge
11	Epping Forest
12	Epsom and Ewell
13	Guildford
14	Harlow

15	Hertsmere
16	Mole Valley
17	Reigate and Banstead
18	Runnymede
19	Sevenoaks
20	Slough
21	South Bucks
22	Spelthorne
23	St Albans
24	Surrey Heath
25	Tandridge
26	Three Rivers
27	Thurrock
28	Watford
29	Waverley
30	Welwyn Hatfield
31	Windsor and Maidenhead
32	Woking

Annex B Underrepresented Groups and Protected Characteristics

The Equality Act 2010 identifies the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In addition, GLA is also committed to considering the below in its commissioning of funding programmes:

- Low Income¹
- People with experience of the criminal justice system
- Parents and Carers
- Care leavers
- Migrant learners

The Skills Bootcamps programme is open to all adults aged 19 or over who are full-time or part-time employed, self-employed, unemployed, as well as adults returning to work after a break. Skills Bootcamps are also open to serving prisoners due to be released within 6 months of completion of a Skills Bootcamp and those on Temporary Release. The DfE's guidance requires all Skills Bootcamps to be open to all eligible adults within the communities they serve and designed flexibly to encourage the participation of underrepresented groups, such as those with protected characteristics and those who face barriers to employment.

Providers are required to demonstrate in their application how they will specifically target learners with protected characteristics as set out above and address systematic under representation of such groups within the relevant priority skills sector/s for which they are applying for Bootcamps funding.

The table on the following page highlights specific areas of under representation of protected groups, within some of the priority industries as highlighted through the previous two waves of Skills Bootcamps delivery. Applicants applying to deliver Bootcamps in those sectors, are required to demonstrate how they will address barriers and increase participation in those groups.

Table 1

Share of starts (Milestone 1) by characteristics where share is lower than 10%, average across Wave 3 and 4

Sector	Protected/Priority Group				
	Age Younger (19-23)	Age Older (50+)	Female	Asian/Asian British	LLDD*
Logistics	5%	-	3%	9.5%	4%
Health & Social Care (Incl. Life Sciences)	7%	-		-	-
Technical Core	-	-	2%	-	9%
Creative Industries	-	4%		-	-
Construction	-	-		-	4%

**LLDD: Learners with learning difficulties and/or disabilities*

If applicable, please ensure this data is referenced and clearly discussed in your response to Question 4 – Recruiting Learners within the Bootcamp Specific Application form.

Please ensure this data is taken into consideration when also completing the Equalities Target tab within the Wave 5 Bootcamps Application Template for your chosen sector as applicable.

Annex C Green

In line with national guidance, green is not included as a distinct Skills Bootcamps sector. It is expected that most green skills fall within Construction and Technical (Engineering and Manufacturing) Skills Bootcamps. However, green space skills play a crucial role in addressing environmental challenges, such as climate adaptation and loss of biodiversity, and in promoting sustainable development in line with new legal requirements such as Biodiversity Net Gain. We have therefore, also included opportunities for Green skills in 'Other Green Sectors'. We have therefore also included opportunities for green and blue infrastructure skills in 'Other green jobs and skills'. Applications must identify which of the following categories a Green Skills Bootcamp falls within:

- Technical (Engineering and Manufacturing)
- Construction
- Other Green

Applications will need to be explicitly clear about how their offer/s supports an identified green skills gap. The GLA will assess this and applications which do not demonstrate clearly or sufficiently the green skills need, the application will receive a low score for the relevant criteria.

The Mayor of London has committed to achieving net zero carbon emissions by 2030, putting London at the forefront of global cities and the UK action on climate change. This transition to a low carbon circular economy will have major implications for London's labour market and skills system. The Mayor has commissioned the independent London Climate Resilience Review who have recently released their interim report highlighting the need to adapt skills and jobs to help mitigate the growing risks Londoners face. Research suggests there were already 234,000 jobs in green priority sectors¹ in London in 2020, with that number set to increase significantly in the coming years. According to WPI Economics, the number of jobs in green priority sectors in the capital could reach 505,000 by 2030, an increase of around 27,000 per year.² The largest growth is expected to come from:

- Green finance (137,600 jobs in 2030, up from 50,700 in 2020, increase of 117%)
- Homes and Buildings (117,600 jobs in 2030, up from 58,200, increase of 102%)
- Power (126,600 jobs in 2030, up from 82,900, increase of 53%)
- Low Carbon Transport (69,200 jobs in 2030, up from 13,700, increase of 405%)

Recent analysis of online job postings – a near real-time indicator of labour demand for green jobs and skills – found that in 2023 approximately 46,500, or 3% of new postings in London required either a green skill or had a green job title, up from 1.7% in 2019.³ While still a relatively specialised skillset, the analysis shows that demand for green skills is growing strongly, consistent with forecasts. Moreover, this demand

has remained resilient, even as the wider labour market has begun to slow reflecting the growing strategic importance employers are ascribing to sustainability.

To meet this demand and the projected expansion in green priority sectors in the coming decade, there is a growing need to increase education provision in relevant subjects and courses. There is also a need to support those already in the labour market in retraining and upskilling, so that they can acquire the skills they need to support the green transition. However, evidence suggests that the proportion of workers currently in receipt of training in the occupations most affected by greening is relatively low.⁴

The Mayor has selected a preferred pathway to net zero - the [Accelerated Green pathway](#). Amongst other things, achieving net zero will require:

- Nearly 40% reduction in the total heat demand of our buildings, requiring over two million homes and a quarter of a million non-domestic buildings to become properly insulated,
- 2.2 million heat pumps in operation in London by 2030,
- 460,000 buildings connected to district heating networks by 2030,
- A 27% reduction in car vehicle km travelled by 2030,
- Fossil fuel car and van sales ended by 2030 and enforced in line with Government's existing commitments.⁵

Priority green jobs and skills.

Green jobs and skills are those identified as important for meeting net zero and broader environmental goals, such as climate adaptation and resilience.

The GLA has identified a group of occupations and roles important for these areas and where there is existing demand and skill gaps from employers. Skills Bootcamps for Londoners can provide opportunities to upskill the current workforce and attract new entrants, including through apprenticeships. This round of Skills Bootcamps for Londoners will focus on supporting skills and jobs in retrofit, energy efficiency, and blue and green infrastructure as set out below.

Installation, repair and maintenance of low carbon technologies:

- Electrical installers and electricians
- Plumbing and heating engineers
- Low Carbon Heating Technicians
- Carpenters and joiners
- Insulation installers
- Other construction trades (for example, bricklayers)
- Vehicle technician

Retrofit roles include:

- Retrofit Coordinator
- Retrofit Assessor
- Retrofit Advisor
- Domestic Energy Assessor

- Energy Efficiency for Older and Traditional Buildings.

Blue and green infrastructure roles include:

- Arborists and arboriculture,
- Landscape architects
- Horticulture and green space management
- Ecologists
- Environmental engineers
- Climate resilience officers
- Roles that can support better urban water management.⁴

Other green jobs and skills

We also want to encourage other green jobs and skills where there is growing and planned demand that will create good work opportunities for Londoners in both the public and private sector. These can include jobs and skills relevant to green Finance, sustainability, commissioning, power low carbon transport. There is strong current and projected demand for finance and professional services jobs. The move to net zero is part of this with demand for roles in areas such as green capital and environmental consultancy expected to increase further.

Building capacity for teaching green skills (Pilot Skills Bootcamps)

To support our wider investment into green skills bootcamps, the GLA understands this cannot be achieved without investing in the capacity of the adult education and training sector to deliver green skills. Stakeholder feedback has clearly stated the need for practitioners to have the skills and knowledge to teach green skills courses which will help our transition to a low carbon circular economy. Therefore, the GLA is looking for applications which explores how the skills bootcamps model could be used to support adult education and training staff to deliver green skills.

⁴ For example, <https://greenblue.com/gb/flood-resilient-futures-suds-a-pivotal-solution/>

Annex D Creative industries

Summary

- Creative industries are a significant growth and high skilled sector in London.
- It is less diverse than other sectors and the high numbers of self-employed workers can contribute to this.
- There is demand for a range of jobs and skills, from arts officers, producers and writers, through to carpenters and joiners and events managers.

Economic context

The creative industries⁵ make an important contribution to London's economy and labour market, accounting for £51.7 billion or 12% of London's economic output and 51% of the creative industries GVA in the UK. In terms of contribution the labour market, the sector accounted for one in seven jobs in 2021.⁶ The creative industries are predicated to grow over the next 10 years.

Labour market

The impact of the pandemic on the sector was significant but varied by sub-sector; for example music and performing arts were significantly impacted due to the in-contact nature of the sector compared to a sub-sector such as IT, software and computer services which was less impacted.⁷

London's creative industries show less workforce diversity than other sectors in the capital, although it is more diverse than the creative industries in rest of the UK. Despite signs of improvement, the share of jobs held by women, people with disabilities, older workers, and those from Black, Asian and minoritised ethnic backgrounds, is still below the London average.⁸

Skills

The number of online postings for jobs in key creative occupations in the capital (excluding IT related occupations) was heavily impacted by the pandemic in 2020 but rebounded upon the reduction of restrictions. Latest figures show that over the course of 2023, recruitment activity gradually returned to pre-COVID levels; in 2019 there were 41,700 unique online job posting in London's creative sector which

5 The Department for Digital, Culture, Media and Sport (DCMS) defines the creative industries as those originating from "individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property". This covers activities like film and TV, IT services, advertising, music and performing arts, and more. Please see the report "[London's creative industries](#)" for detail on the definition of the sector.

⁶ GLA Economics, [Creative industries-Sector deep dive](#)

⁷ Real GVA in music and performing arts declined by 63.6% in the initial months of the pandemic (February to May 2020). The IT, software and computer services sub-sector was less impacted, with a decrease of only 4.5% over the same period.

⁸ GLA Economics, [London's Creative Industries-Sector deep dive](#)

increased to 47,700 in 2023.⁹ The top five in-demand occupations in London's creative industries were events managers, graphic and multimedia designers, authors writers and translators, carpenters and joiners, and arts officers, producers and directors.

Employers of creative occupations are looking for a range of both transferable and specialised skills. Transferable skills include teamworking, resilience, effective communication and management. Specialist skills have a strong digital element, such as using Adobe Photoshop, Illustrator, InDesign software and also programming.

⁹ The [DCMS definition of the creative industries include IT related occupations](#). The analysis of online job postings excludes the IT sub-sector, as these occupations are covered under the Digital sector.

Annex E Hospitality

Summary

- Hospitality is expected to grow over the coming decade and is important to London's position as a leading international visitor and business destination.
- There is significant employer demand with hospitality companies struggling to fill vacancies, much higher than across other sectors.
- Shortage jobs and skills include cooking and food preparation, management, sommeliers, bar and catering supervisors and baristas.

Economic context

London's hospitality sector, covering accommodation and food activities, is diverse and provides a large number of employment opportunities in the capital. While hospitality was severely affected by the Covid-19 pandemic, impacting younger people and those with lower skills levels, other factors such as Brexit led to skills shortages in the sector due to its reliance on migrant labour. However, it continues to be an important sector and is expected to grow over the next decade. In 2021, Hospitality contributed £11 billion (2%) to London's economy and accounted for 23% of the sector at the UK level.¹⁰ This, in part, reflects London's position as a leading international visitor destination.

Labour market

Workforce jobs data for hospitality highlights the sharp fall during the pandemic. Workforce job numbers began to recover as the country opened from lockdown, reaching a high of 572,000 in December 2022 (9% of employment in the capital). In September 2023, the number of workforce jobs was 569,000, an increase of 24% (or 111,000 jobs) since December 2019. The majority of the jobs in the sector (67%) are held by people with a qualification below degree-level, including a relatively high share of job holders whose highest qualification was a GCSE, A level or equivalent.¹¹

Despite the impact of the pandemic on the sector, the number of firms in the sector increased from 23,700 in 2019 to 27,100 between 2019 and 2023, supported by an increase in the number of micro firms with 0 to 9 employees. The number of online job postings in London's hospitality sector increased from 36,500 in 2019 to 60,500 in 2023. The latest postings data has shown a slowdown in demand although still well above pre-pandemic levels. The BusinessLDN Suration Survey showed that 91% of hospitality companies were struggling to fill vacancies, much higher than across other sectors.¹²

Skills

The key occupations in high demand include chefs, waiters and waitresses, bar and catering supervisors, sommeliers, restaurant managers and baristas. The top job

¹⁰ [ONS Regional gross value added by industry and region](#).

¹¹ In 2021, 1 in 4 jobs were high-skilled (220,300 jobs). Between 2019 and 2021, the number of high-skilled occupations in Hospitality declined by 29%

¹² BusinessLDN/[Suration Cross-sector survey](#) (2022). LSIP

specific skills in demand include restaurant operations, food safety, cooking and food preparation and services, while transferable skills required in the sector include communication, customer service, and management. Sustainability is also a growing skill, including in reducing food waste and energy efficiency.

Annex F Construction

Summary

- Construction is expected to see significant jobs growth over the next decade, in part given its important role in decarbonisation and meeting net zero.
- The sector is less diverse than others with a lower percentage of workers who are women or from Black, Asian and minoritised ethnic backgrounds.
- The connection with retrofit and energy efficiency highlights demand for increasing the number of electricians, plumbers and heating engineers, along with wider construction trades, including carpenters, bricklayers and joiners.

Economic context

The construction sector contributed £20.9 billion (5%) to London's economy in 2021 and accounted for 17% of the sector's contribution to economic activity at the UK level.¹³ Construction is also one of the sectors with the highest projected levels of jobs growth between 2020 and 2035 after hospitality and professional services. The mayor's focus on housing and green initiatives is expected to support the demand for labour in construction driven by large scale developments such as the regeneration of Thamesmead; the Brent Cross Town development; and the Meridian Water regeneration project. The LSIP highlights the link between construction and the green sector; in London buildings contribute three quarters (76%) of the capital's emissions, so the sector will be significantly affected by efforts to reach net zero over the coming decade.

Labour market

The construction industry employs 4% of London's workforce accounting for 279,000 workforce jobs in September 2023. Employment fell over the pandemic but recovered strongly over 2021 and early 2022. However, 2023 data suggests that employment in construction remains below pre-pandemic levels. Between September 2022 and 2023, the number of workforce jobs in construction declined from 292,000 to 279,000.¹⁴ The Construction Industry Training Body ([CITB](#)) estimates that current levels of recruitment will need to increase to attract an extra 22,800 workers in London between 2023 and 2027, equal to 4,560 new workers each year.

Self-employment is more common in construction, the workforce is also less ethnically diverse and older, while opportunities for career progression is lower when compared to the London average. In terms of recruitment challenges, the Employer Skills Survey of 2022, highlights the challenge of skills shortage vacancies in the sector with the skills shortage vacancy density¹⁵ increasing from 25% to 38% between 2017 and 2022. Self-employment is one reason for the lower numbers of apprenticeship starts in construction.

¹³ [ONS Regional gross value added by industry and region](#).

¹⁴ High-skilled occupations account for around 1 in 4 jobs in construction in 2021.

¹⁵ A skills shortage vacancy is a vacancy that is hard to fill due to lack of skills, qualifications or experience among applicants. A skills-shortage vacancy is thus a subset of hard-to-fill vacancies.

The diversity of the London workforce is also a challenge in construction. For example, people from Black, Asian and minoritised ethnic backgrounds held only 21% of jobs in 2021, compared to 34% across all other industries. In terms of age, people aged 16-29 held 18% of jobs in the construction sector, compared to 21% across all other industries.¹⁶ Women are also underrepresented, making up only 14 per cent of the engineering and construction industry.¹⁷

Skills

In the construction and the wider built environment sector, there is a need to update workers' skills, including demand for retrofit co-ordinators and heat pump engineers. Digital skills should also be a focus related to technological requirements such as sensor technology and artificial intelligence (AI). [Research](#) conducted for the GLA suggests a particular requirement for skilled trade workers in the construction sector such as electricians, plumbers and construction trades.

Job postings related to key occupations in the construction sector in London increased post the pandemic, with 2023 data showing unique online job posting continued to grow relative to 2019.¹⁸ In the construction sector, occupations in high demand include higher skilled jobs such as quantity surveyors, construction and building trades supervisors, civil and electrical engineers, and chartered surveyors. This demand is also reflected in the specialised skills required by construction namely engineering, Auto CAD and quantity surveying.

Online job postings data also confirms a high demand for trade related occupations including electrical fitters and electricians, carpenters and joiners, other construction and building trades, such as bricklaying, scaffolding and roofing, production manager, architects and civil, mechanical and electrical engineers. Digital are increasingly important, including in building information modelling (BIM), sensor technology, increasingly complex design software, robotics and AI.

The transferable or common skills in demand in the sector include communication, management, planning, project management, customer services, problem solving, and detail orientated.

Construction is a priority sector for adapting roles to support climate resilience and a net zero circular economy. Please see section 3.1 of prospectus and Annex C for information on Green Skills Bootcamps.

¹⁶ See GLA Economics [Evidence Base](#), LSIP (2023)

¹⁷ ECITB [Construction and Engineering Workforce Census](#) 2021

¹⁸ Between 2019 and 2023, online job postings in construction increased from 54,600 to 81,200.

Annex G Health (including Life Sciences) and Social Care

Summary

- There are concentrations of higher skilled jobs in health; social care has higher proportion of lower-paid workers.
- Along with specialist technical skills in nursing, physiotherapy and other areas, there is clear demand for communication, management and leaderships and digital skills.

Economic context

The health and social care sector is one of the largest in London, accounting for 11% of jobs in the capital or 698,000 workforce jobs in September 2023.¹⁹ Employers are more likely to be large organisation (250+ employees) compared with other sectors. The sector contributed £19.0 billion (4%) to London's economy in 2021 and accounted for 15% of health and social care Gross Value Add (GVA) at the UK level.²⁰

Labour market

While London's population is younger than other regions, its population is aging, and this brings additional demand for health and social care occupations.²¹ During the pandemic the sector saw a strong demand for jobs which is expected to continue. The [Skills for Care](#) estimates that 69,000 extra jobs could be required in London by 2035, an increase of 29%, while the Skills Imperative 2035 forecasts a requirement of 145,000 health professionals over the period 2020 to 2035.

Skills

The LSIP highlights a number of skills system issues in the sector, including labour shortages, skills shortages (including in areas such as digital, technical and data analysis), high staff turnover, an aging population, as well as working conditions. The analysis finds that skills training should focus on language skills, addressing the skills gap in the existing workforce, and supporting staff to develop skills to treat more complex needs such as dementia.²² **Life Sciences** form an important part of the wider health sector and includes healthcare science associates, healthcare scientists and lab technicians. All these roles map onto apprenticeships from Level 3.

The [ONS BICS survey](#) highlights that at the UK level 19% of businesses in health and social indicate that they have a high demand for basic digital skills (highest across all

¹⁹ In 2021, half of the jobs in Health and social care were high-skilled, with the number of high skilled jobs increasing since 2019.

²⁰ [ONS Regional gross value added by industry and region](#).

²¹ The ONS estimates that the number of Londoners aged 65 and over will increase from 1.1m to 1.6m people between 2020 and 2035, an increase of 43%. Source: ONS, [Living longer: How our population is changing and why it matters](#).

²² The Skills for Care report entitled "[The state of the adult social care sector and workforce in England](#)", highlights key challenges in adult social care as remuneration (being paid above the minimum wage), conditions of employment i.e not being employed on zero-hour contracts, being able to work full time as well as access to training and having the relevant qualification.

sectors), while 7% of businesses indicated a high skill demand for advanced digital skills (compared to 9% across all UK businesses).

As of the end of 2023, recruitment activity for **healthcare roles** remained above pre-pandemic levels, with unique job posting of 85,200 compared to 59,300 in 2019. Key occupations in demand include nursing professionals, health service managers and directors, medical and dental technicians. A range of specialised and transferable skills are in demand, including nursing, auditing, midwifery, and mental health, with management, communication and leadership the top three transferable skills highlighted in online job postings. Digital skills are also important, with a strong demand for roles such as data analysts and IT technicians.

For the **social care sector**, online job postings in London increased from 34,100 in 2019 to 50,000 in 2023. The occupations which are in demand in the capital include social workers, care workers and home carers, social services managers and directors, early education and childcare assistants. Specialised skills highlighted include social work, mental health, personal care, nursing, child protection, and working with children, while communication and management are also the top two transferable skills in demand in the care sector.

Annex H Technical (engineering and manufacturing)

Summary

- Although manufacturing has declined as a sector, it is a higher skilled area with growing technological innovation and digitisation.
- Engineering roles and skills are increasingly important as London moves to net zero.
- The technical sector's workforce is not diverse, with fewer jobs held by women and Londoners from Black, Asian and minority ethnic backgrounds.

Economic context

Manufacturing at the London level contributed £9.6billion (2%) to the capital's economy in 2021, and around 4% to economic activity to the sector at the UK level.²³

In 2019, engineering contributed £646 billion to UK economy and employed around 8.1million people. London and the Southeast have specialisms in research and development and other high-value, innovative engineering.²⁴

Labour market

Manufacturing faces several skills challenges including a skills gap in the existing workforce and skills shortages. The Employer Skills Survey of 2022 finds that skills shortage vacancies as a percentage of all vacancies in the sector increased from 18% to 49% between 2017 and 2022, the highest share and largest increase over the period across all sectors in London. In addition, there was also a large increase in the skills gap density (the proportion of employees judged not fully proficient) in the sector, which increased from 3% to 21% over the period. [Research](#) suggests that the adoption of newer technologies and the digital transformation in manufacturing are some of the underlying factors driving the skills gap in the sector. In addition, training in the sector has been largely unchanged and lower than the London average. In 2017, 52% of establishment in the sector arranged or funded any training for staff over the last 12 months, this was 51% in 2022, compared to 60% across all establishments in London.

In September 2023, there were 117,000 workforce jobs in London's manufacturing sector, the lowest number since March 2015. There are also workforce diversity challenges in manufacturing, with fewer jobs held by women and people from diverse ethnic backgrounds compared to the London average.²⁵

As of September 2023, there was 178,000 persons employed in the engineering sector, covering occupations such as production managers, engineering technicians, quality assurance and electricians and electrical fitters. Around 70% of these occupations can be regarded as high skilled.

Previous analysis from [Engineering UK](#) suggested a high level of demand for engineering occupations in London. However, the capital has a low proportion of starts

²³ [ONS Regional gross value added by industry and region](#).

²⁴ See Royal Academy of Engineering [Engineering Economy and Place](#) (2019)

²⁵ EngineeringUK., [Diversity in Engineering](#)

in engineering related apprenticeships compared to other UK regions; data for the latest academic year shows some improvement, with the number of apprenticeships starts in London increasing from 3,240 to 3,467 between 2019/2020 and 2022/23.²⁶

Skills

Online job postings in key technical occupations related to engineering and manufacturing in London were severely impacted during the pandemic but recovered and grew strongly over the course of 2021 and into 2022. As of 2023, online job postings, have remained stable even as the wider labour market has started to cool, with demand continuing to be higher than compared to pre-pandemic levels.

The key occupations in demand in the technical sectors include engineers such as mechanical, civil, process and electrical engineers while there is also demand for trade related occupations such as mechanics and electricians. In terms of the technical skills in demand these include project management, various engineering disciplines, construction, and building services. As with several bootcamp sectors, communication, management and customer services are the top three common or transferable skills in demand.

²⁶ GLA Economics, [London Apprenticeship update](#), 2022/23, November 2023

Annex I Finance and professional services

Summary

- Finance and professional services contribute significant to London's economy and international competitiveness.
- There is strong current and projected demand for finance and professional services jobs. The move to net zero is part of this with demand for roles in areas such as green capital and environmental consultancy expected to increase further.
- Technical digital skills including as programming and cyber security, along with transferable skills such as leadership, management and teamworking are cited by employers.

Finance and insurance

Economic Context

Financial and insurance activities make a large contribution to London's economy, accounting for 20% (£91.8 billion) of economic activity and more than half (53%) of the sectors economic contribution at the UK level.²⁷ The finance and insurance sector is a major part of the London economy, and a provider of high value added and high productivity jobs, accounting for around 6% of jobs in the capital. Despite the challenges posed by the pandemic and the UK's departure from the EU, the number of jobs reached a high of 453,000 jobs in June 2021 up from 406,000 in December 2019. For the remainder of 2022 and 2023, the number of jobs declined and reached 413,000 jobs in the latest estimate (September 2023).

Labour market

According to [Working Futures](#) forecasts, produced prior to COVID-19 but with consideration of potential Brexit impacts, the number of jobs in the Finance sector in the UK would remain relatively steady in the coming decade.²⁸ There will nonetheless be a significant number of finance-related job openings owing to the need to meet replacement demands as workers leave the sector. More recent forecasts from the [Skills Imperative 2035](#) finds that the finance and insurance sector is expected to grow by 0.3% between 2020 and 2025 (6,000 jobs over the period). Apprenticeship standards are available for a range of finance and insurance roles, including in compliance and risk, financial advice and insurance practice. There will also be employment opportunities in high growth areas such as FinTech and green finance, where the relationship with London's wider finance sector is very important.

Skills

The Employer Skills Survey of 2022 finds that for financial services in London, skills shortage vacancies were the lowest among all the sectors in 2022 and the skills shortage vacancy density increased marginally from 8% to 10% since 2017. The skills gap density increased from 3% to 7% higher than the average across all

²⁷ [ONS Regional gross value added by industry and region](#).

²⁸ With total employment increasing from 398,000 to 400,000 between 2017 and 2027

sectors in 2022 (6%), suggesting there are some skills challenges within the existing workforce in the finance sector. The Financial Services Skills Commission's *Future Skills Framework*²⁹ identifies skills where there are acute shortages and where there is rapid and growing demand. This includes technical digital skills, such as software development, data analytics and user experience, through to transferable skills like teamworking and adaptability.

Professional services

Economic context

Professional, scientific and technical activities contributed £58.6 billion to London's economy in 2021 or 13% and accounted for 39% of the sector economic output at the UK level.³⁰

Labour market

Professional services accounts for the largest number of jobs in London. These include activities such as legal and consulting services. There were 969,000 jobs in the sectors in September 2023, accounting for 15% total jobs in the capital and representing an increase of 154,000 jobs or 19% since December 2019. Around 30% of job holders are from ethnically diverse backgrounds, compared to 38% at the London level.

The Skills Imperative 2035 also predicts that professional services will grow by 94,000 jobs between 2020 and 2035, the second highest growth in the number of jobs after the hospitality sector. Management consultancy is also expected to grow further as London moves to net zero.

Skills

At the UK level, skills in demand in professional services in October 2023 were highest for basic digital skills (17.5% among professional services businesses compared to 11.1% across all UK businesses) and in management and leaderships skills (21.3% vs 11.9% across all UK businesses).³¹

Management and leadership are important skills and increasingly in demand by employers. The Employer Skills Survey of 2022 finds that one of the most common skills identified by UK employers which requires upskilling is management and leadership skills (48%).³² At the London level, in 2023, around a fifth of London businesses reported challenges around their staff's management/ interpersonal (20%) and leadership (18%) skills.³³ The move to net zero is expected to see a

²⁹ Further details are at <https://financialservicesskills.org/framework/skills/>

³⁰ [ONS Regional gross value added by industry and region](#).

³¹ [ONS Business Insights and Impact on the UK economy](#), wave 94. Data only available at the UK level.

³² This was down from 53% in 2017. In 2022 self-management skills was identified as a skill lacking among staff with skills gap, these included managing own time and task prioritisation and managing own feelings/handling those of others.

³³ London councils, [London Business 1000 report](#), 2023.

growth in sustainability and environmental services as part of business and management consultancy roles.³⁴

Data from Lightcast for online job postings in London related to management and leadership skills, show a large increase post-pandemic, but in line with wider job posting trends, these have declined back to pre-pandemic levels in 2023. The specialised skills which are demanded in addition to leadership and management include other key corporate functions such as finance, auditing, accounting and project management. Other transferable skills that are in demand include communication, planning and operations.

³⁴ See GLA Economics analysis *Identifying Green Occupations in London* (2022)
https://www.london.gov.uk/sites/default/files/identifying_green_occupations_-_working_paper_99.pdf

Annex J Logistics

Summary

- Logistics will play an increasing role in moving to net zero as London looks to reduce emissions through moving goods more efficiently and changes to vehicle fleets.
- There is strong demand for jobs, including for HGV drivers transport and distribution clerks, warehouse operatives, and managers in transport and distribution.
- There are fewer younger people and women working in logistics.

Economic context

Post pandemic, the logistics sector faced a number of challenges. [Analysis in 2023](#), finds that the sector was impacted by the war in Ukraine, Brexit and the move towards net-zero. An aging workforce and a reduction in EU workers remained the key skills challenges for the sector. At the UK level, logistics contributed £163 billion to the UK economy, with 227,000 businesses employing 1.8 million people in England.³⁵ The [Green Jobs Taskforce's](#) final report noted the importance of logistics 'where consolidating deliveries and reducing the number of vehicles on the road maximises emission reductions.' The adoption of digital technologies will be increasingly part of the sector, including cloud computing and AI.³⁶

Labour market

[Logistics UK](#) found that in 2021 the number of HGV drivers in employment declined by 23.5% or 72,000 compared to the pre-pandemic period, in particular driven by a large decline in EU HGV drivers (-34.7% or -14,000 jobs). In 2022, logistics businesses also experienced problems in filling vacancies for mechanics, fitters, and technicians (54.4% of respondents expected a severe or very severe problem in filling vacancies for these roles), HGV drivers (37.3%), and warehouse staff (18.3%).³⁷ A majority of logistics workers are male, around 83%.

In 2021 there was around 35,800 high skilled jobs in logistics in London, this has fallen by 21% since the pandemic. Similarly, the number of large goods vehicle drivers fell by 25% in 2021, as compared to before the pandemic. This collaborates concerns about the ability to recruit sufficient employees in this sector. The latest available data finds that there were 304,000 jobs in transport and storage in London in September 2023, accounting for 5% of jobs in the capital. In terms of diversity, 53% of those employed in the sector are from ethnically diverse backgrounds, while fewer young people (20%) work in the sector compared to for example the hospitality sector where 38% of those employed are between the ages of 16-29 years.

Skills

³⁵ Logistics UK, [The Logistics Report Summary](#) 2023.

³⁶

For example, see S&P Global Market Intelligence, 15 February 2023
<https://www.spglobal.com/marketintelligence/en/news-insights/blog/logistics-sector-prioritizes-digital-transformation-but-needs-technology-leadership-skills>

³⁷ Logistics UK, [Logistics Performance tracker](#), November 2022.

One route for addressing the skills shortages in the sector are apprenticeships, with 68% of respondents in the Logistics Performance tracker (2022) indicating they were interested in taking on an apprentice and 72% of respondents indicating they had taken on an apprentice over the last year. These roles are often linked to net zero and a number of logistic apprenticeships are identified as green³⁸.

The demand, as measured by online job postings for key logistical occupations in London recovered post pandemic but has shown some variation since then. In 2023 online job postings remain higher than the pre-pandemic level. Between 2019 and 2023, online job postings in the logistics sector in London increased from 33,700 to 45,900, however in the later part of 2023 online job postings started to decline.

Key occupations in demand in London's logistics sector based on online job postings align to Logistics UK analysis and include transport and distribution clerks, warehouse operatives, large-good vehicle drivers, and managers in transport and distribution. The key technical skills in demand relate to procurement, warehousing, supply chain and forklift trucks, while communication, management and customer services are the top three transferable or common skills in demand in the sector.

³⁸ See <https://logistics.org.uk/research-hub/surveys/logistics-performance-tracker>

Annex K Early Years

Summary

- The sector has seen an increase in demand for jobs between 2019-2023 and this is expected to continue.
- The focus of training in the sector is at Level 2 and 3 with clear training routes to support career progression.
- In addition to formal qualifications, employers identify specialised areas, such as paediatric first aid and child protection, along with transferable skills, including communication and planning.

Economic context

In 2023, there were 9,810 childcare and early year providers in London, of which 46% were childminders.³⁹ There were 262,500 childcare places of which 65% were provided by group-based providers (mostly private). At the England level in 2023 there were 347,3000 paid childcare staff up from 334,4000 in 2022.

Analysis finds that the sector faces a number of challenges including:

- qualification progression and career structure
- representation, diversity and inclusiveness
- pay, status and conditions.

Labour market

Demand in the sector has increased post-pandemic; data from Lightcast on online job postings in London find an increase in annual online job postings from 15,700 in 2019 to 24,300 in 2023. Recruitment activity as measured by online job postings for key early years occupations continued to grow over the course of 2023 and remains above pre-pandemic levels, with early years and childcare practitioners as well as private nannies and au pairs driving the growth. The demand for workers in the early years sector in London could continue to rise, given the government's commitment to provide working parents of children under the age of five, 30 hours of free childcare per week by September 2025.⁴⁰ A [recruitment offer](#) has been developed to increase staff in the sector which provides new recruits with a £1,000 bonus when starting their first role in childcare.

A study of the early years workforce in 2022 demonstrated that 97% of the sector is female and therefore training in this area could help support the upskilling of female Londoners. Early years workers in London are the least likely of all English regions to be earning below the National Living Wage and have the highest number of weekly hours. Level 2 and 3 qualifications are common amongst early years staff, with 18% holding a qualification at Level 2 or lower and 40% holding a Level 3. London has the lowest share of early years staff qualified to at least Level 3 amongst group-based providers (GBPs).⁴¹ In addition the sector faces other challenges in

³⁹ DfE, [Childcare and early years provider survey](#)

⁴⁰ Please [see changes to childcare support](#) for more details

⁴¹ DfE and Frontier Economics, [The early years workforce, recruitment, retention, and business planning](#).

London including the highest child-care costs in the country, lack of access by parents and higher providers facing higher spend on wages and rent or mortgage costs.⁴²

Skills

Linked to the number of staff required in early year settings is the staff to children ratio as set by the DfE based on the qualification levels of staff.⁴³ For example, *for babies and children aged 0-2 years, the ratio is 1 to 3*, thus for every 3 babies, 1 staff member is required. However at least one staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with this age group and at least half of all other staff members must hold a full and relevant qualification of at least level 2. *For toddlers and children aged 2 years, the ratio is 1 to 5*. For this ratio to hold, at least one member of staff must hold a full and relevant level 3 qualification and must be suitably experienced in working with this age group. At least half of all other staff members must hold a full and relevant qualification of at least level 2.

Lightcast also provides some insights into the specialised and transferable skills in demand in the sector. These include working with children, paediatric first aid, child development and protection. Common skills include communication, teaching, English language and planning.

⁴² London Assembly, [Early years childcare in London](#), Economy committee, January 2024.

⁴³ House of Commons Library, [Staff to child ratios in early years childcare](#), September 2023.

Annex L Digital

The GLA will reserve the right to apply a cap to the value of award of funding to digital skills bootcamps, to ensure demand for delivery of digital skills is met and give priority to delivery of other sectors skills bootcamps, including green. This cap is applied to ensure the demand for digital skills bootcamp delivery is met and the risk of over-delivery is mitigated when existing GLA-commissioned bootcamps provision and provision procured by the Department for Education in London is taking into consideration.

Summary

- Digital is a high skilled and high value sector in London.
- There is strong demand for digital skills such as Artificial Intelligence, coding, cyber security and data analytics.
- Digital sector employers also identify transferable skills including communication and management.

Economic context

The DCMS estimated that in 2020 the digital sector contributed 12% (£54.7 billion) to London's economy, the highest contribution across all regions.⁴⁴ There is a high demand for digital skills among employers and scope for significant growth over the coming decade and is a main priority for workforce development. The digital skills gap however remains a challenge. The BusinessLDN Survey⁴⁵ finds that 33% of business reported that candidates lacked basic digital skills. The 2023 UK Consumer Digital Index finds that 18% of London's population did not have workplace digital skills.⁴⁶

Labour market

The number of jobs in the digital sector in London was 508,000 (the period April 2022 to March 2023) and accounted for 27% of filled jobs in the UK.⁴⁷ According to unique online job posting data from Lightcast, demand for jobs in the digital sector in London increased sharply post pandemic. However, driven by a global slow-down in the tech industry, over the course of 2023, job posting numbers for digital roles trended steadily back down towards pre-pandemic levels with 189,300 unique online job postings for the year, just 6% more than in 2019. There has been a rise in both the number and share of high-skilled jobs in the sector, with high-skilled jobs accounting for around 3 out of 5 jobs in the sector.

Skills

Digital skills are important at every level, with at least baseline digital skills required in 87% of advertised roles and a third of employers in London indicating that their workforce requires advanced digital skills.⁴⁸ These range from entry level digital skills

⁴⁴ DCMS [Digital sector economic estimates](#), 2020

⁴⁵ The survey covered 1,016 business leaders and HR managers in London as part of the BusinessLDN LSIP data collection activities. See [London LSIP](#) for more details on the survey.

⁴⁶ Lloyds Bank, [2023 UK Consumer Digital Index](#)

⁴⁷ DCMS, [Economic estimates, employment in the digital sector April 2021 to March 2023](#).

⁴⁸ Lightcast (previously Burning Glass), [No Longer Optional: Employer Demand for Digital Skills](#), June 2019.

which are required for most desk-based jobs, basic digital skills needed for specific jobs roles such web design, digital marketing and basic cloud, through to advanced digital skills, which are cross-sectoral such as Artificial Intelligence (AI), data analytics and advanced coding.

The most recruited occupation related to the digital sector in 2023 in the capital was programmers and software development professionals, however the number of online job postings were little changed between 2019 and 2023. Between 2019 and 2023 strong growth in online job posting was observed for database administrators and web content technician, IT business analysts, architects and system designers as well as cyber security professionals. The key job specific skills in demand in the digital sector include Agile methodology, programming languages – such as Python, SQL and Java, - Microsoft Azure and Amazon web services. Communication, management and problem solving were the top three transferable or common skills in demand in the digital sector in 2023.

Annex M Pathways to Accelerated Apprenticeships

Summary

- Apprenticeships provide important training and career development opportunities for Londoners across sectors.
- London performs best in higher level apprenticeships, compared with other regions. However, there are distinct challenges in sectors such as construction where London has the lowest number of apprenticeship starts in the country.
- Apprenticeships are linked to roles important for net zero. These include electricians, carpenters and joiners, vehicle technicians and arborists.

Accelerated apprenticeships

Accelerated apprenticeships are when the planned duration of an apprenticeship is reduced (compared to a typical duration) due to prior learning. The learning contained in skills bootcamps can thus lead to an accelerated apprenticeship because of the industry knowledge and transferable skills it contains.

Apprenticeships in London

Analysis by GLA Economics, shows that following a rise in apprenticeships in London from 33,890 in 2019/20 to 37,790 in 2021/22, starts declined to 36,120 in 2022/23, a similar trend seen at the England level. Compared to other regions in England, London has declining levels of apprenticeship starts per 1,000 population aged 16-64. Between 2010/11 and 2022/23 the apprenticeship starts in London declined from 7.4 per 1,000 population aged 16-64 years to 5.9 people.

Higher level apprenticeships starts (level 4 and above) in London have seen a large increase since 2016/17 and are now higher than the starts for advanced and intermediate apprenticeships. Out of 36,120 apprenticeship starts in London in the 2022/23 academic year, intermediate apprenticeships represented 17% (5,960), advanced apprenticeships represented 40% (14,360), and higher apprenticeships represented 44% (15,800) of the London total.

Diversity of apprentices

The ratio of women to men starting apprenticeships has remained fairly stable, in 2022/23 54% of learners starting apprenticeships were female. While fewer young people are starting apprenticeships, between 2021/22 and 2022/23 the share of young people below the age of 19 years starting apprenticeships increased from 10% to 14%.⁴⁹ More people with disabilities and from ethnically diverse backgrounds are starting apprenticeships in London.

⁴⁹ In 2018/19 the share of starts undertaken by under 19 was 16%.

Apprenticeships and skills

Apprenticeship starts in London are concentrated in business, administration, and law, or health, public services and care-related subjects which account for 58% of all starts. There has been a large decline Business, Administration and Law apprenticeships since 2020/21 (-2,092), however, driven by a fall in the number of apprentices aged 25 or over.

Data from Lightcast finds that the online job postings for apprenticeships⁵⁰ increased from 11,000 to 12,200 between 2019 and 2023 in London. In 2023, around 0.8% of job postings in London were for apprenticeships, lower than the share at the UK level of 1%. The specialised skills related to these apprenticeships include finance, marketing, project management, invoicing and administrative support. The common skills in demand are mathematics, English language, communication and teamwork.

Apprenticeships and net zero

The GLA has identified apprenticeship routes as providing structured training and career pathways for roles important for decarbonisation and other green priorities, such as climate adaptation. These apprenticeships include construction and built environment roles, with electricians, plumbers and heating engineers and carpenters and joiners being key examples. Others include vehicle technicians, arborists and ecologists.

⁵⁰ Online job postings from Lightcast is unlikely to be a complete data source for understanding the demand for apprenticeships in London, but it can provide some indication of the skills (specialised and common) in demand).

Annex N Payment Milestones - Pathway to Apprenticeships

There are three payment milestones associated with a learner on a Skills Bootcamp.

Please see below a summary of the Payment Milestones. Detailed advice on what evidence must be provided to obtain the milestone payment will be provided to successful providers in the Wave 5 Delivery Handbook.

The GLA recognises there may be instances where a learner has changed their status part way through their Skills Bootcamp, e.g., from self-employed to actively looking for, and obtaining, a job and therefore their expected completion/outcome has changed. Where that is the case, you should discuss this with your GLA Provider Manager to confirm what evidence requirements are expected to enable a claim to be made, and decisions will be made on a case-by-case basis.

- **Milestone 1: Commencement - 40%**

Paid on the learner completing 14 qualifying days of training and on completion of the initial assessment (initial assessment as set out in the service requirements). We expect the 14 qualifying days of the training course to include a minimum of 10 guided learning hours.

Providers must achieve Starts by 31st March 2025 in line with delivery plans and in time to achieve Completions by this deadline. The Provider should report on the next monthly reporting cycle any new learner Starts via the GLA's reporting process.

- **Milestone 2: Contract Delivery, Course completion and interview offered - 30%**

Completion of the training and completion of a final assessment (final assessment as set out in the service requirements), and;

- For the independent learner: an offer of an interview for an accelerated apprenticeship or other job (which is not an apprenticeship) vacancy which meets the criteria set out in the service requirements;
- For the co-funded learner: an offer of an interview for a new role/responsibility within the current organisation which meets the criteria set out in the service requirements
- For the self-employed learner: written confirmation of how the new training has been/will be applied to get new work or contracts which meet the criteria set out in the service requirements
- If an independent learner plans to be self-employed, they can achieve a self-employed learner completion; and a self-employed learner who plans to become employed can achieve an independent learner completion.

Providers must achieve Completions by 31st March 2025 and in line with delivery plans. The Provider should report on the next monthly reporting cycle any new learner Completions via the GLA's reporting process.

- **Milestone 3: Positive Outcome, On job offer (or equivalent) - 30%**
 - For the independent learner: An offer for an accelerated apprenticeship or for a job (which is not an apprenticeship) that meets the criteria set out in the service requirements.
 - For the co-funded learner, the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out in the service requirements
 - For the self-employed learner: Learner has secured new work/new contracts which meet the criteria set out in the service requirements.

If an independent learner plans to be self-employed, they can achieve a self-employed learner outcome; and a self-employed learner who plans to become employed can achieve an independent learner outcome.

The offer of an apprenticeship that has not been accelerated cannot be used to claim for the Outcome payment in this model. Providers should note that the learner must have completed the training element of the Skills Bootcamp to be able to claim an outcome payment.

Providers must achieve Positive Outcomes within the six months after the training finishes. Please note this is not six months after the full Completion milestone, but after the training element has finished. The Provider should report on the next monthly reporting cycle any new learner Positive Outcomes via the GLA's reporting process. Positive outcomes cannot be achieved later than 30 September 2025.