

Skills Bootcamps for Londoners

Wave Six (2025/26) Prospectus

**Closing date for applications:
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Foreword

Since launched by the Mayor in May 2022, Skills Bootcamps for Londoners have played a crucial role in supporting Londoners into good jobs in sectors key to London's economy and providing businesses with a skilled workforce to support their growth.

Earlier this year, the Mayor of London, together with London Councils and the capital's growth agency London & Partners, published the London Growth Plan which aims to turbocharge economic growth and increase prosperity across the capital. The ambition of this 10-year plan is to raise the average annual productivity growth rate to 2% from 2025 to 2035. If we reach 2%, the London economy could be £107bn larger in 2035 and that means an average of £11,000 in extra pre-tax income for the nearly nine million people living in our city. To achieve this increase in productivity growth, London must grow its most productive sectors fastest, grow a skilled and diverse workforce and help businesses to become more productive. London's Skills Bootcamps will be a key part of achieving this ambition.

The Mayor and I believe that London's economy cannot achieve its full growth potential until all Londoners are achieving their potential. Since the Skills Bootcamps programme launched, we have supported over 12,000 Londoners to access training in areas where there are skills gaps and shortages, helping them to secure a wide range of roles, from electric vehicle charging point installers, to construction site supervisors and production assistants for film and tv.

London's diverse, open-minded, skilled population is our greatest asset and we want to make sure our businesses are benefiting from this. Skills Bootcamps are helping connect this talent to employers and 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 such as construction, digital and the green economy, ensuring all Londoners can access opportunities for growth in the city.

This latest round of Skills Bootcamps for Londoners builds on our experience of previous waves and introduces some changes. There is an increased focus on funding proposals that support employers to upskill their own staff, with a minimum of £1.5m dedicated to this strand and increased flexibility offered to providers to help them respond to employers' upskilling needs. We are also introducing retail as a priority for the first time, ringfencing at least £250k for bootcamps in this sector.

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>

There will be a continued focus on construction, to help meet our joint ambitions with government for a housebuilding boom that London urgently needs. The Growth Plan has set 'green growth' as one of London's four bold ambitions, so alongside a focus on construction we are ringfencing a minimum of £2 million for the development of the skills needed to accelerate our progress towards achieving London's net zero target for 2030.

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.

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.



Howard Dawber
Deputy Mayor of London for Business and Growth

1. Background and strategic context

1.1 Programme aims

The Mayor is making at least £10 million of grant funding available for the delivery of Wave Six Skills Bootcamps in London between April 2025 to March 2026, funded by the Department for Education (DfE).

Skills Bootcamps are intensive Level 2 to 5 or equivalent flexible training courses, 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 Londoners 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.

Current national skills sectors supported by Skills Bootcamps and prescribed by the 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, retail, professional and financial services and health (including life sciences) and social care.

1.2 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. They focus on sectors key to London's economy, including those identified in the [London Growth Plan](#) and [Local Skills Improvement Plan](#).

1.3 London Growth Plan

Developed by the Mayor of London and [London Councils](#), the [London Growth Plan](#) was published in February 2025 and sets a 10-year ambition for growth and the actions we will take to make it happen. It includes the sectors and places that London will grow. The new plan sets out how we will invest further in key priorities from housing and infrastructure to skills and transport, so that we can collectively drive the productivity and growth needed to increase wages and living standards across London and beyond.

But a shortage of skilled workers is one of the biggest constraints holding back London's growth. Skills Bootcamps will play a key role in growing the skilled workforce, and in doing so, will continue to 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 accelerate its progress towards achieving London's net zero target for 2030, ensuring the capital is adapting and resilient to the impacts of climate change. Climate action in London will create economic growth and a large domestic market for green innovation.

A follow up action from the London Growth Plan is to develop a new **Inclusive Talent Strategy**, to set out how London government will grow London's skilled workforce and get more Londoners into quality jobs through an employer-led skills and employment eco-system, due to be published later this year, and will draw on the learnings from the approach of Skills Bootcamps.

1.4 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. Programme principles and delivery model

2.1 Funding principles for Wave 6

A number of key changes have been introduced for Wave 6 which are summarised in this section.

a) **Focus on Good Work outcomes**

As with previous Waves, GLA funded 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 (except where the individual explicitly consents)

Where learners achieve outcomes in line with this definition, providers will be eligible to claim the full 30% payment associated with Milestone 3.

However, for Wave 6 the GLA will acknowledge outcomes where learners enter jobs that do not meet the good work definition in full. To recognise this, the GLA will offer a reduced payment of 15% for Milestone 3's where all of the following criteria are met:

- the Skills Bootcamps is delivering at levels 2 or 3 and;
- the pay offered is above the National Minimum Wage (NMW) but below the London Living Wage (LLW) and;
- All other good work criteria have been met;

See Annex L for further details.

b) **Level 2 bootcamps**

In Wave 6, the GLA will accept applications for Skills Bootcamps at level 2 for all sectors other than Digital and Creative², where our analysis indicates the occupational demand is at higher qualification levels.

However, the GLA reserves the right to cap the amount of funding awarded to Skills Bootcamps delivered at Level 2 to avoid duplication with existing GLA

² An exception will be made within creative sector where the GLA will accept applications for level 2 bootcamps in the creative sector for scaffolders, staggers, and riggers.

funded training offers at this level.

c) Flexibility for providers to respond to employer up-skilling needs during the wave

The GLA wants to support employers to up-skill their existing staff via the Skills Bootcamp programme and has ringfenced £1.5m within this competition for employer co-funded bootcamps.

In addition to this, during Wave 6, providers initially awarded a grant via this open competition for a fully funded bootcamp will be able to submit proposals to repurpose a proportion of their grant allocation to deliver co-funded skills bootcamps³

These proposals will be treated favourably where they meet our minimum criteria and there is evidenced commitment from employers (including an intent to provide the required financial contribution). Further details on this process will be outlined to successful applicants during the onboarding phase.

d) Flexibility within co-funded bootcamps

To further support providers to respond to employer needs, Wave 6 will offer further flexibility for co-funded bootcamps to respond to demand during delivery from either small and medium employers (SMEs) or Large Employers (LEs). Applicants for co-funded bootcamps will be asked to provide an initial indicative split between the two employer categories in their application but will be able to adjust this during the delivery window in response to actual demand⁴.

e) Providing limited initial funding for new bootcamps and offering growth once performance is proven.

For Wave 6, the GLA will limit the amount of funding it will award to any new individual bootcamp to £250k through the open competition. The GLA will also limit the total amount of funding it will award to new providers to £500k.

Where providers are able to later demonstrate they can deliver high rates of Milestone 3 achievement on their bootcamps (during Wave 6), the GLA will seek to offer additional funding to grow the scale of the bootcamp.

f) Increasing the diversity of Skills Bootcamp providers

³ Proposals for co-funded bootcamps must be in the same sector as those awarded to the provider via the open competition.

⁴ Adjustments are subject to GLA approval and the overall cost to the GLA must remain within the awarded allocation, accounting for the 10% co-payment from SMEs and the 30% co-payment from large employers. Provider requests will be treated favourably except for bootcamps that explicitly proposed in their application to support the needs of micro and small business and subsequently request shifts toward supporting Large Employers.

The GLA wants to encourage a greater range of provider types to deliver Skills Bootcamps in London, which aligns with the Department for Education's request for the GLA to support Further Education colleges to engage with the programme.

Therefore, for Wave 6, we will pilot a separate competitive process to select Skills Bootcamp proposals from London based General Further Education (FE) colleges and Institutes for Adult Learning (IAL) which will be launched in parallel to this open competition. Eligible institutions will be contacted to outline the details of this process. If successful, the GLA may expand the scope of this approach to different provider types in future waves.

Eligible institutions can apply for Skills Bootcamps funding via this open competition and also via the separate competitive process, however the GLA will not award funding to an institution for the same bootcamp application via both processes. In instances where a bootcamp application is successful via both processes the GLA will award the higher amount.

2.2 Funding available and competition restrictions

A minimum of £10 million of grant funding is available through this competition. However, the following restrictions will be applied across the competition:

- a) £1.5m of this funding will be ringfenced to support employer co-funded bootcamps to support the upskilling of existing staff.
- b) The maximum grant value the GLA will award to any single bootcamp application is £250k⁵. The maximum total grant value the GLA will award to any new⁶ provider is £500k. There is no minimum grant value per bootcamp or provider.
- c) The GLA reserves the right to limit the total amount of funding awarded to providers which are closely linked (e.g. parent company, shared directors). Providers will be asked to declare such relationships in their application.
- d) Existing providers who have been offered an indicative allocation via the Wave 6 Direct Award process may apply for new bootcamps under this Open Competition process. However the GLA will limit the combined Wave 6 grant award via both processes at £1m.⁷
- e) The GLA will not accept open competition applications from providers currently delivering a Skills Bootcamp for the GLA in Wave Five, for what the GLA deems to be same bootcamp.

⁵ Where new bootcamps demonstrate strong Milestone 3 performance during Wave 6 delivery, the GLA may later award additional growth funding.

⁶ Any provider not currently delivering a Skills Bootcamp for the GLA in Wave 5.

⁷ The only exception to this is for providers delivering bootcamps exclusively in the green and construction sectors where a maximum of £1.3m will be awarded. The GLA may also later award allocations which total to more than £1m through in-year growth processes. Growth funding will be focused on providers demonstrating strong Milestone 3 performance in Wave 5 and/or Wave 6.

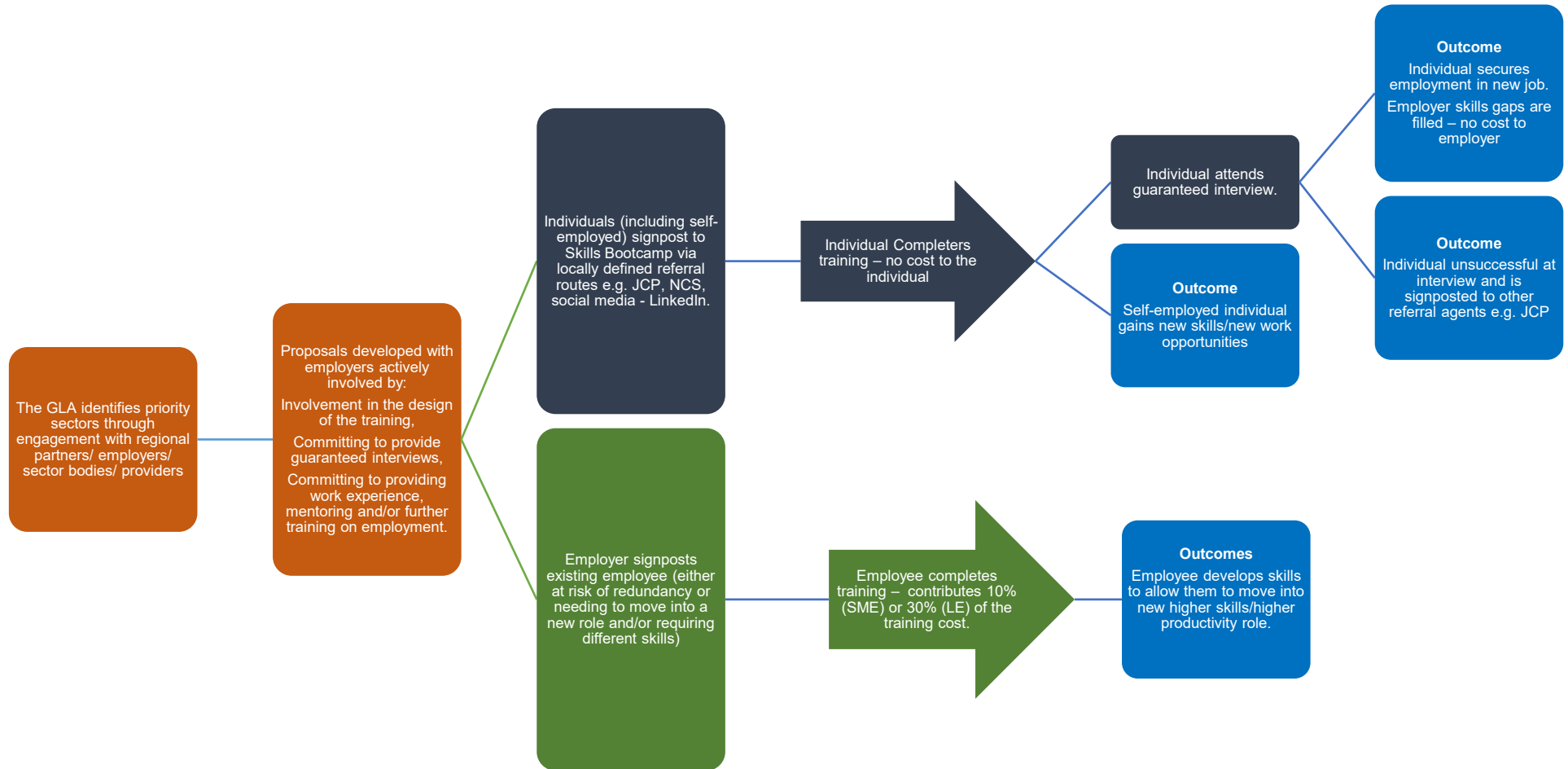
- f) Across this open competition minimum amounts⁸ will be ringfenced for bootcamps in the following sectors to ensure a range of provision is achieved across Wave six.
 - £2m for Green (included within a) Technical, b) Construction or c) Other Green)
 - £250k for Hospitality
 - £250k for Retail
 - £500k for Creative
- g) The GLA will reserve the right to cap the amount of funding awarded to any single sector to ensure delivery across a range of London priority sectors is achieved.
- h) The GLA reserves the right to cap the amount of funding awarded to Skills Bootcamps at level 2, to avoid duplication of existing GLA funded training offers at this level.
- i) The GLA reserves the right to not allocate all funds.

2.3 The Skills Bootcamps Delivery Model

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

⁸ All bootcamps must achieve the minimum weighted quality score threshold to be considered for funding. Where an insufficient number of applications have passed this minimum threshold for a sector to meet the minimum funding amounts outlined, the outlined minimum sector amounts will be waived.

The Skills Bootcamps Delivery Model



2.4 Partnership bids required

Any successful Skills Bootcamp depends on a provider forming strong relationships with employers to accurately understand their hiring and upskilling needs. Our evidence also suggests that the more employers are involved in the design and delivery of a bootcamp, the better the outcomes are for participants.

Extensive employer involvement also ensures that the bootcamps are appropriately targeted at the actual skills shortages faced by London's priority sectors, helping to unlock their growth as outlined in the London Growth Plan. We therefore 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. Employer letters of support are mandatory for all applications and the GLA will seek to contact these employers to verify their support for the proposed bootcamp/s.

The GLA is supporting this work by identifying priority occupations based on the latest economic data and insights from our partners in the priority sectors. These represent verified opportunities for Skills Bootcamps in London.

We will also seek to support successful applicants by promoting their offer to sector stakeholders and through [Grow London Local](#) and [Grow London Global](#) and by bringing providers together to share best practice.

Some great examples of partnerships from previous waves include:

- Training Skills UK (TSUK) achieved high job outcome rates (above 70%) for learners who completed its Skills Bootcamps in 2023/2024, reflecting a firm commitment to workforce development in the construction sector. Through specialised Bootcamps designed to close skills gaps in Electrical, Plumbing, Site Supervision, and Fire Protection, TSUK has provided industry-relevant training to enhance learners' employability. A key factor in the success of TSUK's Skills Bootcamps is strong employer collaboration, which ensures that learners benefit from job placement opportunities during their training. Additionally, tailored career support and a focus on real-world applications has ensured that graduates are fully prepared for employment.
- Estu Global Ltd's Sustainable Business Manager Bootcamp is a Level 5 employer co-funded training programme designed to help businesses respond to the increasing demand for sustainability-focused leadership and carbon emission accountability. Developed and delivered by industry experts and in collaboration with business owners and coaches, this bootcamp was delivered in London for the first time in Wave 5. Over 40 business leaders, managers and sustainability champions completed the bootcamp and commended it for its dynamic content, practical coaching methods and relevance in helping businesses respond effectively to evolving legislative requirements to achieve the global Net-Zero goals.

- WYK Digital, a social enterprise committed to widening access to digital careers, has designed the performance digital 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 prominent marketing company on interview techniques and what it is like to work in digital roles in the marketing sector. As a result, this global marketing company with over 75,000 employees hired 100 bootcamp graduates directly from WYK.

3. Delivery Requirements

3.1 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:

- a) Sole Training Provider (one Skills Provider)
- b) Lead Provider (with Sub contractor/s)
- c) 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)
- d) 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/>.

3.2 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 London⁹

⁹ Resident at an address located within one of the 32 London boroughs.

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 2024** for bootcamps starting between **01 April 2025 and 31 July 2025**
 - on or before **31 August 2025** for bootcamps starting between **01 August 2025 and 31 March 2026**

All Skills Bootcamps must be open to all eligible adults within the communities they serve, including those employed, not in work or self-employed. Skills Bootcamps aim to support participants to improve employment outcomes. Providers should consider how their Skills Bootcamp will support these participants effectively into a positive employment outcome.

Serving prisoners due to be released within 6 months of completion of a Skills Bootcamp and those on Temporary Release are eligible for participation in a Skills Bootcamp. London Prisons Group has offered to provide familiarisation visits to prison establishments and match potential providers interested in supporting this group. Please contact skillsbootcamps@london.gov.uk highlighting your interest in supporting prisoners and the GLA will make the referral to London Prisons Group's regional broker.

Military personnel who are based within the United Kingdom but intend to leave the military and return to Greater London to live and work within six months of completing the Skills Bootcamp, will be eligible for GLA Skills Bootcamp funding. Providers must ensure that learners have a clear intention to return to Greater London to live and work and will need to provide evidence to support this. Where Milestone 3 outcomes are claimed within six months after completion, the GLA will require evidence to confirm the learner has relocated to Greater London in line with their original intention.

3.3 Learner selection

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.

Skills Bootcamps should directly respond to employers' skills needs and so no learner 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. As part of this, providers should strongly consider in any selection process the potential learner's commitment to progressing through to Milestone 3.

Providers must not recruit learners who live outside of London.

3.4 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.**

3.4 Key Performance Indicators (KPIs)

Skills Bootcamps must be delivered at Level 3-5 or equivalent. For this Wave, Skills Bootcamps at Level 2 will also be permitted in all priority sectors with the exception of the Digital and Creative¹⁰ sectors.

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 employer co-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.

¹⁰ An exception will be made within creative sector where the GLA will accept applications for level 2 bootcamps in the creative sector for scaffolders, staggers, and riggers.

All Milestone 3 employment outcomes must involve jobs that meet the definition of good work unless the exception outlined in Annex L applies.

The focus of the Skills Bootcamps for Londoners programme remains on supporting Londoners into Good Work. Providers applying to deliver bootcamps at level 2 and 3 will need to outline their forecast breakdown between:

- Milestone 3 outcomes that will meet the good work definition
- Milestone 3 outcomes where the pay offered is above the National Minimum Wage (NMW) but below the London Living Wage (LLW) – and all other good work requirements will be met.

The GLA will consider this proposed breakdown as part of your application and your performance against the agreed breakdown will be monitored as part of our performance management of providers. The GLA does not expect to receive applications where the majority of Milestone 3 outcomes are forecast to not meet the full good work definition.

Furthermore, the provider shall monitor its own performance and that of its supply chain, against the Key Performance Indicators outlined in the table below.

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	30% achieved by 30 September 2025 100% achieved by 31 st March 2026

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 Providers to ensure a positive outcome for at least 75% of individuals within 6 months of completing their Skills Bootcamp	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 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 Self-employed learners: Should secure new opportunities/contracts within 6 months of completion that utilises the skills acquired in the Skills Bootcamp	75%
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.	<= 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>At least 30% of Skills Bootcamp Cost</p> <p>At least 10% of Skills Bootcamp cost if the employer is an SME**</p>
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The GLA will use performance against all the KPIs listed within this section, and other metrics as applicable to monitor provider performance and support grant management discussions.

3.5 Payment Milestones

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

Payment Milestone Breakdown

First payment	Second payment	Third payment
40% - on completion of 14 qualifying (calendar) days and 10 GLH	30% - on course completion and offer of an interview	30% - on a successful outcome that meets the good work definition.
		OR
		For level 2 and 3 bootcamps only - 15% where pay offered is above NMW but below LLW and all other good work criteria are met.

Please see Annex L for a summary of the Payment Milestones. Detailed advice of what evidence must be provided to obtain the milestone payment is provided in the Wave 6 Delivery Handbook. A draft version of this document is available on the Skills Bootcamps for Londoners webpage.

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.

Pathway to Apprenticeships

For Pathway to Apprenticeships **only**, please see the Wave 6 Delivery Handbook for a summary of the Payment Milestones specific to this type of delivery.

3.6 Course Length and delivery mode

The GLA requires all sector bootcamps to be a minimum of 60 Guided Learning Hours (GLH) (20 GLH for bootcamps related to driving) and no longer than 16 weeks in duration.

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.

The following do not count as Guided Learning Hours:

- Pre-recorded content
- Self-directed study hours (e.g., using a learning platform)
- Assignments not directly facilitated by a tutor in a live format (e.g. a tutor being contactable on demand does not qualify as GLH)

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 during onboarding and, at most, within three months of Grant approval. See Annex A for map of London's Fringe Authorities.

3.7 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 or 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 associated job must meet the following 'good work' definition:

- 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 (except where the individual explicitly consents)

The only exception to this requirement is where all of the following criteria have been met:

- the Skills Bootcamp is delivering at levels 2 or 3 and;
- the pay offered for the role associated with the interview is above the National Minimum Wage (NMW) but below the London Living Wage (LLW) and;
- All other good work criteria have been met for the associated role

Please review annex L and the Wave 6 Delivery Handbook for detailed eligibility and evidence requirements for Milestone 2 interviews.

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.

3.8 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.

During delivery, providers may be required by the GLA to provide evidence of its work with employers in line with the activities outlined in their application. 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.

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 bootcamp application form.

4. Data and Monitoring Requirements

4.1 Performance Data

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

4.2 Individualised Learner Record (ILR)

The use of the ILR will be operational for Wave 6 Skills Bootcamps funded by the GLA from 1 April 2025. The ILR will now be used to report learner details and calculate payments for the Skills Bootcamps for Londoners programme.

From 1 April 2025, Wave 6 GLA-funded Skills Bootcamps providers will be required to submit ILR data via the Submit Learner Data (SLD) service in accordance with relevant national/local guidance. Additional supplementary data collections may also be required. Data collection guidance 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 ASF-funded learning as approved by the Mayor. The GLA is unable to confirm at this stage whether Skills Bootcamps providers will be expected to participate in the LLS for Wave 6 (FY 2025-26). If later confirmed by the GLA to apply for Wave 6, providers will be expected to cooperate with all related requests associated with the administration of the LLS.

4.3 Provider Performance Management Requirements

The provider 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 provider must:

- report Individualised Learner Record (ILR) data and submit a supplementary data template monthly to reflect delivery
- 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).
- keep auditable records of evidence that supports all Skills Bootcamps activity delivered, all Skills Bootcamps Grant Funding claimed from the GLA, and all information provided to the GLA to aid with the management of the Skills Bootcamp and to evidence Milestone delivery

The supplementary data sheet and milestone evidence must be transmitted to the GLA through the required data exchange portal, which is likely to be the GLA's ShareFile portal. Access to the GLA's ShareFile portal is restricted, and in registering for an account to use the portal the Provider 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 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 Provider on the GLA Skills Gateway web portal after the data has been submitted. Earnings may be withheld where data fails validation. 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 Provider 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 Provider will be provided as part of the Wave 6 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 ILR and the supplementary data template and contain 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 6 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 6 Delivery Handbook will be issued to all successful Providers to support Provider Performance Management Requirements.

4.4 Provider Quality Assurance

From the 1 April 2023, Ofsted has included Skills Bootcamps in their inspections of Adult Learning Programmes. The GLA will be monitoring inspection outcomes during Wave 6 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 6 Skills Bootcamps for Londoners programme. This will be detailed in the Wave 6 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.
- identify and provide feedback on areas of strength and improvement for providers.
- verify claimed milestones, including with learners directly.

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 6 Delivery Handbook will be issued to all successful Providers to support delivery.

5. 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).

6. How to Apply

6.1 Application Process and Deadline

Providers must submit all documents to be completed as set out in the table below by **5pm (GMT) Tuesday 27 May 2025** to:
skillsbootcamps@london.gov.uk

Applications received after the deadline will be rejected. Applications cannot be modified after the deadline except at the GLA's request. 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.

After you have submitted your applications, please can you complete this MS Form: [Skills Bootcamps for Londoners Wave 6 - Confirmation of Submission](#)

This will enable us to cross check Applications received at skillsbootcamps@london.gov.uk and ensure we can detect at the earliest opportunity any applications that may have been inadvertently blocked or withheld by our IT security.

Please note, applications are formally received once you have:

- submitted all required application documents by email to skillsbootcamps@london.gov.uk and;
- completed the [Skills Bootcamps for Londoners Wave 6 - Confirmation of Submission](#) and;
- Received an email from the GLA which confirms our receipt of your application.

If a confirmation of receipt email is not received by the applicant from the GLA after 5 working days, 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 submit these via this MS Form: [Clarification Questions Form](#).

Questions should be sent at least five working days before the application submission deadline (5pm on the 27 May 2025) to guarantee a response.

All questions will remain anonymous and answered in a Clarification Questions document which will be updated weekly on the website.

Proposed Timetable

Activity	Date
Deadline for Clarification Questions	5pm on 20 May 2025
Deadline for Receipt of Applications	5pm 27 May 2025
Evaluation of Applications	May to June 2025
Grant Award Notification	June/July 2025
Delivery Start Date	1st July 2025*

*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 6 delivery period: 1 July 2025 - 31 March 2026. 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.

6.2 Application Documents to be Completed

Please note, you will only be required to complete the Wave 6 Standard Selection Questionnaire (SSQ) once but must complete and submit separate Wave 6 Bootcamps Application forms for each Bootcamp you wish to apply for funding to deliver.

Document	Format
One completed template <u>per applicant</u>	
SSQ	Response required via completed Microsoft Word document Please submit ONE form for your application. This document includes Qualifying Criteria. Please refer to the relevant guidance section in this document for further information
Financial Due Diligence Documents	Response required via attachments of requested financial information. Please see Financial Due Diligence Checklist and Guidance

Application templates required per bootcamp

Please complete and submit separate applications for EACH bootcamp and EACH funding model of that bootcamp.

Fully Funded Bootcamps	Co-Funded Bootcamps
FF Bootcamp Application (Word) Response required via completed	CF Bootcamp Application (Word) Response required via completed

<p>Microsoft Word document</p> <p>Please complete and submit separate applications for EACH bootcamp.</p>	<p>Microsoft Word document</p> <p>Please complete and submit separate applications for EACH bootcamp.</p> <p>If your bootcamp proposal is open to Large Employer contribution and SME contribution learners, you can include these in the same document.</p>
<p>FF Bootcamp Template (Excel)</p> <p>Response required via completed Microsoft Excel document</p> <p>Please complete and submit separate applications for EACH bootcamp</p>	<p>CF Bootcamp Template (Excel)</p> <p>Response required via completed Microsoft Excel document</p> <p>Please complete and submit separate applications for EACH bootcamp</p> <p>If your bootcamp proposal is open to Large Employer contribution and SME contribution learners, you can include these in the same document.</p>
<p>FF Employer Statements of Support</p> <p>Please provide <u>either</u>:</p> <p>a) Employer Statement of Support per 1-25 bootcamp learners e.g. if your bootcamp application is for 50 learners, please provide 2 Employer Statements of Support, i.e., from 2 separate Employers</p> <p>OR</p> <p>b) Employer Statement of Supports from an employer (or employers) who can commit to providing guaranteed ringfenced interviews for a minimum of 50% of your learners.</p>	<p>CF Employer Statements of Support</p> <p>Please provide <u>either</u>:</p> <p>a) Employer Statement of Support per 1-15 bootcamp learners e.g. if your bootcamp application is for 45 learners, please provide 3 Employer Statements of Support, i.e., from 3 separate Employers</p> <p>OR</p> <p>b) Employer Statements of Support covering a minimum of 50% of your proposed learner places (e.g. where one large employer requests a high number of learner places).</p>

6.3 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 2022/2023 2023/2024, 2024/2025).

Skills Providers who have had a Skills Bootcamps, other training delivery contract or grant agreement, or other public agreement terminated, reduced by more than 10% or had significant irregularities identified by any other funding body are required to set out information relating to this in their application in the SSQ and the GLA reserve the right not to take forward consideration of their application.

6.4 Financial Due Diligence

We will carry out financial due diligence checks prior to any agreement to award funding as per the Financial Due Diligence Checklist and Guidance document. Providers must ensure they have submitted all relevant documentation outlined in that guidance alongside their application.

The GLA reserves the right to not take forward consideration of applications from providers where the outcome of our financial due diligence checks indicates a high level of risk. The GLA also reserves the right to reduce the amount of funding offered relative to that requested in a provider's application following financial due diligence checks.

6.5 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.

6.6 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 Skills 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).

Applications to deliver Skills Bootcamps must reflect the diverse needs of all learners and help to reduce the disability, gender and race employment gaps generally but also, specific gaps related to the Skills Bootcamps sector in addition to meeting the Public Sector Equality Duty (**see Annex B**).

6.7 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.

6.8 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](#).

6.9 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.

6.10 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.

6.11 Expenses and losses

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

6.12 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.

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.

6.13 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.

7. Assessment Process and Timescales

7.1 Assessment process

Each bootcamp application is scored individually. For detailed information on how these will be scored please review the Skills Bootcamps Wave 6 Application Guidance.

As a summary, applications will be scored via the following process:

- 1) Each bootcamp will be scored for quality (Quality Weighted Score)
- 2) Each bootcamp will be scored for price (Price Weighted Score)

All bootcamps must meet minimum requirements as set out in the Application Guidance to be considered for funding.

All bootcamp applications passing the minimum requirements will then be assessed for funding based on their Final Weighted Score. Please read the Application Guidance document for more information on scoring.

$$\begin{aligned} &\text{Quality Weighted Score (QWS) + Price Weighted Score (PWS)} \\ &= \text{Final Weighted Score (FWS)} \end{aligned}$$

A minimum of £1.5m is ringfenced for employer co-funded bootcamps to support the upskilling of existing staff. All employer co-funded applications that achieved the minimum QWS will be ranked in terms of their FWS and allocated funding until the minimum amount of £1.5m is exhausted.

Across this open competition the following minimum amounts per sector have been ringfenced.

- £2m for Green (included within a) Technical, b) Construction or c) Other Green)
- £250k for Hospitality
- £250k for Retail
- £500k for Creative

All Fully Funded bootcamp applications that have met the minimum QWS, will be

ranked in terms of FWS. Funding will be awarded to bootcamps within the sectors listed above in descending order of FWS until the minimum amounts are reached. Co-funded bootcamps that have already been awarded funding will count towards these sector minimum amounts.

After this, all remaining Fully funded bootcamp applications meeting minimum QWS score will be awarded funding in descending order of FWS until the remaining funding is exhausted. 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.

The GLA will also apply the restrictions outlined in '1.1 Funding available and competition restrictions' throughout this scoring process, in relation to limits on providers, bootcamps and sectors.

The estimated total grant value of Skills Bootcamps selected through this open competition will be a minimum of £10 million (This is the value of the initial grant award process and does not include any future growth allocations or extensions).

Fully compliant applications that are received by the deadline will be scored by at least three evaluators. The maximum final weighted 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 the application guidance.

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.

7.2 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 2025 - 13 December 2026. The final provider data return will be in October 2026 and the remaining grant duration until December 2026 is to allow for reconciliation activities.

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 Wave 5 Skills Bootcamps to support this expansion. The estimated total grant value of Skills Bootcamps across the 12 priority sectors outlined in section 8 will be a minimum of £10m. This is the value of the initial grant award process and does not include any future extensions or growth allocations.

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.

7.3 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.

8. Bootcamps Priority Skills Sectors

We will fund bootcamps that support Londoners to gain in demand skills and move into or progress in work with focus on the requirements of 12 priority sectors.

Please see a summary for each sector on the following page and refer to Annexes (C to K) 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. Culture and Creative Industries
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
12. Retail

Providers will need to demonstrate the strategic alignment of their proposed bootcamps delivery and how it addresses priorities set out in this section and in the relevant annexes. Applicants may wish to utilise [IfATE's occupational maps](#) to inform the appropriate level of delivery for the targeted occupations.

Applications should primarily fall within the 12 outlined priority skills sectors. However, proposals will be considered for bootcamps where significant skills issues are identified that do not fall within the named sectors but where there is a strong alignment to wider Mayoral priorities. In such cases, we expect the proposals would be endorsed by a letter of support from an organisation in the [GLA group](#), a sub-regional partnership (SRP) or one of London's local authorities.

The GLA will also accept applications that seek to improve the capacity of the adult education sector to deliver training in any of the 12 outlined priority sectors (e.g. by upskilling tutors to deliver specialist sector related training).

The GLA acknowledges that there are skills needs that are cross-sector. The GLA encourages applications to address these cross-sector skills needs where the focus is on supporting the self-employed or through co-funded bootcamps supporting micro, small and medium sized businesses. In these cases the applicant should align their application with the most relevant sector but acknowledge in their application that the self-employed individuals or employers they will be working with may be drawn from a variety of sectors.

Fully funded applications to support independent learners should be focused on specific occupations and the associated skills required to achieve those roles.

For some sectors below, the GLA has listed 'Identified priority occupations' where our sector engagement has confirmed there is an acute demand for these occupations and skills. Bootcamp applications that the GLA deem directly address these occupations will receive maximum marks on the application question related to the Bootcamp's strategic alignment.

Applications are not limited to these identified priority occupations.

8.1 Green

The London Growth Plan recognises that London will not achieve green growth, one that delivers on net zero and builds climate resilience, without decarbonising its infrastructure. A priority for the Inclusive Talent Strategy is to coordinate investment in training to deliver this. Therefore, our strategic approach to green skills prioritises some of the largest carbon emitting sectors and ones that will generate the jobs needed to decarbonise: Homes and Building, Energy and Power, Transport.

Green and Blue Infrastructure is also a key sector to building climate resilience and will be increasingly integrated across the built environment – from sustainable urban drainage systems, through to providing shading and strengthening biodiversity.

In line with these sectors, the following occupations and roles are expected to be important for delivering interventions to reduce carbon and build climate resilience in London. Skills Bootcamps play an important role in upskilling Londoners already in these jobs with specific green skills and knowledge. They can also provide initial training for new entrants into careers, including through apprenticeships, in these sectors.

Identified Priority Occupations - Green

Energy efficiency in the built environment roles include:

- Installation, repair and maintenance of low carbon and renewable energy technologies (e.g. air source heat pumps, solar photovoltaic (PV)),¹¹ Electrical Vehicle (EV) charging points installation)
- Electrical installers and electricians
- Plumbing and heating engineers
- Low carbon heating technicians
- Carpenters and joiners
- Cladding and insulation installers
- Electric, hybrid and alternative fuel vehicle technicians
- Construction project managers and related professionals
- Pipe fitters, welders, dry liners, roofers, ground workers and borehole specialists
- Retrofit Coordinator
- Retrofit Assessor
- Retrofit Advisor
- Domestic Energy Assessor

Blue and green infrastructure roles include:

- Roles that can support better urban water management (e.g. Water environment worker, Water treatment technician).
- Arborists, arboriculturist, forest craftsperson
- Landscape architects (e.g. Landscape technician)
- Horticulture and green space management (e.g. Countryside worker, Horticultural/landscape technical manager)
- Environmental engineers
- Climate resilience officers

8.2 Technical (engineering and manufacturing)

Engineering and manufacturing are high-skilled sectors and important for supporting the Mayor's net zero and green growth ambitions and as such are expected to see jobs growth over the medium and longer term. Skills challenges remain in these sectors, with 15.2% of UK businesses in manufacturing indicating that they had difficulty in recruiting skilled, manual and technical employees in October 2024, compared to 6.7% across all UK businesses in that same year.¹²

[MakeUK](#), a manufacturer's organisation in the UK, highlight that the sector is facing some changes and challenges. For instance, their analysis indicates that close to a third of firms (29%) in the sector will increasingly use technology and Artificial Intelligence (AI) to ensure business success. Furthermore, over the

¹¹ The Microgeneration Certification Scheme (MCS) provides a quality assurance standard in the renewable energy sector. MCS provides a list of training qualifications that meets its competency requirements across a range of small-scale renewable and low carbon technologies. [Find A Training Course - MCS](#)

¹² ONS [Business Insights and Conditions Survey](#) (BICS)

coming year, 92% of firms indicate that they expect employment costs to rise, which is a key risk to company growth.¹³

London's growth plan highlights the importance of frontier innovation (making scientific breakthroughs and turning them into commercial products and services) for transforming industries such as manufacturing.

In relation to the green economy, priority occupations for the sector include electrical, civil and mechanical engineering. Other areas in demand are electricians, electrical fitters, mechanics, CAD technicians, heating engineers, and wider construction and building services. While digital skills are important as new technology is used in the sector, transferable skills such as critical thinking, creativity, communication and project management are also a focus. Addressing diversity within the sector should also remain a consideration in ensuring that under-represented Londoners are supported to enter the sector.

8.3 Construction

The [government has announced](#) £600m of investment to train up to 60,000 more skilled construction workers. As part of this Skills Bootcamps will be expanded with £100m of funding nationally to ensure new entrants, returners, or those looking to upskill within the industry will be able to do so.

The GLA has not yet received confirmation from the Department for Education of the amount of funding it will receive for additional construction skills bootcamps as part of this new investment. This funding would be additional to the £10m outlined in this open competition and would be ringfenced for the Construction and Green Construction sectors.

The construction sector in London is also expected to see growth over the next 10 years supported by demand related to housing and green initiatives, maintenance and repair of the existing housing stock, building of new homes and the move towards net-zero. The [CITB UK industry outlook for the period 2024 to 2028](#), finds that 251,500 (50,300 per year, up from 44,890 from the 2023-27 outlook) extra workers will be needed in the UK construction sector by 2028. For London this translates to 26,250 additional workers needed by 2028, or 5,250 per annum.¹⁴ An aging workforce, improving diversity of the workforce (including among women and Londoners from diverse ethnic backgrounds) and access to non-UK workers remain a challenge for the sector.

Skills Bootcamps can also 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.

¹³ Make UK and PwC, The Manufacturers' organisation, UK [Executive Survey 2025](#), January 2025.

¹⁴ CITB, [Focusing on the Skills Construction needs, Greater London 2024-2028](#), March 2024.

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.

Identified priority occupations:

- Carpenters and Joiners
- Bricklayers
- Roofers (including solar panel installation)
- Plant Mechanics and operators
- Civil Engineering technicians
- Surveying technician (specifically ground)
- Groundworkers
- Plumbers
- Electricians
- Multi-skills courses targeted at new entrants (including asbestos awareness, manual handling and CSCS cards)

Identified priority occupations (upskilling):

- Specialist masonry for bricklayers
- Heat pumps and solar training (see green)
- Plant mechanics and operators (specialist machinery categories)
- Project management for construction (PRINCE2 or APM)
- Site management

8.4 Logistics

Logistics will play an important role in moving to a net zero economy as London looks to reduce emissions through moving goods more efficiently and changing vehicle fleets. While staff shortages in the sector have declined from its post-pandemic highs, significant vacancies remain for HGV drivers, purchasing managers, transport and distribution clerks, warehouse operatives, and managers in transport and distribution. In terms of workforce diversity, there are fewer young people and women working in logistics. Digital skills are increasingly important, along with transferable skills such as management and customer service. According to Logistics UK, the focus for the sector in the coming years is on operational efficiency (including the use of technology) and workforce development.¹⁵

Identified priority occupations:

- HGV driving for scaffolding companies

¹⁵ LogisticsUK, [The Logistics Report Summary 2024](#).

8.5 Culture and Creative industries

London's culture and creative industries are multifaceted and diverse and makes an important contribution to the capital's economy and labour market. The sector is expected to grow over the next 10 years. Creativity and innovation will be an important future skill in the face of rapid technological change. As set out in London's growth plan, the sector remains a key priority, supporting the capital as global destination for the arts and the experience economy. London is also a global exporter of films, TV, gaming, music, marketing, fashion and architecture.

Bootcamps could align with key demand occupations such as events managers, graphic and multimedia designers, authors writers and translators, editors, carpenters and joiners, and arts officers, producers, and directors. Digital skills are an important and growing skill for the creative industries and technologies, while business and brand management are key due to the freelance nature of the sector as well. The sector also requires a broad set of technical and artisanal skills, from writing through to carpentry and joinery. Transferable skills are also in demand, these include teamwork, resilience and management. Despite some signs of improvement in the gender and disability profile of those working in the creative industries, workforce diversity in the sector remains an area for improvement.¹⁶

Identified priority occupations:

Technical artists (e.g. Junior VFX artist, junior animator)

- Locations assistant
- Production secretaries/assistants
- Art department assistants
- Production accountant
- Production coordinator
- Stage manager

Identified priority occupations (upskilling):

- Production accountants
- Production managers
- Location manager
- 2nd or 3rd assistant directors
- VFX supervisor or producer
- Hair and makeup artists for film and TV
- Managers of publicly funded cultural institutions (commercial skills)

We particularly welcome applications from providers who can demonstrate their links to other GLA programmes for culture, the creative industries and 24-Hour London, for example Creative Enterprise Zones, or London Borough of Culture.

¹⁶ Women and disabled Londoners saw their share of jobs in the creative industries increase between 2012 and 2023. However, women and Londoners from Black and Asian ethnicity remains under-represented in the sector when compared to the London average.

For more information, please visit [Arts and Culture | London City Hall](#) website. Or you can email cez@london.gov.uk for support in connecting with a Creative Enterprise Zone.

8.6 Early years

The sector will continue to see increased demand for labour supported by the extension of funded childcare hours for children of eligible working parents in England. Estimates by the Department for Education (DfE) suggest that 70,000 new places will be needed, above the 31 December 2023 baseline, for Autumn 2025 in England.¹⁷ However, the sector faces a lack of qualified staff and high staff turnover rates.

Educational attainment also remains a constraint for the sector. London has the lowest share of early years staff qualified to at least level 3 amongst group-based providers (GBPs). Thus, the focus of training in the sector could be through clearly established routes at Level 2 and 3. Bootcamps also emerge as an opportunity to put more people into early years education and childcare occupations. Employers identify specialised skills in their recruitment needs, including paediatric first aid and child protection, along with transferable skills, such as communication, initiative and leadership and planning.

8.7 Digital

Digital is a high skilled and high value sector in London. Having grown strongly post pandemic, in the past two years recruitment activity has steadily trended back down to pre-COVID levels. Digital skills are highlighted as a cross-cutting priority for London in the Local Skills Improvement Plan (LSIP), emphasizing both basic and advanced digital skills as a focus for workforce development. London's growth plan also identifies digital as a skill which is prevalent across all areas and sectors of a global city such as London.

Typically, skills need for the sector include a wide range of IT skills and familiarity with various coding language, although each specific occupation has its own requirements. Digital sector employers also identify transferable skills, such as communication and management which are important for those working in the sector. The demand for digital skills includes Artificial Intelligence (AI), data analytics, software development and advanced coding.

Online job postings data indicates that despite recent sharp declines, there remains a high demand for IT professionals. Top roles include programmers and software developers, data analysts, cyber security professionals, and IT system analysts, database administrators (among other roles) in London. There are however gaps in digital skills, with 15% of London's population not having workplace digital skills.¹⁸

¹⁷ DfE, Transparency data, [Early years places and workforce needs](#), October 2024.

¹⁸ Lloyds [UK Consumer Digital Index](#) 2024. Work Essential Digital Skills measured by "Can I independently perform at least one task within each Work skills area".

Identified priority occupations:

- Data technicians and analysts
- Digital marketing roles
- IT support officers
- Cyber security roles

Identified priority occupations (upskilling):

- Digital skills for micro and small businesses including digital marketing, search engine optimisation, social media management and cybersecurity

8.8 Pathways to Accelerated Apprenticeships

Apprenticeships provide important training and career development opportunities for Londoners across a number of sectors. Apprenticeships are based on occupations recognised by employers. The Institute for Apprenticeships and Technical Education (IfATE) publishes occupational maps, grouped by sectors, which show where apprenticeships can lead. Change to the apprenticeship system in recent years has shifted apprenticeship starts to higher levels (Level 4 and 5) at larger organisations in London, with fewer young apprentices.

In the capital, apprenticeship starts are highest in most of the Mayor's priority sectors and can help support the entry into a number of industries especially for those Londoners who face higher barriers to entering the labour market.¹⁹ Apprenticeships can also support the drive towards a net zero economy. Important apprenticeships for this in London include electricians, plumbing and heating technicians and arborists.

8.9 Hospitality

London's hospitality sector has faced several challenges over the last couple of years including Brexit, the pandemic, cost of living crisis and changing consumer behaviour. Recruitment challenges experienced by employers post-pandemic have eased however large-scale recruitment within this sector is unlikely during the Wave 6 delivery window, particularly at entry level.

However, the sector is expected to grow over the next decade, creating jobs and strengthening the capital's position as a leading international city as well as supporting the experience economy. There remains a need to promote training and career progression opportunities for the workforce, including for young people through apprenticeships. Important shortages in the capital include chefs, bar and catering supervisors, restaurant managers and sommeliers. Transferable skills, such as customer service and management, should also be prioritised for skills development.

¹⁹ GLA Economics, [Apprenticeship statistics for London](#).

The hospitality sector is part of the experience economy. The **experience economy** refers to the way that “goods and services sold impact customer’s lives”.²⁰ Data from Mastercard finds that “50% of British consumers were set to spend more on experiences in 2024 compared to 2023”. The top experiences that consumers are expected to spend money on are travel and tourism, food, live music, wellness and health, outdoor, family experiences, film/cinema, theatre, art exhibitions/cultural events and historical venues.²¹ Research by Forbes finds that in 2025, travel and live events will continue to drive the experience economy.²² As such the experience economy will support London’s creative and cultural industries, hospitality, retail and tourism.

Identified priority occupations (upskilling):

- Chef development skills (including high level technical skills and essential management skills)

8.10 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.²³ An increase in health and care staff will also be needed to meet the demand pressures from an aging population. However, significant future challenges exist in this sector, including high vacancy rates, attrition, and a possible reduction in workforce supply due to immigration rules. Staff shortages are widespread, with the Health Foundation estimating vacancies of 125,000 for NHS trust in England (vacancy rate of 9%). In 2023, the number of vacancies in social care were estimated at 152,000, with a vacancy rate of 10.6%.²⁴

Life sciences is also seeing a growth in demand with London benefiting from expertise within academia, industry and the NHS. Bootcamps should consider how they can address demand for skilled roles such as lab technicians and healthcare associates.

Identified priority occupations:

- Care assistants
- Homecare support workers
- Contact supervisors

Identified priority occupations (upskilling):

- Senior care workers, deputy managers and other leadership roles

²⁰ The Harvard Review, [Welcome to the Experience Economy](#), 1998.

²¹ Mastercard, [UK’s experience economy](#), April 2024.

²² Forbes, [Travel and live events will drive the experience economy growth in 2025](#), January 2025.

²³ NFER, Skills Imperative, 2035.

²⁴ The Health Foundation, [Nine mayor challenges facing health and care in England](#), November 2023.

8.11 Finance and Professional Services

Finance and professional services are the largest contributor to London economic output. It is a high skilled sector, with the leading occupations in demand being finance and investment analysts/advisors, financial managers and directors, chartered and certified accountants. Jobs in demand related to green finance include services such as low carbon capital, investment and environmental consultancy. Beyond finance, other professional service roles most sought-after include solicitors/lawyers, business management consultants and advertising/marketing professionals.

The sector has a range of apprenticeships mapping on to career and training routes. Bootcamps for this sector could consider how to support these career pathways and developing digital and transferable skills, including project management, communication and teamworking.

Identified priority occupations (upskilling):

- HR, leadership and management for micro and small businesses
- Financial management for small businesses

8.12 Retail

The retail sector is an important sector for London, anchoring town centre and high streets. However, several pressures have impacted on the performance of the sector over the last few years, including the pandemic, the cost-of-living crisis, the rise of internet sales and store closures. In 2025, the rise in national insurance contributions, minimum wage, the Employment Rights Bill as well as the impact of economic uncertainty is likely to impact the hiring outlook for the retail sector.²⁵ The sector is expected to contract by 0.1% between 2020-2025, or -3,000 jobs (NFER).

In terms of observed employer demand, online job postings for occupations related to the retail sector have been steadily declining and currently stand at just below pre-COVID levels (although online postings may understate true demand for roles, particularly entry-level, in this sector). The most recruited retail related occupations which are also higher skilled are managers in retail and wholesale, advertising and marketing professionals, and marketing and commercial managers, as well as a range of sales, retail and customer service assistance staff and merchandisers.

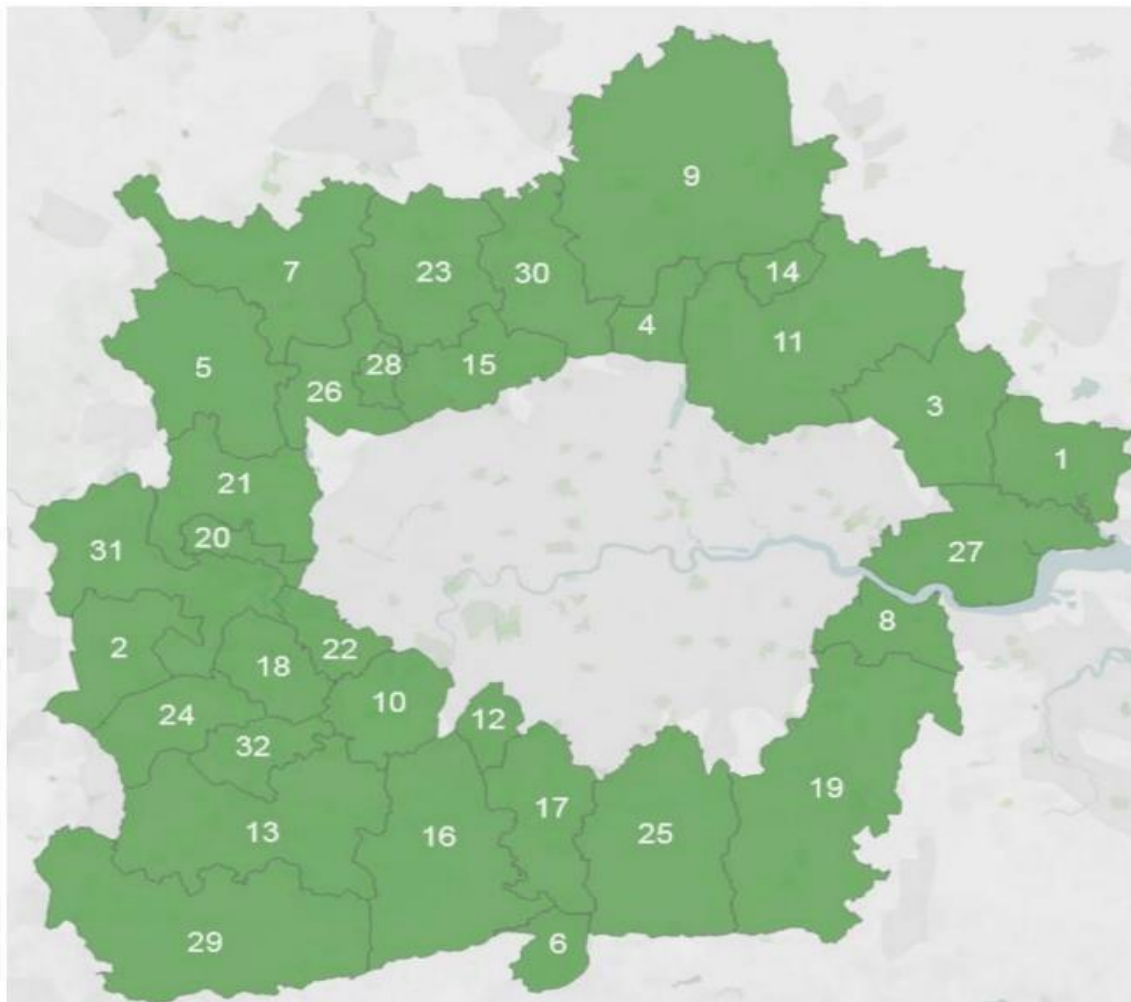
END

²⁵ [Retail Outlook 2025](#), PWC.

Prospectus Annexes 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 fulltime 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.

Table 1 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 2 highlights learner characteristics that achieved lower completion rates on Skills Bootcamps in Wave 3 of the programme. Applicants should consider whether specific interventions to support learners with these characteristics are appropriate for their proposed bootcamps, in terms of wraparound support, pastoral care and employability support.

Table 1 - Share of starts (Milestone 1) by characteristics where share is lower than programme related equalities target, for Wave 5

Sector	Protected/Priority Group					
	Age Younger (19-23)	Age Older (50+)	Female	Male	Asian/Asian British	LLDD
Construction	10%	-	3%	-	10%	7%
Creative Industries	-	5%	-	-	-	-
Digital	-	-	36%	-	-	-
Early Years	10%	-	-	4%	-	9%
Finance and Professional Services	-	-	-	-	-	-
Green Construction	14%	-	11%	-	-	-
Green Other	-	-	22%	-	10%	-
Green Technical	-	7%	23%	-	-	-
Health and Social Care (inc. Life Sciences)	15%	-	-	-	-	9%
Hospitality**	-	3%	-	-	-	-
Logistics	2%	-	4%	-	10%	-
Pathway to Accelerated Apprenticeships**	13%	0%	-	3%	-	-

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

If applicable, please ensure this data is referenced and clearly discussed in your response to Question 6 – 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 Bootcamp Template for your chosen sector as applicable.

Table 2 – Participant characteristics with lower completion rates on previous waves

- Participants aged 45–54 years
- Previously unemployed participants
- Those with a prior education Level 3 and below
- Those doing Level 2 London Bootcamps

Annex C Analysis for Construction, Health and Social Care and Hospitality

Labour Market Analysis of London's Priority Sectors

Providers should use [these reports](#) to inform their proposals for bootcamps in the following sectors:

- Construction,
- Health and Social Care,
- Hospitality,
- Digital

Background:

GLA Economics have recently published a series of **detailed reports exploring the Mayor of London's priority sectors**, as set out in the Local Skills Improvement Plan ([LSIP](#)). These reports bring together data from a wide range of sources to provide an in-depth and accessible analysis of key labour market trends within each sector.

The indicators presented focus on describing the sector's **workforce profile** (*incl. job numbers, median earnings, and worker characteristics*), **labour market demand** (*incl. online recruitment activity, and in-demand occupations and skills*), and **labour market supply** (*incl. outputs from both Higher and Further Education, as well as Apprenticeships*). See below for further information.

By offering insights into both current and historical trends, the analysis helps contextualise how each sector is performing, including relative to other industries and regions. In doing so, these reports hope to be a useful resource for strategic planning and policy making purposes across London.

These reports are divided into **7 sections**, each analysing a different facet of the sector.

1. **People in Work:** Explores how many jobs are in the sector and how employment has evolved over time.
2. **Worker Characteristics:** Examines the professional, educational and demographic characteristics of workers in the sector.
3. **Job Quality:** Provides insights into earnings and the overall quality of sector jobs.
4. **Businesses:** Investigates the profile and economic contribution of the sector's businesses.
5. **Demand:** Analyses how employer recruitment activity for sector-specific roles is changing.
6. **Skills Needs:** Identifies the specific skills that employers within the sector are seeking.
7. **Education and Training:** Reviews the provision of education and training relevant to the sector.

London's Construction Sector

A labour market analysis

Exploring the Mayor of London's priority sectors.

March 2025



Introduction

The **Construction sector** is critical in delivering many of London's long-term strategic goals, such as increasing housing development, expanding transport infrastructure, and achieving net zero carbon emissions.

London's Digital Sector

A labour market analysis

Exploring the Mayor of London's priority sectors.

March 2025



Introduction

The **Digital sector** is critical in delivering many of London's long-term strategic goals, such as driving innovation and boosting economic growth. Operating at the cutting edge of the technological frontier, London's digital sector plays a vital role in keeping the UK competitive and improving productivity across the entire economy.

London's Health and Social Care Sector

A labour market analysis

Exploring the Mayor of London's priority sectors.

March 2025



Introduction

The **Health and Social Care** sector is vital to both ensuring a healthy population and a strong economy. As one of London's largest employers, it supports jobs across all skill levels and is a key enabler of economic growth. By supporting a productive workforce and reducing long-term healthcare costs, it underpins both prosperity and social well-being. With demand for health and care services anticipated to rise in the future alongside an ageing society, its role will only become more important over time.

London's Hospitality Sector

A labour market analysis

Exploring the Mayor of London's priority sectors.

March 2025



Introduction

The **Hospitality sector** is important to both London's economy and its diverse cultural identity, playing a central role in supporting jobs, attracting visitors, and enhancing the city's global reputation. As a key employer across a range of skill levels, it also helps workers develop strong interpersonal and customer service skills that are invaluable for career growth and progression across the wider economy.

Annex D 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 and blue infrastructure 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 and blue infrastructure skills in 'Other green jobs and skills'. Applications must identify which of the following categories a Green Skills Bootcamp falls within:

- Green Technical (Engineering and Manufacturing)
- Green 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.

Summary

The Mayor of London has set a target for London to be net zero carbon by 2030, including as a key aim of [London's Growth Plan](#), putting London at the forefront of global cities and UK action on climate change. This transition to a greener economy will have major implications for the labour market and skills system in the city.

Economic context

The Mayor has detailed 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.

The [Local Skills Improvement Plan for London](#) highlights that green skills should be more embedded in how new entrants to the labour market are educated. For the existing workforce the focus needs to be on upskilling in green skills.

Labour market

[Research](#) commissioned by the GLA to track London's Low Carbon Environmental Goods and Services sector estimates that there were 310,000

green jobs in London as of 2022/23, up 8.2% on the year prior, with that number expected to increase further in the coming years. Complementing this, a separate report from [WPI Economics](#), estimates that the number of jobs in green priority sectors could reach 505,000 by 2030, an increase of around 27,000 per year from its equivalent 2020 level. The largest growth is expected to come from:

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

Other research finds there will be a need for around 19,000 workers per year on average between 2021 and 2050 to retrofit traditional properties in London.²⁶ In addition, a wide range of existing job roles will also have to change as a result of the transition to a greener economy. To meet these changes in requirements there is a growing need to increase education provision in subjects and courses that are relevant for green jobs, as well as the proportion of learners progressing to employment within green priority sectors.²⁷

Skills

Given the scale of demand, supporting those already in the labour market to retrain and upskill to acquire relevant green skills will also be key. At present, the proportion of workers in receipt of training is comparatively low in [occupations affected by greening](#). Employers have called for a wider range of modular qualifications to be delivered flexibly for employees.²⁸ In terms of skills requirements, research for the GLA suggests that there will be a particular requirement for skilled trades workers (e.g. electricians, plumbers and a variety of construction trades) to carry out retrofits installing energy efficiency measures and heat-pumps in buildings, among others.²⁹ Analysis by [WPI Economics](#) also indicates a requirement for around 13,600 extra skilled trades jobs per year – an area where London already faces long-standing skills shortages.³⁰ At the same time, enabling STEM and project management skills will also be needed; while digital skills are seen by employers as a vital tool for reducing their carbon emissions.

Complementing all this existing research, a GLA analysis of [online job postings](#), provides a useful – albeit imperfect and experimental – indicator of current labour demand for green jobs and skills in London. Analysis of this data finds that between March 2024 to February 2025, there were around 51,200 new online vacancies in London that contained either a specifically green job title or technical, green-related skill. Green postings accounted for 4.1% of London's job

²⁶ Grosvenor, [Heritage and Carbon, Addressing the Skills gap](#), 2023.

²⁷ Element Energy, [Analysis of a Net Zero 2030 Target for Greater London](#), January 2022.

²⁸ GLA, [Green skills adult education provision in London](#), 2022.

²⁹ Element Energy, [Analysis of a Net Zero 2030 Target for Greater London](#), January 2022.

³⁰ For workers in homes, buildings and landscape, reduce, reuse, recycle, and the parts of the power sector. Note, separate analysis, produced by Environment Energy, also estimates that 56,000 jobs could be needed in London by 2025 and an average of 41,000 per year over the coming decade for insulating homes, installing heat pumps, district heating and energy management alone.

postings in the last 12 months.³¹ This represents an increase in prevalence compared to the 3.8% share for the same period a year prior (Feb 2023 – Mar 2024), and an increase from the 2.2% share pre-pandemic in 2019. The growing prevalence of green expertise in London's job postings and the resilience of this demand would appear to suggest that – while many areas of the sector remain relatively niche – employers across London's industries are increasingly recognising the importance of both adopting and providing environmentally sustainable solutions.

The highest number of postings with specific green job titles were for sustainability consultants and managers, water hygiene engineers, renewable energy managers, environmental consultants, drainage engineers and carbon analysts. The most in-demand green skills included improving energy efficiency through building management systems and automation, knowledge of environmental social and corporate governance (ESG) standards, renewable energy expertise, waste management, and an understanding of net-zero principles and strategies.³² Similarly, the postings data suggests that demand for green expertise is steadily growing right across the occupational spectrum - beyond green specific roles - suggestive of the need for wide-scale upskilling initiatives to meet growing demand, including skilled trades, engineers, project managers, and strategic policy / professional services roles.

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

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.

³¹ GLAE, [Analysis of Green job postings](#), 2025.

³² GLAE, [Analysis of Green job postings](#), 2025.

Annex E Culture and Creative industries

Summary

London has a large and diverse culture and creative industries sector, and the sector makes an important contribution to economic growth and employment in the capital.

While it is a high-skilled sector, the workforce is less diverse (based on ethnicity and gender) than other sectors in the capital. The sector is also dominated by a large number of self-employed and freelance workers.

Excluding those roles related to the digital/IT sector, key roles in demand in the creative industries include advertising and marketing professionals, events managers and organisers, graphic and multimedia designers, writers and translators and arts officers/producers.

The sector is predicted to grow over the next 10 years, with creativity/innovation seen as one of the important transferable skills required in the face of rapid technological changes.

Creative industries are a priority sector under the Mayor's growth plan, with London having a strong skills base in film, TV, gaming, music, marketing, fashion and architecture.³³

Economic context

In 2022, the creative industries accounted for £63.3 billion or 12.2% of London's economic output, up from £51.6 billion in 2020.³⁴ London's creative industries also make an important contribution to the sector at the UK level, accounting for more than half of gross value added (GVA) in the sector at the UK level. The creative industries accounted for around one in seven jobs in the capital and are predicated to grow over the next 10 years.³⁵

Labour market

While the recovery in the sector post-pandemic was robust, more recent growth in jobs, similar to the trend at the London level, has been more muted.

According to the latest Department for Digital, Culture, Media and Sport (DCMS) estimates there are around 704,000 jobs (year to June 2024) in the sector from 766,000 a year earlier.³⁶ There were 93,850 businesses in the sector in London in 2024 or around 16% of all businesses in the capital, up from 92,750 businesses in 2023.³⁷

³³ [Creative industries - London Growth Plan](#)

³⁴ DCMS Economic sectors Economic Estimates: [Regional GVA 2022 tables](#)

³⁵ DCMS Economic estimates: [Employment in DCMS sectors](#), July 2023 to June 2024. Data based on the ONS APS (number of filled jobs), which due to declining sample sizes is exhibiting more variability than normal in its estimates. The DCMS definition includes IT related industries such as IT, software and computer services.,

³⁶ DCMS Economic estimates: [Employment in DCMS sectors](#), July 2023 to June 2024. Data based on the ONS APS (number of filled jobs), which due to declining sample sizes is exhibiting more variability than normal in its estimates.

³⁷ DCMS Economic estimates: [Business Demographics 2024](#).

There has been an improvement in the diversity in London's creative industries. However, the share of jobs held by Londoners from Black, Asian and minority ethnic backgrounds as well as women, is still below the London average.³⁸

Self-employment and freelancing are more prevalent in the creative industries, with data on job quality suggesting workers in this sector face lower job quality than all other workers in London. These include not working satisfactory hours, no paid overtime, low pay and no opportunities for progression.

Skills

In terms of labour demand, the number of new online job postings for London-based jobs in creative occupations (excluding IT) rose to a post-pandemic high of 17,000 (3-month moving average) in June 2022, having been disproportionately impacted by COVID-19. Since mid-2022 highs however, numbers have declined back to, and even below, its pre-COVID level with monthly online job posting standing at approximately 6,300 as of December 2024 (excluding IT related roles).

At an occupational level, the demand for skills across the creative industries tends to be focused on higher level roles, although in part this is because vacancies related to some roles, specifically the performative arts are somewhat less likely to be advertised online. Excluding occupations related to IT from this analysis of job postings, shows that the key roles in demand related to the creative industries include advertising and marketing associate professionals, marketing and commercial managers, events managers and organisers, graphic and multimedia designers, arts officers, journalists and newspaper editors, as well as writers and translators.

In terms of skills, marketing, adobe graphic design tools, photography, social media expertise and content creation are among the most sought-after skills. Aligned with the high incidence of self-employment in the sector, online job postings indicate strong demand for general business skills in the sector, including marketing (digital), social media and content creation, project management, sales planning and communication skills.

The sector continues to face some long-standing skills challenges. Prior to the pandemic, [4 in 10 employers](#) in the creative industries said they had jobs affected by skills issues. Specific shortages were identified in relation to ICT-related skills, such as knowledge of computer programming languages, software development and web development.

Post pandemic in 2022, 7.9% of business had a skills shortage vacancy compared to 7.2% for the sector at the UK level. However, there was variation by sub-sector in London's Creative industries, being higher in advertising and

³⁸ Data based on the ONS APS, Jan-Dec 2023. Note this definition of the Creative industries exclude IT related industries. For further analysis see GLA Economics, [London's Creative Industries-Sector deep dive](#).

marketing (13.1%), design and designer fashion (10.8%) and film, tv and music (9.3%) and lowest in photography (1.9%).³⁹

Non-UK workers continue to account for a large share of jobs in London's Arts, entertainment and recreation sector (accounting for 24% in December 2023), however the share of jobs held by Non-EU workers has increased from 9% in December 2019 to 12% in December 2023. This reflects the shift post the coronavirus pandemic combined with a more restrictive post-Brexit immigration regimes.⁴⁰

³⁹ [DCMS Sector Skills Shortages and Skills Gaps, 2022](#).

⁴⁰ [UK Payrolled employments by nationality, region, industry, age and sex](#), July 2014 to December 2023.

Annex F – Finance and professional services

Summary

Finance and professional services make a significant contribution to London's economy and support the capital's 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 finance and environmental consultancy expected to increase further.

In terms of skills needs for the sector, technical digital skills including programming and cyber security, along with transferable skills such as leadership, management and teamworking are cited by employers.

Finance and insurance

Economic context and Labour market

London is specialised in finance and insurance, with the sector accounting for £85.7 billion or 18% of London's economy in 2022. The sector also accounted for half of all sector activities at the UK level. The finance and insurance sector is a provider of high value add 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 was 459,000 in September 2024, an increase of 61,000 since September 2022.

In London, occupations related to the finance and insurance sector, as well as other professional business services such as legal and marketing, peaked post-pandemic at over 38,000 new unique online postings for jobs in mid-2022, almost twice the pre-COVID average figure. Latest job posting trends for the capital, however, show that since this peak demand has steadily declined back to, and below, its pre-COVID level where it appears to have broadly stabilised at approximately 17,000 new monthly postings, as of the end of 2024.⁴¹

Over the past 12 months, labour demand for specific finance roles has been highest for finance and investment analysts/advisors, chartered and certified accounts, book-keepers and payroll managers, financial managers and directors, and business analysts. Other professional service roles in high demand included solicitors and lawyers as well as marketing managers and associate professionals. In terms of skill requirements, there is strong demand in London's finance sector for hard skills such as accounting, auditing, data analysis, financial statements, data analysis and financial services skills. However, there is also demand for cross-cutting management, planning, leadership and communication skills.⁴²

Skills

The [Skills Imperative 2035](#), estimating the types of jobs and skills required by the UK economy, finds that in London the sector will grow by 0.3% (6,000 jobs) between 2020 and 2025, slowing to 0.1% growth (5,000 jobs) between 2025-

⁴¹ Lightcast, 2024

⁴² The Financial Services Skills Commission's [Future Skills Framework](#) outlines a range of skills and behaviours needed in the sector.

2035.⁴³ There will nonetheless be a significant number of finance-related job openings to replace workers leaving the sector.

The London Business 1000 survey 2023, finds that the skills challenges related to staff management/interpersonal skills (20% of businesses face this challenge among their current staff in 2023 up from 13% in 2020) and leadership (18% of businesses up from 12% in 2020) remain high and are increasing.⁴⁴

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.

Professional services

Economic context

Professional, scientific and technical activities contributed £60.3 billion (13%) to London's economy in 2022 and accounted for 36% of the sector's economic output at the UK level.⁴⁵

Labour market

Professional services, including activities such as legal and consulting services, accounts for the largest number of jobs in London. There were 958,000 jobs in the sector in September 2024, accounting for 15% of total jobs in the capital and representing an increase of 148,000 jobs 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 48,000 jobs between 2025 and 2035, the second highest growth in the number of jobs after the hospitality sector.⁴⁶

Skills

At the UK level, skills in demand in professional services in October 2024 were highest for management or leadership skills (27.3% among professional services businesses compared to 10.4% across all UK businesses), basic digital skills (21.8% among professional services businesses) and advanced digital skills (17.9%).⁴⁷

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%).⁴⁸ At the London level, in 2023, around a fifth of London businesses reported challenges around their staff's

⁴³ NFER, Skills Imperative, 2035

⁴⁴ London Councils, [London Business 1000 survey](#), 2023.

⁴⁵ ONS, [Regional Gross Value Added \(Balanced\) by industry and region](#), April 2024.

⁴⁶ NFER, Skills Imperative, 2035.

⁴⁷ ONS, [Business Insights and Conditions Survey data, Wave 121](#), December 2024.

⁴⁸ 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.

management/ interpersonal (20%) and leadership (18%) skills.⁴⁹ The move to net zero is expected to see an increase in sustainability and environmental services as part of business and management consultancy roles.⁵⁰

Data from Lightcast for online job postings in London, related to management and leadership skills, show a large increase post-pandemic. However, in line with wider job posting trends, these have declined back to pre-pandemic levels over the course of 2023 and 2024. The specialised skills which are demanded in addition to leadership and management include other key corporate functions such as finance, auditing, accounting, key performance indicators, and project management. Other transferable skills that are in demand include communication, planning and operations.

⁴⁹ London councils, [London Business 1000 report](#), 2023.

⁵⁰ GLA Economics, [Identifying green occupations in London](#), 2022

Annex G Logistics

Summary

Logistics will play an increasing role in achieving net zero as London looks to reduce emissions through moving goods more efficiently and changes to vehicle fleets.

While the demand for jobs remains roughly in line with pre-pandemic levels, including for HGV drivers, transport and distribution clerks, buyers and procurement officers, warehouse operatives, and managers in transport and distribution, this has slowed from post-pandemic highs.

The increasing use of technology to improve efficiency will affect the skills required in the sector. And, in terms of workforce diversity, there are fewer younger people and women working in logistics.

Economic context

Analysis by [Logistics UK](#) finds that in 2024, the sector continued to be significantly impacted by global geopolitical volatility, new international trade regimes, a recession and changing climate processes. An aging workforce and a reduction in EU workers remained the key recruitment and skills challenge facing the sector. At the UK level, logistics contributed £185 billion to the UK economy in 2022, while in March 2023 there were 214,160 businesses with 99.7% employing less than 250 employees.

The Green Jobs Taskforce's final report noted the importance of logistics lies in '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.⁵¹ The technological changes will also have implications for the skills needs of the workforce in this sector.

Labour market

In September 2024, the number of jobs in the transport and storage sector was 305,000, accounting for 5% of jobs in the capital, this is up 4,000 jobs from September 2023, but down 12,000 jobs from December 2019.⁵² The number of firms in transportation and storage in London increased from 15,600 in 2019 to 18,850 in 2024, down from 20,590 firms in 2022. The majority of the firms (89%) in sector are micro (0-9 employees) enterprises.⁵³

The number of HGV drivers in employment declined from 286,500 in the year to December 2022, to 271, 800 in 2023.⁵⁴ The latest data to the year June 2024, suggest that the number of drivers declined further to 261,700.

⁵¹ S&P Global, Blog: [Logistics sector prioritises digital transformation, but needs technology, leadership, skills](#), February 2023.

⁵² [ONS Workforce jobs by region and industry](#). Data to September 2024.

⁵³ ONS UK Business Counts - local units by industry and employment size band.

⁵⁴ ONS APS data, 8211: Large goods vehicle drivers. It should be noted that the declining response rate for the LFS has resulted in increased volatility in the estimates produced by the survey. As such the changes in estimates should be interpreted with caution.

The number of HGV businesses reporting HGV driver vacancies at the UK level has fell from a high of 43% at the start of the series in Q4 2021, declining to a low of 18% in Q4 2023. Since the second quarter of 2024, businesses reporting vacancies has increased reaching 28% in Q3 2024.⁵⁵ In Q3 2024, the top three reasons which contributed to the vacancies of HGV drivers were better pay or benefits elsewhere, existing drivers leaving the industry and driver retirement.

Demand for occupations related to the logistics sector increased strongly post the pandemic but have declined gradually from the second half of 2022, although current levels remain slightly above equivalent 2019 pre-pandemic levels. In absolute terms, overall new monthly online job postings for these roles have declined from a high of 7,500 (3-month moving average) in March 2022 to 4,200 according to December 2024 figures. Occupations which are in greatest demand include buyers and procurement officers, transport/distribution assistants, purchasing managers and directors, large goods vehicle drivers (HGV), warehouse operatives, and managers in transport and distribution. Key specialised skills in demand include procurement, supply chain, project and contract management, purchasing and warehousing.⁵⁶

Workforce demographics for logistics workers (transport and storage) are male, in terms of diversity, 40% of those employed in the sector are from ethnically diverse backgrounds, and fewer young people work in the sector.

Skills

Logistics UK suggest that the investment in technology and innovation will be focused on improving operational efficiency and workforce development.⁵⁷

The Logistics UK [Logistics Performance tracker](#) for Q3 2024 finds that:

- Staff turnover was lower for HGV drivers (2.7%) compared for Van drivers (3.8%). The highest turnover was for fitters, mechanics, and technicians as these occupations are also in high demand in other sectors. These are also the roles where vacancies are difficult to fill.
- HGV drivers also face notable recruitment difficulties, with one-fifth experiencing severe issues. In contrast, roles such as forklift drivers and van drivers are easier to fill, with 47.3% and 38.9% reporting no problems, respectively.

Apprenticeship can be an important pathway to address recruitment difficulties. However, despite the challenges in recruiting for example HGV technicians and fitters, 80% of respondents have not invested in HGV technician and fitter apprentices in the past year. Reasons cited include lack of demand cost constraints (high training costs) and concerns around the retention of apprentices.

⁵⁵ Department of Transport, [HGV drivers vacancies](#), December 2024.

⁵⁶ Lightcast data.

⁵⁷ Logistics UK, [The Logistics Report Summary 2024](#), June 2024.

Annex H Early Years

Summary

The sector has seen an increase in demand for jobs between 2019-2023 and this is expected to continue, supported by government commitment to provide working parents of children under the age of five in England, 30 hours of free childcare per week by September 2025.

However, the lack of availability of qualified staff and high churn has created recruitment and retention challenges in the sector, widening the skills gap in the workforce, in part driven by low salaries.

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 London there are more than 9,670 childcare providers in 2024, down from 9,850 in 2023.⁵⁸ The number of registered places in the capital increased from 282,600 in 2023 to 289,400 in 2024. Estimates by the DFE suggests that for England, 70,000 new places are needed above the 31 December 2023 baseline for autumn 2025 in order to meet the extension of childcare hours announced in the Spring budget of 2023. Around 35,000 additional staff (headcount) will be needed above the 31 December 2023 baseline for autumn 2025 at the England level.⁵⁹

Between 2021 and 2023, the number of Child and Early Years Officers increased from 5,400 to 7,700 in London.⁶⁰ The demand for workers in the early years sector is expected to continue to rise, with the NFER Skills Imperative 2035, finds that the number of child and early year officers will increase by 18,137, between 2021 and 2035 the 5th fastest growing occupation over the period. Early education and childcare practitioners are expected to increase by 23,844 the 3rd fastest growth occupation.⁶¹

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

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

The development of new technologies and AI is also expected to impact the sector. Research by [Nesta](#) investigating the role of AI to support high-quality and effective early childhood education identifies three areas namely:⁶²

⁵⁸ [DFE Childcare and early years provers survey](#), reporting year 2024.

⁵⁹ DFE, Transparency data, [Early years places and workforce needs](#), October 2024.

⁶⁰ ONS APS 2021-June 2024, 3222 Child and early care officers. Data for the year to June 2024 shows there were 4,000 Child and early years officer in London.

⁶¹ NFER, Skills Imperative 2035, [Occupational outlook, long-run employment prospects for the UK, working paper 2](#), 2022.

⁶² NESTA, [Where can AI be applied to increase the quality of Early Childhood education and care](#).

1. Enhance the professional development of the workforce through personalisation, embedding real-time coaching and making Continuing Professional Development (CPD) available during periods of downtime.
2. Reduce administrative burden in order to increase the time professionals spend on activities that directly benefit children's development. This includes the automation of administrative tasks.
3. Enhance the quality of assessment and developmental activities for children through AI-powered personalised recommendations for practitioners. AI can be used to bring together a range of information about a child and can be used to create developmentally appropriate activities.

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 24,000 in 2024. Recruitment activity as measured by online job postings for key early years occupations declined slightly relative to 2023 but remains above pre-pandemic levels, with early years and childcare practitioners / assistants as well as private nannies and au pairs driving the growth.

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).⁶³ In addition the sector faces additional challenges in London including the highest child-care costs in the country, lack of access by parents, and providers facing higher spending on wages and rent or mortgage costs.⁶⁴

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.⁶⁵ 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

⁶³ DfE and Frontier Economics, [The early years workforce, recruitment, retention, and business planning](#).

⁶⁴ London Assembly, [Early years childcare in London](#), Economy committee, January 2024.

⁶⁵ House of Commons Library, [Staff to child ratios in early years childcare](#), September 2023.

development and protection. Common skills include communication, teaching, English language and planning.

Annex I Pathways to Accelerated Apprenticeships

Defining accelerated apprenticeships

Accelerated apprenticeships with shorter planned 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.

Summary

Apprenticeships provide important training and career development opportunities for Londoners. Changes to the apprenticeship system, including the apprenticeship levy, has shifted apprenticeship towards higher levels (level 4 and 5). This was also the case for London.

London performs well compared with other regions in higher level apprenticeships. However, there are distinct challenges in sectors such as construction where London has the lowest number of apprenticeships starts in the country.

The demographic profile of apprenticeship starts in London, shows that they are reaching those Londoners who have the highest barriers to entering the labour market.

Apprenticeships are also linked to roles important for net zero, business administration and early years education. For net zero, these apprenticeships include electricians, carpenters and joiners, vehicle technicians, engineering technicians and arborists.

Apprenticeships in London

Data for the 2023/24 academic year finds that:

- The number of apprenticeships starts in London increased from 36,120 in 2022/23 to 37,700 in 2023/24. This is above the pandemic lows of 33,890 starts achieved in 2019/20, but below the level of starts reached prior to the pandemic (40,750 in 2018/19).
- The number of starts is relatively low in London compared to other regions. In 2023/24, 6.1 people per 1,000 population aged 16-64 started an apprenticeship in London, down from 7.4 in 2010/2011. The Northeast had the highest start rate in the latest academic year (at 11.2 starts per 1,000 population aged 16-64). However, this gap is explained by the economic profile of the capital.
- The number of higher-level apprenticeships (above a level 4) has increased significantly since 2016/17 in London and is now higher than starts for advanced and intermediate apprenticeships.

Diversity of apprentices

Trends in the demographic profile of those starting apprenticeships in London finds that:

- The ratio of female to male apprentices has remained relatively stable in London. In 2023/24, 56% of learners starting apprenticeships were female and 44% were male.

- Fewer young people in London undertake apprenticeships. However, there was a marginal increase in the share of younger apprentices (under 19) from a low of 11% in 2020/21 to 14% in 2023/24.
- The percentage of apprentices declaring a learning difficulty and/or disability (LLDD) has increased from 9% to 13% (including unknown disability status) between 2018/19 and 2023/24.

The profile of people starting apprenticeships in London is ethnically diverse. In 2023/24, half of apprenticeship starts in London were by learners from a Black, Asian and Minority Ethnic background, up from 47% in 2019/20. This is a far higher proportion than at the national level (16%).

Apprenticeships and skills

Apprenticeship starts in London are concentrated in the Mayor's priority sectors namely business, administration, and law, or health, public services and care-related subjects which accounted for 6 in 10 (59%) of all starts in the capital. There has, however been a large fall in Business, Administration and Law apprenticeships since 2018/19 (-1,658). However, this has started to recover with an increased number of starts compared to 2022/23.

Data from Lightcast finds that the online job postings for apprenticeships decreased from 11,500 to 8,600 between 2019 and 2024 in London.⁶⁶ In 2024, around 0.7% of job postings in London were for apprenticeships, lower than the share at the UK level of 1.2%. The specialised skills related to these apprenticeships include finance, marketing, project management, invoicing, data analysis and administrative support. The common skills in demand are mathematics, English language, communication and being detail oriented.

⁶⁶ Online job postings from Lightcast are 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 J Retail

Summary

The retail sector includes any business or individual involved with selling products directly to consumers and includes shops, department stores, supermarkets, market stalls, door-to-door salespeople and internet retailers. Retail plays an important role in anchoring town centres and high streets.

The retail sector has faced a number of challenges since the 2008 financial crisis. These include changing consumer behaviour, the rise of internet shopping, the Covid pandemic, cost of living crisis which have changed the way that the sector engages with customer, accelerated trends around online shopping and the move away from brick-and-mortar stores.

While continuing to make an important contribution to London's economy and jobs market, the longer term-outlook for the sector suggests a contracting workforce.

Economic context

A number of factors including changing technology and consumer behaviour, constraint economic conditions and rising national insurance contributions are impacting on the sector.⁶⁷

In London the retail sector contributed £15.7 billion to the economy in 2022 up from the pandemic low of £14.9 billion, or 3% to the capital's GVA. The sector has not yet returned to its pre-pandemic highs, when it contributed £19.9 billion to London's economy. At the UK level, London contributed 16% to the sector's economic output.⁶⁸

Labour market

The retail sector is an important entry point into the labour market for young people, migrants and women who want to re-enter the labour market. There were 430,000 people employed in retail in London in 2022, an increase of 39,000 since 2019, and accounting for around 8% of employees in the capital.⁶⁹

Slowing hiring and muted wage growth is also expected in the sector following the increases in the minimum wage and national insurance announced in the Autumn budget 2024. Over the long term, the sector is expected to contract by 0.1% between 2020-2025, or a decline of 3,000 jobs.⁷⁰

Having been disproportionately impacted by the onset of the pandemic in 2020, the number of online job vacancies in London for retail related occupations surged back in 2021/22, which is in line with wider economic reopening. Recruitment activity peaked in June 2022 at over 17,000 new unique monthly job

⁶⁷ House of Commons Library, research briefing, [Retail Sector in the UK](#), December 2024.

⁶⁸ ONS, [Regional Gross Value Added \(Balanced\) by industry and region](#), April 2024.

⁶⁹ ONS BRES 2022

⁷⁰ NFER, Skills Imperative, 2035

adverts, but since then it has been steadily declining. Latest figures indicate that as of Dec 2024 (3-month rolling average) demand for these roles, has declined to approximately 9,000 monthly postings, slightly below its equivalent pre-pandemic level.

Skills

Analysis by the [OECD on the labour and skills shortages in Europe's retail sector](#) finds that changing skills needs, new occupations and digital recruitment practices, as well as competition for scarce skills across sectors, is changing the retail landscape. Upskilling and reskilling the retail workforce in the face of these rapid changes is important for the sector to make use of new technologies and adapt to changing consumer behaviour. While generic digital skills are in demand for front end and consumer facing roles, advanced IT skills arise a large gap for the back-end retail roles. The soft skills such as interpersonal skills to support creating a welcoming environment for customers is becoming more important in the digital landscape.

The higher skill occupations related to retail most sought after in the last 12-months (Jan 2024 – Dec 2024) include manager/directors in wholesale and retail, advertising and marketing associate professionals and marketing/commercial managers, in addition to a wide range of supporting sales, merchandising and customer service roles. Similar to hospitality, given the nature of the sector, these figures may understate the true level of employer demand, particularly for some entry level positions which can often be recruited in batch through other channels not advertised online.

Annex K 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 £9.7billion (2%) to the capital's economy in 2022, and around 5% to economic activity to the sector at the UK level.⁷¹

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.⁷²

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. More recent data at the UK level finds that skills challenges remain in these sectors, with 15.2% of UK businesses in manufacturing indicating that they had difficulty in recruiting skilled, manual and technical employees in October 2024, compared to 6.7% across all UK businesses in that same year.⁷³

[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.

⁷¹ [ONS Regional gross value added by industry and region](#).

⁷² See Royal Academy of Engineering [Engineering Economy and Place](#) (2019)

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

⁷³ ONS [Business Insights and Conditions Survey](#) (BICS)

In September 2024, there were 142,000 workforce jobs in London's manufacturing sector, and increase of 22,000 jobs since a year earlier. 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 2024, there was 172,600 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 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 were 2,835 in 2023/24, accounting for 8% of starts.⁷⁴

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 2024, online job postings, have declined as the wider labour market has started to cool, but 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.

⁷⁴ GLA Economics, [Apprenticeship Statistics for London](#), London Apprenticeship Full-Year update 2023/24, December 2024

Annex L Payment Milestones

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

Please see below a summary of the Payment Milestones. Further information, including detailed advice on what evidence must be provided to obtain the milestone payment, is available in the Wave 6 Delivery Handbook.

Payment Milestone Summary table

	Bootcamps Levels 2 and 3		Bootcamps Levels 4 and 5
Milestone 1	40%		40%
	Completion of 14 qualifying (calendar) days and must include a minimum of 10 guided learning hours		Completion of 14 qualifying (calendar) days and must include a minimum of 10 guided learning hours
Milestone 2	30%		30%
	<ul style="list-style-type: none"> • Completion of training • Passing any required assessments • Offer of an interview for a role that includes the following elements: <ul style="list-style-type: none"> - Pays at least the national minimum wage or national living wage* - At least 16 hours per week - Continuous employment for a minimum of 12 weeks 		<ul style="list-style-type: none"> • Completion of training • Passing any required assessments • Offer of an interview that incorporates Good Work Standards: <ul style="list-style-type: none"> - Pays a minimum of London Living Wage - At least 16 hours per week - Continuous employment for a minimum of 12 weeks
Milestone 3	30%	15%	30%
	<ul style="list-style-type: none"> • Offer of a new job or career progression that incorporates Good Work Standards: <ul style="list-style-type: none"> - Pays a minimum of London Living Wage (LLW) - At least 16 hours per week - Continuous employment for a minimum of 12 weeks 	<ul style="list-style-type: none"> • Offer of a new job or career progression that: <ul style="list-style-type: none"> - Pays at least the national minimum or national living wage* but less than LLW - At least 16 hours per week - Continuous employment for a minimum of 12 weeks 	<ul style="list-style-type: none"> - Offer of a new job or career progression that incorporates Good Work Standards: <ul style="list-style-type: none"> - Pays a minimum of London Living Wage - At least 16 hours per week - Continuous employment for a minimum of 12 weeks
* national minimum wage or national living wage (as appropriate to age) https://www.gov.uk/national-minimum-wage-rates			

No Milestone 2 or Milestone 3 outcomes can include the use of zero-hour contracts (except where the individual explicitly consents)

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.

Please note the requirements for Milestones for 'Pathway to accelerated apprenticeships' Skills Bootcamps vary from those outlined below. Please review the Wave 6 Delivery Handbook for further information on the requirements for those Skills Bootcamps.

- **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 31 March 2026 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 1 summary table:

	Bootcamps Levels 2 and 3	Bootcamps Levels 4 and 5
Milestone 1	40% Completion of 14 qualifying (calendar) days and must include a minimum of 10 guided learning hours	40% Completion of 14 qualifying (calendar) days and must include a minimum of 10 guided learning hours

- **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 meet the criteria set out for 'good work'.

- 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 for 'good work'.
- 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 for 'good work'.
- 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 31 March 2026 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.

All Milestone 2 interview offers must also involve jobs that meet the definition of good work above. The GLA will not pay Milestone 2 where the interview offer element involves a job that doesn't meet the definition of good work. **The only exception** to this requirement is where all of the following criteria have been met:

- the Skills Bootcamps is delivering at levels 2 or 3 and;
- the pay offered for the role associated with the interview is above the National Minimum Wage (NMW) but below the London Living Wage (LLW) and;
- All other good work criteria have been met for the associated role and;

Milestone 2 summary table

	Bootcamps Levels 2 and 3	Bootcamps Levels 4 and 5
Milestone 2	30%	30%
	<ul style="list-style-type: none"> • Completion of training • Passing any required assessments • Offer of an interview⁷⁵: <ul style="list-style-type: none"> - Pays at least the national minimum wage or national living wage* - At least 16 hours per week - Continuous employment for a minimum of 12 weeks 	<ul style="list-style-type: none"> • Completion of training • Passing any required assessments • Offer of an interview that incorporates Good Work Standards: <ul style="list-style-type: none"> - Pays a minimum of London Living Wage - At least 16 hours per week - Continuous employment for a minimum of 12 weeks
* national minimum wage or national living wage (as appropriate to age) https://www.gov.uk/national-minimum-wage-rates		

⁷⁵ Or other requirement as specified above for co-funded learners or self-employed learners

No Milestone 2 achievements can include the use of zero-hour contracts (except where the individual explicitly consents)

• **Milestone 3: Positive Outcome, On job offer (or equivalent) - 30% or the 15% reduced payment**

- For the independent learner: An offer for a job which meets the criteria set out for 'good work'.
- For the co-funded learner, the offer or commencement of a new role/responsibility within the current organisation which meets the criteria set out for 'good work'.
- For the self-employed learner: Learner has secured new work/new contracts which meet the criteria set out for 'good work'.

The only exception to these Good Work requirements for Milestone 3 is where all of the following criteria are met:

- the Skills Bootcamps is delivering at levels 2 or 3 and;
- the pay offered is above the National Minimum Wage (NMW) but below the London Living Wage (LLW) and;
- All other good work criteria have been met;

In such instances a reduced Milestone 3 payment of 15% will be eligible:

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 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 2026.

Milestone 3 summary table:

	Bootcamps Levels 2 and 3		Bootcamps Levels 4 and 5
Milestone 3	30%	15%	30%
	<ul style="list-style-type: none"> • Offer of a new job or career progression⁷⁶ that incorporates Good Work Standards: <ul style="list-style-type: none"> - Pays a minimum of London Living Wage - At least 16 hours per week - Continuous employment for a minimum of 12 weeks 	<ul style="list-style-type: none"> • Offer of a new job or career progression that: <ul style="list-style-type: none"> - Pays at least the national minimum wage or national living wage but less than London Living Wage - At least 16 hours per week - Continuous employment for a minimum of 12 weeks 	<ul style="list-style-type: none"> • Offer of a new job or career progression that incorporates Good Work Standards: <ul style="list-style-type: none"> - Pays a minimum of London Living Wage - At least 16 hours per week - Continuous employment for a minimum of 12 weeks

* national minimum wage or national living wage (as appropriate to age)
<https://www.gov.uk/national-minimum-wage-rates>

No Milestone 3 outcomes can include the use of zero-hour contracts (except where the individual explicitly consents)

⁷⁶ Or other requirement as specified above for co-funded learners or self-employed learners