

Annex A – Case Studies

We completed eight case study focus group discussions as part of the research for this Impact Report.

Findings from these case studies have been integrated into the report to illustrate findings. The case studies begin overleaf.

Milliamp

Milliamp Technologies, Lancaster, is an electronics design and manufacturing specialist rather than a training provider. Milliamp partnered with five other businesses to design and deliver a training course aimed at military personnel with a technical background, Lancaster University graduates and under-employed groups including parents returning to work, over 50s, and recently redundant candidates from technical industries. The course aimed to provide 100 candidates with electronics skills. 136 trainees joined, 63 completed the course.

Focus group participants: 4 employers, 3 trainees, Milliamp project manager.

Employers', trainees' and providers' purpose in offering / participating in the course:

Two of the trainees had a previous interest in electronics as a hobby. All three wanted to expand their electronics knowledge and skills.

All the employers cited recruitment as the main reason for their participation. They face a lack of technicians and engineers in Lancaster with strong fundamental knowledge of electronics, and report that graduates are not taught all the basics.

'We're a company that have been going a long time in Lancaster and struggled with recruitment, particularly in fundamentals.' Employer

The lead employer, Milliamp, added that these practical skills are rarely taught anymore, and it is difficult for people to learn and gain qualifications by themselves.

Were skills that were needed developed and are they being used at work: There was variation among the trainees on whether the course successfully delivered on this aspect. One trainee felt that the skills trained in the course were too basic for them. The other two trainees gained new skills, with one emphasising that the IPC training was '**a great bonus**'. The employers thought that the skills they needed were successfully developed on the course, which led to one of them hiring three trainees and others being able to upskill their own delegates adequately.

What worked well and not so well in delivering these skills: Overall, the pace of the course was well received by trainees as they felt they had no issues with the deadlines.

'...it was my first experience with electronics theory and was glad I could take my time to let concepts take hold.' Trainee

One of the trainees reported that there were typos and spelling mistakes in the questions that formed part of self-learning modules. Milliamp acknowledged that they made mistakes when the questions were first rolled out, but they changed the content after receiving feedback from participants. This was echoed by one trainee who agreed that the issues were addressed quickly.

Employers noted that the timeframes they had to work under were '**extremely challenging**' and that they had little time to design their training content, which likely affected its quality. One employer felt that the challenge was compounded as they were not training providers.

Were there any broader business outcomes: The collaboration between local businesses to solve a local skills issue has resulted in a lasting partnership. One employer noted that they are now looking at their future direction and how they can raise interest in the electro-technical sector with the training courses designed by the consortium. Milliamp emphasised that with a consortium of 6, there tends to be an imbalance in workload with Milliamp having had to shoulder most of the responsibilities and risks as lead contractor.

Unintended outcomes: The employers did not anticipate that some trainees would offer solutions to improve the training design and delivery when there were issues about the training that arose. They emphasised that this was the type of character-building characteristic they looked for when hiring employees.

Raytheon

Raytheon provided candidates in Greater Manchester with cybersecurity skills. The course targeted 64 existing employees and returners to work, in particular: women, over 50s, ethnic minority people, and military personnel. 8 employers were involved providing a mix of design and delivery inputs. The course ran from September 2020 to March 2021, in five cohorts (2 full time, 3 part time). 56 of 67 trainees completed the course.

Focus group participants: 1 employer, 1 trainee, Raytheon project manager.

Employers', trainees' and providers' purpose in offering / participating in the course:

The trainee, who had always had an interest in technology, was furloughed and keen to learn something new and gain a certification. Since the course did not require trainees to have a previous background in cybersecurity, the trainee decided to apply.

'I had just been furloughed and was getting bored [...] and keen to learn something new.' Trainee participant

The employer partner, an engineering firm with clients in sectors such as aerospace & defence, nuclear energy, and industrial processes, needed to upskill its employees with cybersecurity skills. Clients of the employer require their sites and products to be secure. At the same time, the employer can't compete with high salaries offered by larger firms and felt that upskilling its employees is the best solution.

The training provider, Raytheon, specialises in cybersecurity and aims to contribute to upskilling existing workforces but also to bringing in new talent from other sectors.

Were skills that were needed developed and are they being used at work: The course was a success: the trainee subsequently gained a cybersecurity related job with a public sector employer. The trainee highlighted that the transferrable soft skills, including the ability to make decision and work in a group, were particularly valuable. For other trainees, the trainee was less sure:

'Some candidates got flustered and were a bit overwhelmed by the amount of content to cover.'

The employer felt that the course provided its employees with the cybersecurity skills needed.

Barriers encountered and overcome: It is difficult for employers to free up the time of employees for training. Covid-19 and social distancing were also barriers. By being flexible with when content was completed, by offering full-time and part-time options and by moving to a virtual delivery, these barriers were overcome. Different skill levels amongst trainees remained a barrier that couldn't be addressed fully during delivery.

What could have been done differently: The provider would have removed one of the training components and required candidates to have completed it prior to beginning the actual course (A+). Providers need time to set up and adapt a course following the award of contracts. In this case, the time between contract award and start of the training was short, which caused issues in adapting training to Covid circumstances.

The employer underestimated the workload. Going forward they will ask line managers of trainees to free up employees' time.

All participants felt that classroom delivery and site visits would have improved the course but recognise this was not possible during Covid-19.

Is the model of the Fast Track Fund one that could be replicated elsewhere, and what advice would be valuable for other training providers: The provider was of the view that it is good that a bootcamp style training programme is being rolled out nationally, and the employer echoed that this should help close cybersecurity skills gaps. However, the trainee did note that he felt adding some preconditions to joining the course would have helped create a more equally skilled and committed group of candidates.

From both the employer's and the provider's point of view, government should consider being flexible with how the Apprenticeship Levy is used: allowing employers to use some of it for similar short, specific training was something both felt would be beneficial.

Open University

The Open University's course targeted 35 trainees, including women, people from ethnic minority backgrounds, and people with a disability. OU partnered with DXC Technology in Lancashire to develop software engineering, DevOps and cloud skills. 35 trainees joined the programme which completed in May 2021. 13 candidates completed the course as of end of May.

Note: add a quote or two where possible

Focus group participants: 1 employer, 1 trainee, OU project manager.

Employers', trainees' and providers' purpose in offering / participating in the course:

The trainee had been out of work for ten years as a homemaker. With a background in computer science engineering, the trainee wanted to learn the most recent skills and gain qualifications to re-enter the job market. The employer wanted to gain access to a broader pool of talent and to help build skills that are scarce but will be important for the future.

'The course made me feel confident and that I'm on track to prepare myself for industry.' Trainee

Did the training develop the skills needed and what worked well in doing so: A resounding yes from the group discussion participants. The trainee shared that they had learned more than they had expected. At the same time, the employer and training provider recognised that using these skills in the workplace won't happen immediately: it's likely to be over the coming months that candidates gain jobs following the course.

The flexibility to complete course content was one factor that helped candidates complete the course, while the trainee pointed to mentoring by employer partners and general employer involvement in the course, which helped to make content 'real'.

Things that participants would have done in the absence of the course: All three participants stressed that the Fund provided an added value to them. The employer would have had to recruit through the usual recruiting channels, while the trainee would have looked for self-taught courses – which would have taken longer and may not have been as successful. The training provider was very positive about the strong relationship that Open University developed with DXC, the employer partner, through the design and delivery of the course, a relationship which both OU and DXC are keen to maintain and develop.

'Programmes like these are a great opportunity to have strategic conversations with our employers.' Training provider

Things they would have done differently: If it had been possible, all agree that site visits would have added immense value to the training.

What should Government consider in similar programmes: Know your audience – the target trainees, the employers, and the skills they need. Approaches need to be tailored to different groups of trainees, some have more skills than others, some are more easily accessible than others. Larger numbers of trainees also mean that flexibility may be a barrier rather than a boon. Funding bodies should also consider how much time they allow for such courses: too short, and providers cannot engage positively with candidates in learning more about how they learn and the skills they already have. The employer stressed that it is key that local authorities are involved so that courses target the right kind of local skills and people.



Supplementary Case Studies

We completed five case study focus group discussions following the Impact Evaluation Report. These case studies provide detailed findings from trainees, training providers, and employers about what worked to achieve outcomes.

IN4.0

IN4.0's training course aimed to provide graduates and post-graduates with training in data science, cybersecurity, and cloud-based computing and to reduce digital employment gaps in the Lancashire area. The course delivered training for two cohorts: the first cohort ran from July 2020 to September 2020 and the second cohort ran from September 2020 to November 2020. Out of the 70 enrolled in the course, 66 completed the training.

Focus group participants: 2 training partner and 1 trainee¹.

What skills were developed through the training course and have the skills been applied after the course: The trainee shared the range of role-specific skills they developed through the training course such as deploying cloud applications. As part of the training, the trainee obtained a cloud practitioner qualification and knowledge of the industry. Additionally, the trainee highlighted soft skills developed such as problem solving, managing a large workload, and learning to ask relevant questions. The trainee felt the skills developed were useful and relevant as they applied a number of these skills on a daily basis in their current job which is with the employer who ran the training course. The training partner highlighted the role of industry projects which have proven useful for trainees and employers.

A key aspect of the course was the opportunity trainees had to explore the range of employment opportunities available in the industry to help them decide what to focus on. This was mentioned by all the focus group participants. One of the training partners stressed that co-designing the training with employer partners led to content that was tailored to the specific needs of these partners.

What support was offered through the course? The training partners explained that a range of trainee support was provided throughout the training course.

'We built so many touchpoints into our training packages to give learners wraparound support in order for them to have the best chance of success.'
Training Partner

The trainee support available included weekly mentoring sessions, career support, and a feedback system. One of the training partners explained the feedback system that was in place throughout the course. It aimed to ensure that the course was best suited for the trainees and met any additional needs. One of the successes of the feedback system was the introduction of an optional preparatory work package following the first cohort. By doing so the provider aimed to allow people new to the training's subject matter to explore basic concepts which the full training expanded upon.

Has the course reduced the regional digital skills vacancies? Both training partners agreed that the training course has reduced the digital skills vacancies in the area. One of the training partners reiterated that the course was aligned with the needs of the employer to best support their skills needs. The other training partner added that often employers work with IN4.0 due to their own inability to recruit skilled employees.

¹ The employer partner was unable to attend at short notice.

'The employers we work with come to us when they have digital skills gaps but do not know where to recruit from or do not have the infrastructure for graduate programmes.' Training Partner

In some cases, the course has helped to highlight further skills gaps the employer was not previously aware of having. However, the provider did not mention any specific examples.

Were there any other impacts or outcomes? The trainee shared that the course led them to change the industry area in which they were interested in, from data analysis to cloud engineering. The course gave them the opportunity to explore alternative career paths of which they were not previously aware. The training providers explained that, unexpectedly, many of the trainees in the course proceeded to work at IN4.0. The relationship between the training partners and employers has deepened and diversified, according to one of the training partners.

Could the training model be replicated elsewhere? All participants felt that the training model could be replicated elsewhere. One of the training providers explained how the course has already proven to be successful in its expansion within the Northwest, expanding to people in Liverpool. They explained that the success of a replicated course would be conditional on whether there is a demand from students and a relevant local digital skills gap. One of the training partners highlighted that the flexibility of the course lends itself well to being a success as it is convenient and accessible to a wide range of people, such as those working part-time jobs or who have children. The trainee agreed with this sentiment.

What alternative approaches should the government consider? Various alternative approaches were suggested by the participants. The trainee expressed that certified online courses, similar to the cloud practitioner course they completed, should be made available. One of the training partners felt that more should be done within universities to prepare university graduates for the job market and develop their soft skills. The other training partner highlighted that apprenticeships are a useful pathway.

Reform Radio

Reform Radio, based in Manchester, is an online radio station and arts organisation. Reform Radio delivered a training course aimed at training 30 candidates, who faced barriers to digital careers, to help them secure jobs and meet the demand in the digital sector. The course reached 32 participants in two cohorts with the first cohort running between September 2020 and November 2020 and the second between January 2021 and March 2021. 31 out of the 32 participants completed the course.

Focus group participants: 2 training partner, 2 employers, and 4 trainees.

Employers' and trainees' purpose in participating in the course: In general, trainees participated in this course because it was an opportunity to develop new skills and gain industry experience. Networking with other creative individuals was a key aspect highlighted by the trainees as an area they were keen to be involved in through the course.

'Networking was a big part of why I wanted to join, I have gained future opportunities from meeting the speakers that were involved in the programme.' Trainee

One of the trainees explained that they applied to the course after struggling to find a job in a creative industry during the pandemic. This trainee hoped the course would allow them to gain industry experience, work with other creative people, and build a portfolio of work, such as creating a documentary.

The employers and training providers offered the course to provide support and training for the development of key skills of the trainees. One employer shared that the course aimed to bridge trainees' gaps in knowledge from more basic skills to the skills needed to work in the industry. For both the trainees and employers, many of the key aims were employment oriented. The employers shared that the course intended to give participants the opportunity to produce a portfolio of high-quality work and develop their CVs to aid them in their job application process in the digital sector.

What skills did trainees gain through the training? The trainees developed a range of hard and soft skills through the course. All the trainees shared that they developed their networking and communication skills such as the ability to interview people and actively listen. Additionally, the trainees highlighted the hard skills they had developed, such as learning how to use a graphic design platform, use camera equipment, and implement social media strategies.

The trainees felt they had developed the skills that they were aiming to and needed to develop. Two of the trainees gained a job after completing the course and partly attributed this to the skills they developed. They also felt that the contacts they developed through the course were useful in securing jobs.

All employers felt positive about the outcomes of the course also. One of the employers felt the course's outcomes had exceeded their expectations, the other employer was impressed with the increased confidence of the trainees and the development of their skills explaining that they were much better prepared for employment.

How did the training develop participants' skills: The employers explained that the training course was designed to give participants the opportunity to work on various projects in a number of different roles. Adding to this, the employers hoped that in doing so the course would be more engaging for the trainees. Agreeing with this statement, some of the trainees felt that the training approach challenged them. They were constantly learning and developing. Following on from this, both the trainees and the employers felt that the workshops allowed the trainees to have a taste of the different roles and fields available in the industry.

'The programme gave people the opportunity to have tasters of everything and then more in-depth training in the most important areas. The variety of the programme kept people engaged and this helped to keep people on their toes with fresh learning.' Employer

What are the trainees doing now? One of the training providers explained that a large majority of the trainees are in permanent roles within creative industries after the course. However, a few trainees are still trying to find more sustainable work, and some have remained in training and volunteering, generally due to personal circumstances. The trainees participating in the focus group explained that they are currently working in a variety of different roles including working for Reform Radio, creating podcasts, and doing freelance projects.

Barriers faced during the training: All the participants cited the impact of the pandemic as the main barrier faced in the course. One of the training providers explained that they faced a number of limitations in regard to running virtual sessions. Virtual training can often be much more challenging and less engaging for trainees. Trainees also stressed that they would have enjoyed and benefitted from the opportunity to work in the studios and gain hands-on experience, especially from using technical equipment, such as cameras, which would have been made possible by working in the studio.

'I think the course would transfer even better in the studio – I would love to get some more real-life experience.' Trainee

Despite the challenges faced by the trainees due to the pandemic, they all agreed that they would recommend the training course. The training provider and employer partners were confident that the training has delivered on the intended outcomes.

Enterprise4All Limited

Enterprise4All delivered a training course which aimed to train 54 participants in software engineering with the goal of filling vacancies within the sector in Lancashire. The course delivered 12 weeks of training to 63 trainees specifically targeting people in the following categories: underrepresented groups, people under 40, 'career change' candidates, 'returners to the tech industry', and unemployed graduates. Of the 63 trainees who participated in the course 39 completed it.

Focus group participants: 1 training partner, 1 employer, and 1 trainee.

Employers' and trainees' purpose in participating in the course: The trainee participated in the course to develop skills they felt they needed to run their start-up company. The employer partner believed that the course would be a good opportunity for their company to be involved in promoting digital skills development, an area which they felt is often overlooked in school curriculums. The training provider explained that the course was a great opportunity for them to facilitate the matching up of community members who needed to upskill to find a job with businesses who were suffering from a digital skills gap.

What skills were developed through the training course and have the skills been applied after the course: The trainee listed a number of technical skills they developed through the course: web scraping, scripting, and building websites. The training partner shared examples which outlined how the technical and soft skills developed through the training aided trainees in gaining employment within the digital sector. Training sessions and socials were used to help increase trainees' confidence which aided them in the interview process.

'100% of the people who completed the programme are using the skills they gained, not just the technical skills but also the soft skills such as through the feedback received from mock interviews.' Training provider

How did the training develop participants' skills: The training involved two technical lectures and an employability lecture every week, supplemented by mentoring and social sessions.

The trainee really emphasised the difference between the way this training course was delivered and the delivery of content in an academic environment. They felt that this course allowed them to gain much more valuable knowledge and guidance as it was being delivered by experienced coders who have much more insight into how to approach projects in a working environment.

'The course was based on the real working environment with the trainers sharing real world experiences, this is a key benefit, and I learnt a lot more on top of what I learnt at university.' Trainee

The training provider echoed this sentiment and explained that upon feedback with a trainee who had also done a coding course lead by a teacher they felt that coders could give guidance on how to deal with problems in a working environment better than teachers could.

Were there any unintended outcomes / consequences of the course? Although the technical content remained the same across cohorts, the way in which the content was delivered altered in later cohorts based on lessons learned from previous cohorts. The training provider explained how they switched from one-to-one mentoring of technical skills to group mentoring as it encouraged a greater discussion of ideas between the peers and was more effective. Social sessions and one-to-one mentoring for soft skills were added based on feedback provided by the trainees.

Everyone in the focus group agreed that there has been continued support and guidance between members of the course's community. The training provider shared that there is a regularly updated WhatsApp group where trainees can share any issues they are having at work or to ask for help with an upcoming interview. The trainee shared that they built long term relationships with some of the experienced coders who continue to provide them with guidance, knowledge, and help, this was not something the trainee expected to get out of the course.

The employer partner also explained that Two Stories has gained additional work, such as design and brand work, from the training provider as a result of taking part in the course, this too was an unexpected outcome.

Burnley College

Burnley College's course aimed to train and support current employees to develop their digital skills and move to roles within digital companies to help reduce digital employment gaps. The course targeted 58 candidates. Out of the 51 trainees who participated in the course, 39 completed the course.

Focus group participants: 1 training partner and 1 employer.

Employer's and training partner's purpose for participating in the course: The employer took part in the course to further develop their employees' skills and to create a more developed, multiskilled workforce. They explained that without this funding opportunity they wouldn't have prioritised this kind of training.

The training partner participated in the course to help upskill the local workforce. They explained that the pandemic meant the workforce were at a higher risk of being made redundant, training would ensure they were on a better footing than before.

The outcomes of the course: The employer shared that trainees developed a range of technical skills through the course, for example learning to use CAD (Computer Automated Design) and CNC (Computer Numerical Control). Furthermore, the training helped increase the trainees' confidence in completing technical tasks such as using machinery and reading drawings.

The training partner expressed that the course gave the trainees insight into potential future career paths and gave them a greater understanding and increased awareness of the technicalities of the aerospace sector. Both the employer and training partner stressed that the key outcome of the training was the development of multiskilled employees who have a wide range of skills in a number of different areas.

How did the training develop participants' skills: The training partner explained that the course had a drop-in drop-out system, this allowed students to tailor their involvement in the course to suit their needs. They shared that the course was well suited to individuals who are self-starting and self-motivating as they engaged with the process, it was less suited to those who are not.

'We had many apprentices who were high flying and embraced the process and a few who were less self-starting, they needed much more support, and the time constraint pressured these students.' Training partner

The course included a monitoring process to ensure trainees were on track involving a review every few weeks to track progress. The training partner clarified that they were conscious to not pressurise the trainees too much, particularly with the additional pressure they were under during the pandemic. They also outlined the course's advisory board: the board provided a feedback system between the employer and training provider, helping inform curriculum design and keeping the employer up-to-date.

Could the training model be replicated elsewhere, if so, what advice would you give to future employers or training partners? The training partner believed that the course can be replicated elsewhere, emphasising the nature of the course design to be tailored to individual business needs. The employer partner agreed and explained that

the course was successful in producing quick results. The training partner said that they also would have wanted to build a practical assessment element into the course in order to better assess the progress of the trainees.

Barriers faced during the training: The training partner highlighted the impact the pandemic had on all participants in the course. They noticed a difference in trainee participation throughout the different stages of the pandemic: the trainees were more engaged with the online content during the first lockdown in comparison to the second lockdown. Furthermore, they explained that the employer's key priority shifted during the pandemic to keeping the business afloat, training apprenticeships was less of a priority for the employer in this period. They explained that the training provider also faced a number of challenges due to the pandemic with limited staffing and employees regularly on sick leave. These were all barriers faced during the training course.

Both the employer and training partner emphasised the limitation the time constraint placed on the course with the training partner sharing that they felt that a longer timeframe would have allowed them to provide more value in their training, however they understood that as a bootcamp the course was meant to be short and compact. Additionally, the training provider felt the time constraint pressured the trainees to work harder and more efficiently.

CompTIA UK Ltd

CompTIA's training course aimed to provide 30 trainees with cybersecurity knowledge and skills in preparation to secure jobs within the cybersecurity sector and to reduce the cybersecurity vacancies in the Manchester and Lancashire area. The course delivered training over a six month period. In total 29 of the 30 trainees completed the course.

Focus group participants: 2 training partners and 9 trainees.

Employers' and trainees' purpose in participating in the course: In general, trainees participated in the course to upskill and consequently attain a job in the cybersecurity sector. A few trainees were unemployed or on furlough prior to the course, however the majority of the trainees in the focus group said they were employed in a less specialised IT support role where they felt stagnant and felt as though they had little opportunity for career development. These trainees believed the course would provide an opportunity to advance into a more specialised and technical role within the cybersecurity sector.

One of the trainees explained that they were finding it difficult to enter the cybersecurity sector and had had no success in applying for jobs within the sector without relevant experience in the sector. Another trainee followed on from this, explaining that they had hoped the course would be an opportunity to make their CV more cyber-oriented.

One of the trainees shared that they had explored the traditional route to entering the cybersecurity sector and felt that this course provided a quicker route to employment there.

'This was a great opportunity to fast track my career.' Trainee

What skills were developed through the training course and have the skills been applied after the course: The trainees and training partners named a wide range of certifications that the trainees gained through the course for example BCS Cyber Security, CISMP, Azure AZ-900 and CompTIA A+ through which the trainees developed their technical cyber security skills.

Additionally, the course aided with non-technical skills such as providing support with writing CVs and with the job application process. One of the trainees explained that the course aided them in the job application process through helping develop their interview skills and knowing what buzzwords to use in interviews and CVs. The majority of trainees agreed that they had applied the skills they had developed over the course in their new jobs.

How did the training develop participants' skills: The trainees and training partners stressed that the course was a guided self-paced course. This involved the trainees meeting weekly learning targets and attending monthly workshops with the training provider but working through the learning material at their own pace. Several trainees found this course design effective as it helped them to keep on track and maintain momentum without it being too structured. The self-paced nature of the course meant

it could meet the needs of trainees with a range of backgrounds such as those with health issues or the additional responsibility of caring for children.

The flexibility of the course was also highlighted by one of the training partners. The content was delivered in a blend of approaches, through textbooks, videos, labs, and practice exams for example, meaning it was suitable for a range of different learning preferences. The course also involved a number of talks with industry experts and guest speakers which provided knowledge from those with hands-on experience.

Many of the trainees found the training providers very accessible to contact for guidance on job interviews, support with the learning material or to share success stories with. They felt that the support was very personal.

What are the trainees doing now? One of the training providers explained that many of the cohort have attained a job within the field of cyber security, for example as a cyber professional in the civil service, and generally with an increase in salary. One of the trainees shared that they are now earning around £15,000 per year more than they were prior to the course. Another trainee shared that they were able to skip the entry level position in their company and start at a more advanced role as a result of the skills and experience gained through the course. Many of the trainees credit the course as the key reason for being able to obtain a job in the cybersecurity sector.

'I now have a job in the cybersecurity field, I couldn't have done this without the course and the qualifications, experience, and community that came with it.' Trainee

Were there any unintended outcomes / consequences of the course? One of the training providers shared that the course has resulted in a continued strong community between the cohort, they still communicate regularly with one another even after the course has ended.

One of the trainees explained that the course has developed their ability to learn and communicate remotely, a skill which will prove useful in the future. They also felt that the course helped with planning their long-term career path, a learning which they did not expect to receive through the course.

Annex B – Surveys and Interviews

The survey for employers included sections on; number of vacancies and roles that needed filled, how they found about the Fund, the effectiveness of their working relationship with the training organisation, the quality of training, the quality of the trainees that successfully completed the course, quality of employment comparison between successful trainees and employees that did not do the training, the impact of the Fund on their business, and what they would have done in the absence of the Fund.

The survey for trainees included sections on; their background information (age, ethnicity, gender, previous qualifications, employment), reasons for applying to the training programme, satisfaction with different elements of the training, outcomes of the training, and what they did after completing the course. The end of the trainee’s survey has another section, where trainees are asked for consent to be contacted in six months’ time to complete a follow-up survey on the outcomes of the Fund.

The survey for training providers included sections on; the courses delivered, qualifications successful candidates were awarded with, training development, partnership working, outcomes, and the feasibility of continuing to run the training after the Fund has ended.

Trainee Survey

Introduction

RSM Consulting LLP has been commissioned by the Department for Digital, Culture, Media, and Sport (DCMS) to evaluate the Fast Track Digital Workforce Fund, which is being piloted in Greater Manchester Combined Authority (GMCA) and Lancashire Local Enterprise Partnership (Lancashire LEP). The aim of this fund is to provide training courses that will allow local people to develop their digital skills and move into better roles.

This survey has been created to gather feedback on this programme. DCMS are keen to know what has worked, and what can be improved to help inform future policy development for digital skills interventions.

The information will be supplied to DCMS in the form of a database which will not identify individuals or companies within them. Therefore, all information given in the survey will be anonymous. However, RSM Consulting LLP would like to take contact details for you in the event that we wish to verify your survey responses. These details will be retained by RSM Consulting LLP, used only for the purpose for contacting you to discuss your survey responses, will not be passed on to any third party, and will be deleted upon completion of our research.

Background information

Q. 1 Age (please select one)

Response option	Response
18-24	<input type="checkbox"/>
25-34	<input type="checkbox"/>

Response option	Response
35-44	<input type="checkbox"/>
45-54	<input type="checkbox"/>
55-64	<input type="checkbox"/>
65+	<input type="checkbox"/>

Q. 2 Gender (please select as appropriate)

Response option	Response
Male	<input type="checkbox"/>
Female	<input type="checkbox"/>
Non-binary	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Q. 3 Ethnicity (please select as appropriate)

Response option	Response
Bangladeshi	<input type="checkbox"/>
Indian	<input type="checkbox"/>
Kashmiri	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>
Asian and White	<input type="checkbox"/>
Black and White African	<input type="checkbox"/>
Black and White Caribbean	<input type="checkbox"/>
Any other mixed background	<input type="checkbox"/>
African	<input type="checkbox"/>
Caribbean	<input type="checkbox"/>
Any other black background	<input type="checkbox"/>
Eastern European	<input type="checkbox"/>

Response option	Response
English, Scottish, Welsh, N Irish, Irish	<input type="checkbox"/>
Gypsy or Irish Traveller	<input type="checkbox"/>
Any other White background	<input type="checkbox"/>
Arab	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Any other ethnic background	<input type="checkbox"/>
Prefer not to say	<input type="checkbox"/>

Q. 4 Highest qualification prior to training course (please select one)

Response option	Response
GCSE	<input type="checkbox"/>
A Level	<input type="checkbox"/>
International Baccalaureate	<input type="checkbox"/>
Level 3 apprenticeship	<input type="checkbox"/>
BTEC	<input type="checkbox"/>
Degree Qualification	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Q. 5 Are you currently employed?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, what is your current job title	<input type="text"/>

[If yes, skip to question 7]

Q. 6 Previous employment (please add job title to box below)

Q. 7 Length of time unemployed

Response option	Response
Less than one month	<input type="checkbox"/>
1 to 3 months	<input type="checkbox"/>
3 to 6 months	<input type="checkbox"/>
6 to 9 months	<input type="checkbox"/>
9 to 12 months	<input type="checkbox"/>
Over one year	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Q. 8 How did you hear about the programme? (select all that apply)

Response option	Response
Internet	<input type="checkbox"/>
Social media	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>
Through your employer	<input type="checkbox"/>
Friends/ relatives	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Q. 9 What was your reason for getting involved in the training programme? (select all that apply)

Response option	Response
Improving existing skills	<input type="checkbox"/>
Gaining new skills e.g. learning a new programming language	<input type="checkbox"/>
Improving career prospects e.g. being able to apply for a more senior role, getting promoted	<input type="checkbox"/>
Potential increase in salary	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Q. 10 Please indicate which of the following skills you had prior to joining the programme (select one on each row):

Skill Area	Yes	No	Don't Know
Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HashiCorp Stack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ansible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programming languages, e.g. SQL, Python, HTML, JavaScript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing a CV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training Delivery

Q. 11 How satisfied were you with the following elements of the training?

Training Element	Very satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
Classroom based delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online slack messaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project weeks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Training Element	Very satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
Trainee presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please provide reasons for your answers:					

Q. 12 Is there any advice or support that you would like to have received that you didn't?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If yes, please provide details	

[If no, skip to question 10]

Q. 13 If yes, please explain how your suggestion would have helped your outcome/ experience?

Outcomes of the training (for follow-up survey)

Q. 14 What qualification / accreditation did you obtain upon completion of your course?

Q. 15 Do you have any feedback on the training / mentoring?

Q. 16 Did you achieve any outcomes from the training that you were not expecting?

--

Q. 17 What did you do after completing the training?

Response option	Response
New role in new organisation	<input type="checkbox"/>
New role in same organisation	<input type="checkbox"/>
Further training	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Q. 18 After completing training, did you benefit from any of the following? (tick all that apply)

Response option	Response
Better salary	<input type="checkbox"/>
Better job satisfaction	<input type="checkbox"/>
Better work/life balance	<input type="checkbox"/>
Change in the number of hours worked	<input type="checkbox"/>
Better contract terms/ conditions	<input type="checkbox"/>

Q. 19 Has the training developed skills in the following (tick one on each row):

Skill Area	Yes	No	Don't Know
CV Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill Area	Yes	No	Don't Know
Programming languages, e.g. SQL, HTML, Python, JavaScript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ansible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 20 Please detail up to 3 elements that worked well in the programme

- 1.
- 2.
- 3.

Q 21 Please detail up to 3 elements that could have been improved in the programme

- 1.
- 2.
- 3.

Additionality

Q. 22 If you had not received this training, what would you have done instead?

Options	
Would have applied to another programme focused on digital skills that offered similar support	<input type="checkbox"/>
Would have applied to another programme focused on digital skills that offered different support	<input type="checkbox"/>
Would have applied to another programme focused on other skill areas	<input type="checkbox"/>
Probably would not have applied for another programme	<input type="checkbox"/>
Definitely would not have applied for another programme	<input type="checkbox"/>
Don't know	<input type="checkbox"/>
Other (please provide details)	<input type="text"/>

Thank-you

Thank you for taking the time to complete this survey your responses will help to inform our evaluation of the Fast Track Digital Workforce Fund.

Please indicate below if you would be willing to be contacted by a member of our team to take part in a follow-up telephone interview or focus group for the purpose of developing a case study based on their experience

Yes, I consent to be contacted by RSM to discuss my answers in more detail via an interview or focus group

Yes, I consent to be contacted by RSM at a later date to complete a follow-up survey on the outcomes from scheme

[for those that provide consent]

Please provide your name, email address and telephone number below:

Name	
Email Address	
Telephone Number	

Fast Track Digital Trainee survey: Follow Up

Introduction

RSM Consulting LLP has been commissioned by the Department for Digital, Culture, Media, and Sport (DCMS) to evaluate the Fast Track Digital Workforce Fund, which is being piloted in Greater Manchester Combined Authority (GMCA) and Lancashire Local Enterprise Partnership (Lancashire LEP). The aim of this fund is to provide training courses that will allow local people to develop their digital skills and move into better roles.

This survey has been created to gather feedback on this programme, specifically the outcomes for trainees 3 months after completing their training. DCMS are keen to know what has worked, and what can be improved to help inform future policy development for digital skills interventions.

The information will be supplied to DCMS in the form of a database which will not identify individuals or companies within them. Therefore, all information given in the survey will be anonymous. However, RSM Consulting LLP would like to take contact details for you in the event that we wish to verify your survey responses. These details will be retained by RSM Consulting LLP, used only for the purpose for contacting you to discuss your survey responses, will not be passed on to any third party, and will be deleted upon completion of our research.

Background information

Q. 1 What qualification/ accreditation did you obtain upon completion of your training?

Q. 2 Do you have any feedback on the training/ mentoring that you received?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Please could you specify the feedback that you have?	<input type="text"/>

Q. 3 Did you achieve any outcomes from the training that you were not expecting?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Please specify what the unexpected outcomes were.	<input type="text"/>

Q. 4 What did you do after completing the training?

Response option	Response
New role in new organisation	<input type="checkbox"/>
New role in same organisation	<input type="checkbox"/>
Further training	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Q. 5 After completing the training, did you benefit from any of the following?
(please tick all that apply)

Response option	Response
Better salary	<input type="checkbox"/>
Better job satisfaction	<input type="checkbox"/>
Better work/life balance	<input type="checkbox"/>
Change in the number of hours worked	<input type="checkbox"/>
Better contract terms / conditions	<input type="checkbox"/>

Q. 6 Has the training developed skills in the following: (tick one on each row)

Skill Area	Yes	No	Don't Know
CV Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linux	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ansible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HashiCorp Stack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill Area	Yes	No	Don't Know
Social Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cybersecurity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agile project management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programming languages, e.g. SQL, Python, HTML, JavaScript	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Web development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Amazon Web Services (AWS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
User Experience Design (UX/UI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Testing (e.g. software testing, prototype testing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If the training developed any other digital/IT skills that are not listed above, please list them below.

Q. 7 Please detail up to 3 elements that worked well in the programme

1.

2.

3

Q. 8 Please detail up to 3 elements that could have been improved in the programme

- 1.
- 2.
- 3.

Training Provider Survey

Introduction

RSM Consulting LLP has been commissioned by the Department for Digital, Culture, Media, and Sport (DCMS) to evaluate the Fast Track Digital Workforce Fund, which is being piloted in Greater Manchester Combined Authority (GMCA) and Lancashire Local Enterprise Partnership (Lancashire LEP). The aim of this fund is to provide training courses that will allow local people to develop their digital skills, with the intention of reducing the digital skills gap in these areas.

This survey has been created to gather feedback on this programme. DCMS are keen to know what has worked, and what can be improved to help inform future policy development for digital skills interventions.

The information will be supplied to DCMS in the form of a database which will not identify individuals or companies within them. Therefore, all information given in the survey will be anonymous. However, RSM Consulting LLP would like to take contact details for you in the event that we wish to verify your survey responses. These details will be retained by RSM Consulting LLP, used only for the purpose for contacting you to discuss your survey responses, will not be passed on to any third party, and will be deleted upon completion of our research.

Background

Q. 1 What course(s) did you deliver?

Q. 2 What qualification(s) did you award to successful candidates?

Training development / delivery

Q. 3 Did you work with employers to develop the training?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Response option	Response
Not relevant	<input type="checkbox"/>
If Yes, please provide details:	

Q. 4 Did you receive support from the employers when it came to designing the training course?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If Yes, how important was this support:	

Q. 5 How did you capture feedback from employers / candidates on the training?

--

Q. 6 Were employers able to articulate their skills shortage vacancy needs well? Did they have a clear understanding?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
If Yes, please provide details:	

Q. 7 Has your understanding of employer's needs regarding SSVs has changed?

Response option	Response
Yes	<input type="checkbox"/>

Response option	Response
No	<input type="checkbox"/>
If Yes, please provide details:	

Q. 8 Where there any barriers to delivery? (tick all that apply)

Response option	Response
Skills of trainers	<input type="checkbox"/>
Buy in from employers	<input type="checkbox"/>
Ability to find / number of trainees applying	<input type="checkbox"/>
Other (please specify)	<input type="text"/>

Partnership working

Q. 9 To what extent was there co-design of the training programme with employers? (where 1 = none, 5 = total partnership)

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please provide reasons for your score:				

Q. 10 To what extent was there co-delivery of the training programme with employers? (where 1 = none, 5 = total partnership)

1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1	2	3	4	5
Please provide reasons for your score:				

Q. 11 Did you develop a better relationship with employers that you were already working with as a result of the Fast Track Fund?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Please explain your answer:	<input type="text"/>

Q. 12 Did you develop a better relationship with employers in the wider area as a result of the Fast Track Fund?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Please explain your answer:	<input type="text"/>

Q.13 Can the way training providers and employers work together be improved?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Please explain your answer:	<input type="text"/>

Outcomes

Q. 14 To what extent has the training intervention delivered on the expected objectives? (tick one on each row)

Expected objective	Yes	No	Don't Know
Enabling individuals onto tech roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expected objective	Yes	No	Don't Know
Filling vacancies in digital roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase technical skills of trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainees feel more confident and connected to the tech industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants able to move into more senior tech roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity amongst candidates, e.g. gender, ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q 15 Please detail up to 3 elements that worked well in the programme

- 1.
- 2.
- 3.

Q 16 Please detail up to 3 elements that could have been improved in the programme

- 1.
- 2.
- 3.

Q 17 What value have the consortia partners added to the project?

Sustainability

Q 18 Do you intend to continue running this training course after the Fast Track Fund has ended?

Response option	Response
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Q 19 If yes, then please explain how you will go about doing this

Training Providers: Project Manager

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund

The purpose of this interview is to understand the reasons and any barriers to applying for the fund, whether the application process can be improved and what outcomes have been achieved.

This is a guide to aid the discussion and not a rigid set of questions.

Application process

1. How were you made aware of the Fund?
 - a. Was it the market engagement events? If yes, how did you hear about these? Did DCMS, GMCA or the Lancashire Digital Skills Partnership directly target you, or others in your existing network who alerted you to this?
2. How did you go about forming a partnership with your employer partner(s), or other partners (please detail the type of other partners, if applicable)?
3. How easy was it to apply? What worked well and what can be improved?
4. Did you receive any support or guidance when applying? If yes, please provide details.
5. Was the support / guidance provided beneficial? If not, what more support could have been offered?
6. *For those who applied to both rounds:*
7. What changed in the application process between rounds 1 and 2?
8. Were these changes beneficial in terms of clarity, support provided, or other measures (please provide examples)?

Targeting trainees

9. Do you feel you were successful in reaching your target groups? If yes, how was this achieved? If not, what group did you not reach and is there anything that could have been done differently?
10. Why did you target the specific target groups you selected?
11. Do you feel that your targeting approach improved the diversity within the digital skills sector, and if so how?

Partnership working

12. How did you work with you employer / employer group? How easy did you find working with your employer partners in designing/delivering the training?
13. Prior to the fund, did you have an effective working relationship with the employer partners? If so, what made it effective and if not, why not?
14. Has your working relationship with the employer partners improved as a result of the Fund? If so, how?

15. If yes, do you believe these relationships will last, i.e. do you believe there will be tangible outcomes for you and the local employers? Why?
16. If you received support from your employer partners, what type of support did they provide?
17. What difference did this support make to the training programme?
18. Please share examples of what worked well in this partnership?
19. Please share examples of what did not work well in this partnership? Is there anything specific that the Fund could have provided to better aid this partnership?
20. Is there anything you would do differently in delivering the training based on your experience?
21. What lessons have you learned from your partnership about how best to match training providers with companies to address specific skills gaps?

Delivery barriers and enablers

22. How did you deal with / overcome any barriers to delivery (excluding Covid-19), and what was the influence of barriers on outcomes achieved by your training? (*Probe: did employer partners drop out? If so, what did you do?*)
23. What do you think of the role DCMS/Central Government played in the fund? Is there anything additional that might have helped/you would want to see in the future?
24. What do you think of the role GMCA/LDSP played in the fund? Is there anything additional that might have helped/you would want to see in the future?

Feedback from employers / trainees

25. Did the feedback you received from employers or trainees lead you to make changes to delivery, content, or targeted groups of your training? If yes, can you provide examples?

Outcomes

26. What elements of the programme led to the most successful outcomes? Why?
27. What achieved outcomes led to the most significant change for trainees or employees? Why?
28. Have you created new relationships or deepened existing ones with local employers (not employer partners) as a result of the programme? If yes, how? Can you give examples?
29. If yes, do you believe these relationships will last, i.e. do you believe there will be tangible outcomes for you and the local employers? Why?
30. Have new links been established between employer partners and trainees? If so, what are these and what role did the training programme play?
31. Have skills shortages you and employer partners identified and targeted through your training programme been reduced as a result of the programme?

32. To what extent did Covid-19 impact on your training delivery and the achievement of outcomes?
33. What other support (e.g. trainees while they search for employment) did you provide? What approaches worked well?
34. Were there any unintended outcomes which you have become aware of?

Project Manager – Unsuccessful Training Provider Applicants

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund which is being piloted in the GMCA and Lancashire LEP areas.

The purpose of this interview is to understand the reasons and any barriers to applying for the fund, and whether the application process can be improved.

This is a guide to aid discussion, not a rigid set of questions.

Questions

1. What were your reasons for applying to the fund? Was the background information, aims, objectives and criteria communicated clearly?
2. How easy was it to apply? What worked well? (Probe on timeframes to provide the necessary information / documentation as a factor)
3. Did you receive any support or guidance when applying? If yes, please provide details. And if not, why?
4. Was the support / guidance provided beneficial? If not, what more support could have been offered?
5. How long did it take until you were given feedback on your application? Was this aligned to what was stated pre submission?
6. Did you understand the reasons for your application being unsuccessful? Was the feedback clear and can you explain the format in which this was communicated?
7. How could the application process be improved?
8. [For providers who applied to both rounds: what changed in the application process between rounds 1 and 2? Did you find these changes beneficial? If so, why? What could be improved further?]
9. What did you do in the absence of funding from this programme?
10. Did you receive funding elsewhere? If so, did you receive the same amount of funding you would have received from the Fund?
11. Was the alternative funding for the same training or for different training? If the training was different, how so (e.g. length, delivery method, content)?
12. Would you reapply to the Fund if another round was run? [For interviewer reference should it come up: there was a third round of the Fund, however it is not within the scope of this evaluation]

Employers

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund

The purpose of this interview is to understand your goals in participating in the programme, what barriers / constraints it may help you address, how you cooperated with training providers, and the outcomes you have observed.

This is a guide to aid the discussion and not a rigid set of questions.

Background

1. What have been the main skills shortages you have faced in the past three years? (Probe for specific technical skills or software skills)
2. How many vacancies did you expect to fill through participating in the Fund? Did Covid-19 have an impact on this number?
3. What roles did you have vacancies for? What roles did you commit interviews for? What roles did you commit to fill with trainees?
4. How did you become aware of the Fund? Prompt: was it through market engagement activities?

Training Delivery

5. Prior to the fund, did you have an effective working relationship with the training provider? If so, what made it effective and if not, why not?
6. Has your working relationship with the training organisation improved as a result of the Fund? If so, how?
7. Did you have any input into the design of the training? If yes, how did you contribute? If not, why not?
8. How willing were the training organisation to receive employer feedback or input?
9. Where you involved with the delivery of the training? If yes, how did you contribute? (Probe: did you provide match funding? If yes, cash or in-kind?)
10. What did you think about the match funding element of the Fund?
11. How satisfied were you with the quality of the training? Can you explain your answer?

Outcomes

12. How satisfied were you with the trainees/ candidates who completed the training and attended interviews with your company?
 - a. The candidates overall, including their motivation and enthusiasm.
 - b. The candidates' skills developed on the course.
 - c. Can you explain your answer? (i.e. with examples relative to individuals they've been interviewing or receiving applications from in recent times as a comparator)

13. Compared to previous applicants, have you noticed any difference in the quality of employment in candidates who have successfully completed their training via the Fund? Can you explain your answer? (Probe for specific competencies / behaviours / attributes)
14. How many of the trainees that you interviewed have you employed? Were you able to fill your vacancies with trainees from the program?
15. What roles have these employees been employed in? Are these the roles you expected to use these employees for?
16. How will new employees be supported in their new roles? (e.g. mentoring, sponsoring to develop digital skills training, pastoral support)
17. What impact has the fund had on your business? (e.g. better-quality employees, increased employee retention rates, fewer digital skills gaps in employees, new ways of working, improvements to your productivity or revenues?)
18. What worked well for your training programme, and the Fund as a whole?
19. Is there anything that could have been improved for your training programme and the Fund as a whole?
20. Would you recommend the fund to other employers? Please explain why.
21. Would you participate in the Fund again? Please explain why?
22. Have you formed new relationships with training providers or deepened existing relationships? If so, do you believe these will be maintained beyond the Fund? If so, why?

Additionality

23. What would you have done in the absence of the Fast Track Fund?
 - a. For example, would you have accessed another training programme, and which one?
 - b. Would you have recruited directly?
 - c. Would you not have recruited at all?

DCMS

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund which is being piloted in the GMCA and Lancashire LEP areas.

The purpose of this interview is to understand the progress to date including what has worked well and any learnings.

This is a guide to aid the discussion and not a rigid set of questions.

Questions

1. What were the key barriers to implementing the fund? Have these changed since inception of the fund?

2. Who and what were the key enablers that helped to implement the fund?
3. What are the ambitions for the fund? Have they changed since inception? If so, how?
4. Has the governance or management structure of the programme changed since its inception? If so how / why?
5. Has the role of DCMS, of GM Combined Authority and of LEP changed since inception? If so how / why?
6. Were the objectives and milestones for each partner (see question 5) agreed at the outset? If so, what are these, and have they changed? Have they been met?
7. To your knowledge, have the aims of the programme been achieved:
 - a. Stronger employer / training provider cooperation?
 - b. Reduction in skills-shortage vacancies?
 - c. Reaching people from minority backgrounds?

Please provide an example or evidence of how you know this.

8. Based on this, how successful do you think the programme has been and why?
9. Have there been any lessons learnt/ ways that the programme could be improved?
10. What evidence and what support (e.g. further funding, stakeholder endorsement, or buy-in from others) is needed to support any scale up?

GMCA, Lancashire LEP

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund which is being piloted in the GMCA and Lancashire LEP areas.

The purpose of this interview is to understand the aims which GMCA and Lancashire LEP had for the Fund and to understand whether these have been achieved.

This is a guide to aid the discussion and not a rigid set of questions.

Questions

Vision and Stakeholders

1. What was the vision for this Programme? Has this changed since inception, and if so, how?
2. Who were the key stakeholders with regard to making this programme a success? Did each stakeholder continue to be engaged with the Fund, or did their engagement levels change? If there were changes, why and what was the result?
3. To what extent did you consult with employers during the application stage of the Fund?

4. To what extent did you consult with employers during delivery of the Fund?
5. To what extent did you consult with training providers during the application stage of the Fund?
6. To what extent did you consult with training providers during the delivery of the Fund?
7. How was the partnership working between DCMS and yourselves on the Fast Track Digital Workforce Fund? Was this any different in practice to what your expectations were at the outset? Did you experience changes in engagement after the March 2020 lockdown?
8. For Lancashire LEP: How is the partnership working between yourselves and Manchester GMCA? / For GMCA: How is the partnership working between yourselves and Lancashire LEP? For both: Were the roles and responsibilities clear, and complementary?

Applications and application process

9. Did you receive the quantity of applications in Phase 2 you expected, and how did this vary compared to phase 1?
10. Did you receive the quality of applications in phase 2 you expected, and how did this vary compared to phase 1?
11. If not, what factors do you think influenced this and what could have been done differently?
12. What role do you think changes to the application process between rounds 1 and 2 play in changes in the quantity or quality of applications?
13. What did you identify as local industry needs?
14. Does the number and quality of applications fit with industry needs of the area and gaps? What evidence is there to support this?
15. Did you have sufficient interest from employers/trainees for the programme? Were there sufficient training providers for delivery of the programme?
16. How well did the assessment of applications process work? Could anything have been done differently? Were changes implemented for Phase 2?

Delivery and outcomes

17. Is the information which is being reported sufficient and practical?
18. What has worked well in delivering the Fund? What could be further developed and how?
19. Has the Fund delivered on the aims and objectives set for it?
20. Has the Fund reduced the number of skills shortage vacancies in the local area?

21. Has the diversity of candidates for digital occupations in the local area increased?
22. Are you aware of increases in the output of the digital economy in the local area?
23. Has the level of local businesses turning away new business reduced due to an increase in local digital skills?
24. Are there other outcomes which you are aware of?
25. Are there any issues with the Fund that have hindered achievement of its aims and objectives?

Jobcentre Plus and Local Authority

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund which is being piloted in the GMCA and Lancashire LEP areas.

The purpose of this interview is to understand whether the fund helped employers and trainees. The Heads of Skills and Economic Strategy from the Local Authorities will be contacted for an interview.

This is a guide to aid the discussion and not a rigid set of questions.

Questions

1. Following the first and second Phases of the Fund, have employers experienced a change in their ability to find candidates with appropriate digital skills for their vacancies? What data/ evidence do you have? Are specific sectors or companies of specific sizes experiencing particular changes?
2. To what extent has the Fund contributed to this change?
3. To what extent have other factors contributed to or limited this change (e.g. Covid-19)? What evidence do you have for this?
4. How much regular interaction do you have with local employers or local training providers?
5. To your knowledge, did the Fund provide the right skills for local employers?
6. How easy is it for those seeking employment to find training courses to develop their digital skills? Why do you think this is the case? Has this changed since the inception of the Fund?
7. To what extent has Covid-19 influenced any changes?
8. What other programmes/ initiatives that target digital skills are available?
9. Did the Fast Track Digital Workforce Fund address a specific skills need? If so, why? Did the Fund do so successfully?
10. Did the Fast Track Digital Workforce Fund address a specific target group? If so, why? Did the Fund do so successfully?

11. Has the programme helped to reduce the number of Skills Shortage Vacancies in the GMCA and Lancashire LEP areas? What evidence do you have of this?

DfE

Purpose of the interview

RSM Consulting LLP have been commissioned by DCMS to evaluate the Fast Track Digital Workforce Fund which is being piloted in the GMCA and Lancashire LEP areas.

The purpose of this interview is to understand how rounds 1 and 2 of the Fund influenced round 3.

This is a guide to aid the discussion and not a rigid set of questions.

Questions

1. How did rounds 1 and 2 inform the aims, objectives and design of the current programme? (Prompt: were there successful elements of the first two rounds that you particularly fed into the current programme?)
2. What is different about the current programme compared to rounds 1 and 2? (Prompt: vision and expected outcomes? Targeting and application process? Delivery and governance mechanisms? Anything else?)
3. What elements of rounds 1 and 2 did you maintain in the current programme? Can you provide examples? Why did you maintain these elements?
4. Other than DCMS, GMCA and LDSP, were there any other partners you worked with to develop the current programme? Please provide examples of what worked well and what could have been improved.
5. Are there any other areas where the first two rounds, which were funded by DCMS, influenced the ongoing development of the DfE programme?

Annex C – Logic Model References

Reference Number	Source
1	Manchester Digital Skills Audit (2019) [Available online]: https://www.manchesterdigital.com/post/manchester-digital/digital-skills-audit-2019
2	Cyber Skills Immediate Impact Fund (2018) [Available online]: https://www.gov.uk/government/publications/cyber-security-skills-immediate-impact-fund
3	Small Business Digital Capability Programme Challenge Fund: Evaluation (2015) [Available online]: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/458122/BIS-15-510-evaluation-of-the-small-business-digital-capability-programme-challenge-fund.pdf
4	Small Business Digital Capability Programme Challenge Fund: Evaluation (2015) [Available online]: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/458122/BIS-15-510-evaluation-of-the-small-business-digital-capability-programme-challenge-fund.pdf
5	Fast Track Digital Prospectus (2019) [Available online]: https://www.greatermanchester-ca.gov.uk/media/2127/fast-track-digital-workforce-fund-2019-20.pdf
6	Small Business Digital Capability Programme Challenge Fund: Evaluation (2015) [Available online]: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/458122/BIS-15-510-evaluation-of-the-small-business-digital-capability-programme-challenge-fund.pdf
7	Fast Track Digital Prospectus (2019) [Available online]: https://www.greatermanchester-ca.gov.uk/media/2127/fast-track-digital-workforce-fund-2019-20.pdf
8	Fast Track Digital Prospectus (2019) [Available online]: https://www.greatermanchester-ca.gov.uk/media/2127/fast-track-digital-workforce-fund-2019-20.pdf
9	Designing a retraining scheme that meets user needs (2018) [Available online]: https://dfedigital.blog.gov.uk/2018/12/20/designing-a-retraining-scheme-that-meets-user-needs/
10	Digital Single Market: Digital Skills and Jobs [Available online]: https://ec.europa.eu/digital-single-market/en/policies/digital-skills
11	National Retraining Scheme (2019) [Available online]: https://www.gov.uk/government/publications/national-retraining-scheme/national-retraining-scheme
12	Fast Track Digital Prospectus (2019) [Available online]: https://www.greatermanchester-ca.gov.uk/media/2127/fast-track-digital-workforce-fund-2019-20.pdf
13	RSM UK, 2019. Cyber Skills Immediate Impact Fund Evaluation

Annex D – Successful round 1 Training Provider Project Descriptions

Generation

A summary of Generation’s application is provided below.

<p>Aims / objectives</p>	<p>Generation proposes to train, support and place 100 (4 cohorts of 25 per year) GMCA residents into Cloud Operations Engineering roles through their flagship digital programme, Amazon Web Services Re/Start Cloud Operations programme ('AWS Re/Start').</p> <p>Objectives are as follows:</p> <ul style="list-style-type: none"> • Filling vacancies – train and place trainees into cloud operations roles. • Job attainment for at least 85 per cent of graduates within three months of completing the course <p>Expected outcomes are as follows:</p> <ul style="list-style-type: none"> • Improved job retention • Graduates of the course outperforming their peers who did not undertake the course • Improved earnings for graduates
<p>Target Group / Eligibility Criteria</p>	<p>Predominantly 18-29-year olds not in education, employment or training and facing significant barriers to employment. Will ensure diversity by recruiting:</p> <ul style="list-style-type: none"> • Women • Ethnic minority groups <p>Aim for 25 per cent to be long term unemployed, and 90 per cent to be NEET (including the long term unemployed, 67 per cent excluding long term unemployed).</p>
<p>Recruitment of trainees</p>	<p>Targeting residents from communities with high rates of unemployment, and disconnected communities.</p> <p>Used local and national partnerships and several promotional channels to build awareness amongst residents and generate applications, such as: Jobcentre Plus partnerships, Greater Manchester youth organisations and Prince's Trust.</p>
<p>Engaging employers</p>	<p>Generation will identify high-demand, specialist digital roles characterised by scarcity, churn, or productivity variation.</p>

	Employer partners pledge job vacancies and offer guaranteed job interviews to their graduates.
Summary of training provided	<p>Skills they will teach:</p> <ul style="list-style-type: none"> • Foundational IT skills • Core AWS services knowledge • Behavioural and mindset skills <p>Integrated 4- to 12-week work-readiness training</p> <p>Interviews with employer partners</p> <p>Successful trainees can obtain an accredited AWS Cloud Practitioner Essentials certification.</p>
Other support provided	Mentorship and community – trainees mentored up to 6 months into their new role
Funding	Requested £178,750. Provided £216,850 in match funding. Full breakdown provided in Table 1
Number of trainees recruited, completed, and in work	81 trainees, 78 completed.
Outcomes achieved via other programmes	<p>Since 2015, 28,000 young adults have graduated from Generation programmes across 12 countries.</p> <p>Their job attainment rate is 82 per cent within three months of programme completion, with a 90 per cent+ target for their UK Digital programmes.</p> <p>The first AWS re/Start programme took place in London, with 20 participants graduating in June 2019. 70 per cent of learners received job offers within the first month after having graduated. 66 per cent of graduates from Generation’s UK programmes remain employed one year after placement. Generation have run numerous programmes across the UK such as their Tech Talent Accelerator programme, in several locations including London and Birmingham.</p>

Breakdown of Generation's costs (will be redacted in final report before publication)

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: AWS start (first cohort)	Recruitment	£858	£742	£1,600
	Delivery logistics (classroom space, stipend for participants)	£19,110	£16,540	£35,650
	Delivery staff (instructors, mentors, curriculum support)	£8,308	£20,217	£28,525

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Programme management & employer engagement	£4,375	£18,125	£22,500
	Central costs	£7,500	£-	£7,500
	IT provision (loaner laptops)	£12,500	£-	£13,500
	TOTAL	£52,650	£55,625	£108,275
WP2: AWS start (second cohort)	Recruitment	£981	£619	£1,600
	Delivery logistics (classroom space, stipend for participants)	£21,866	£13,784	£35,650
	Delivery staff (instructors, mentors, curriculum support)	£11,677	£16,848	£28,525
	Programme management & employer engagement	£4,375	£18,125	£22,500
	Central management costs & delivery support	£7,500	£-	£7,500
	TOTAL	£46,400	£49,375	£95,775
WP3: AWS start (third cohort)	Recruitment	£1,105	£495	£1,600
	Delivery logistics (classroom space, stipend for participants)	£24,623	£11,027	£35,650
	Delivery staff (instructors, mentors, curriculum support)	£15,047	£13,478	£28,525
	Programme management & employer engagement	£4,375	£18,125	£22,500
	Central management costs & delivery support	£7,500	£-	£7,500
	TOTAL	£52,650	£43,125	£95,775
WP4: AWS start (fourth cohort)	Recruitment	£1,353	£247	£1,600
	Delivery logistics (classroom space, stipend for participants)	£30,137	£5,513	£35,650
	Delivery staff (instructors, mentors, curriculum support)	£21,786	£6,739	£28,525
	Programme management & employer engagement	£18,125	£4,375	£22,500
	Central management costs & delivery support	£7,500	£-	£7,500
	TOTAL	£65,150	£30,625	£95,775
Total		£216,850	£178,750	£395,600

QA Ltd

A summary of QA Ltd.'s application is provided below.

<p>Aims / objectives</p>	<p>Aim is to run a DevOps training programme. Partnered with UKFast who have DevOps vacancies.</p> <p>Expected outcomes are:</p> <ul style="list-style-type: none"> • DevOps roles in Manchester will be filled by graduates • Improvement in technical skills of trainees • Improvement in personal skills and confidence of trainees • Exposure of trainees to IT industry will ensure that they feel confident and connected to the industry
<p>Target Group / Eligibility Criteria</p>	<p>Aimed at career changers: graduates who are not necessarily utilising their degrees; those returning to the tech industry; and those generally returning to work</p> <p>Keen to ensure that the following groups are represented in their cohorts:</p> <ul style="list-style-type: none"> • females • autistic candidates • ethnic minority candidates • less socially mobile candidates <p>Eligibility criteria – those with degrees in IT related subjects.</p>
<p>Recruitment of trainees</p>	<p>Ran an inclusive advertising campaign on the UKFast website and social platforms.</p> <p>Targeted alumni from Manchester Metropolitan University and University of Salford who have not yet secured employment or who are not utilising their degrees</p> <p>Worked with local job centres and the Work and Skills team at Manchester City Council target those recently out of the job market.</p> <p>Advertised their course with the Women Returners Professional Network (WRPN).</p>
<p>Engaging employers</p>	<p>No details provided.</p>
<p>Summary of training provided</p>	<p>Training lasts 12 weeks</p> <ul style="list-style-type: none"> • Week One: Agile • Week Two: Networking • Week Three: Linux Fundamentals • Week Four: Linux Intermediate and Jenkins • Week Five: HashiCorp Stack • Week Six: Ansible • Week Seven: Docker and Kubernetes • Week Eight: Introduction to Cloud • Week Nine: Azure and Project Work

	<ul style="list-style-type: none"> • Week Ten: AWS and Project Work • Week Eleven: GCP and Project Work <p>Use of the Cloud Academy: a digital skills platform for candidates to accelerate innovation and cloud adoption through guided learning paths, hands-on labs, and skill assessments</p> <p>Candidates will be trained for the following roles: DevOps Engineer, Platform Engineer, Build Engineer, Release Engineer/ Manager, Software Developer/ Tester, Automation Engineer, Reliability Engineer, Data Analyst and Product Manager.</p>
Other support provided	<p>Weekly 'Personal Development' sessions which will centre around supporting their transition into the roles they are being trained for.</p> <p>These sessions include</p> <ul style="list-style-type: none"> • Fundamental Interview skills • Advanced Interview skills • A Day in the Life of a DevOps Engineer • Time Management Skills • Goal Setting for Success • Networking in the Tech Industry • Public Speaking and Presentation Skills • Effective Communication - dealing with different people effectively • 'Building a Successful Tech Business' - Inspirational Talk from UKFast CEO/MD. <p>All candidates allocated a mentor that works in a technical role in UKFast.</p>
Funding	Requested £170,450. Provided £223,595 in match funding. Full breakdown provided in Table 2
Number of trainees recruited and completed	20 trainees, 18 completed.
Outcomes achieved via other programmes	No details provided.

Breakdown of QA proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: DevOps programme	Agile	£15,000	£10,000	£25,000
	Networking	£18,000	£13,000	£31,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Linux Fundamentals	£18,000	£13,000	£31,000
	Linux Intermediate & Jenkins	£20,000	£15,000	£35,000
	HashiCorp Stack	£18,000	£13,000	£31,000
	Ansible	£18,000	£13,000	£31,000
	Docker and Kubernetes	£18,000	£13,000	£31,000
	Introduction to Cloud	£15,000	£10,000	£25,000
	Azure & Project Work	£19,000	£15,000	£34,000
	AWS & Project Work	£19,000	£15,000	£34,000
	GCP & Project Work	£22,000	£15,000	£37,000
	TOTAL	£200,000	£145,000	£345,000
WP2: cloud academy licensing	Cloud Academy Admin License	£895	£-	£895
	Cloud Academy Learning Pathway Creation	£6,000	£-	£6,000
	Cloud Academy End User Licenses x 20	£-	£13,900	£13,900
	TOTAL	£6,895	£13,900	£20,795
WP3: learner services	Prevent	£1,000	£-	£1,000
	Safeguarding	£1,000	£-	£1,000
	Mental Health	£1,000	£-	£1,000
	Additional Support	£1,000	£-	£1,000
	TOTAL	£4,000	£-	£4,000
WP4: coaching and mentoring	20 mentors x 12 possible sessions x £50 per session	£6,000	£6,000	£12,000
	TOTAL	£6,000	£6,000	£12,000
WP5: interview and employment readiness	Room Costs @ £350 x 9 sessions	£1,575	£1,575	£3,150
	Preparation and Resources @ £50 x 9 sessions	£225	£225	£450
	Trainer @ £200 x 9 sessions	£900	£900	£1,800

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	TOTAL	£2,700	£2,700	£5,400
WP6: recruitment	Social Media Promotion - Campaign and Management	£1,000	£0	£1,000
	Use of UKFast Digital Screen	£3,000	£0	£3,000
	Assessment Day Room Costs @ £350 x 3 days	£0	£1,050	£1,050
	Team (4 people) @ £600 x 3 days	£0	£1,800	£1,800
	TOTAL	£4,000	£2,850	£6,850
Total		£223,595	£170,450	£394,045

Tech Returners

A summary of Tech Returner's application is provided below.

Aims / objectives	<p>Aim to develop and empower female leaders in the tech sector</p> <p>Expected outcomes are:</p> <ul style="list-style-type: none"> • Individuals are enabled into technical roles such as software engineering and QA testing • Improved employment outcomes for trainees • Improved salary prospects for trainees
Target Group / Eligibility Criteria	Women
Recruitment of trainees	No details provided.
Engaging employers	No details provided.
Summary of training provided	<p>Programme lasts for 15 weeks</p> <p>The course focuses on full stack application development and the language under-pinning the course is JavaScript.</p>
Other support provided	<p>Personal development will be provided throughout the course:</p> <ul style="list-style-type: none"> • Introduction to the Growth mindset concept through lectures and relevant resources • Career vision mapping - reflecting on where they are now and the skills and experiences they already have; then focusing on what success looks like to them and building a clear path of how to reach this, with support from the Tech Returners team • 1 to 1 coaching, self-awareness, understanding their own unique strengths and how to embrace these and use them in times of pressure • CV preparation how to highlight their transferable skills in a technical focused CV • Social media preparation to build their presence effectively online • Interview preparation, researching organisations, preparing for behavioural and technical questions and how best to decide right for them and their future career
Funding	Requested £179,966. Provided £128,661 in match funding. Full breakdown provided in Table 3
Number of trainees recruited and completed	55 trainees, 49 completed.
Outcomes achieved via other programmes	<p>Since 2017, 29 individuals have been placed into technology careers.</p> <p>Tech Returners also operate a programme called 'Your Journey into Leadership' (YJIL), designed to develop and empower female leaders in the tech sector, which has been</p>

in place since 2018. Tech Returners have worked with 41 female tech leaders through this programme.

Breakdown of Tech Returner's costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: training and delivery	2 x Tech Coaches	£43,560	£59,177.56	£102,737.56
	TOTAL	£43,560	£59,177.56	£102,737.56
WP2: learner support	Personal Development Coach	£21,780	£29,588.78	£51,368.78
	Programme Coordinator	£8,480	£13,688.78	£22,168.78
	TOTAL	£30,260	£43,277.56	£73,537.56
WP3: learner and company engagement	Engagement Coach	£21,780	£29,588.78	£51,368.78
	Marketing Executive	£10,600	£17,408.78	£28,008.78
	Marketing Costs	£2,544	£3,456	£6,000
	TOTAL	£34,924	£50,453.56	£85,377.56
WP4: learner management	HubSpot	£641.08	£870.92	£1,512.00
	Basecamp	£413.25	£561.39	£974.64
	GitHub	£100.64	£136.72	£237.36
	Hootsuite	£97.52	£132.48	£230.00
	TOTAL	£1,252.49	£1,701.51	£2,954.00
WP5: delivery overheads	Training Location	£12,785.12	£17,368.48	£30,153.60
	Accountancy Fees	£3,968.53	£5,391.47	£9,360.00
	Stationery	£339.20	£460.80	£800.00
	Travel	£1,187.20	£1,612.80	£2,800.00
	Insurance	£384.70	£522.62	£907.32
	TOTAL	£18,664.75	£25,356.17	£44,020.92
Total		£128,661	£179,966	£308,628



We Are Digital

A summary of We Are Digital's application is provided below.

<p>Aims / objectives</p>	<p>Aim to run a new advanced course in digital marketing, called 'Digital Inclusion Boost: A Deep Dive into Digital Marketing'.</p> <p>Expected outcomes are:</p> <ul style="list-style-type: none"> • Increased level of confidence for trainees • Increased digital skills levels • Increased knowledge of digital marketing • Increased knowledge of modern digital marketing trends of the future • Full time job/ apprenticeship attained • Movement into better/ higher paid roles and more senior job specifications • Increase in sustainable employment • Removal of barriers to learning (i.e. from travel bursaries and mentoring support) • Increase in proportion of learner starts from underprivileged backgrounds and low-income households • Improved cross-collaboration between training providers, social housing organisations and employers in the Greater Manchester region
<p>Target Group / Eligibility Criteria</p>	<p>Those from underprivileged backgrounds.</p> <p>People out of work, graduates who have not found work, recent job leavers / redundancies looking for retraining, or parents wanting to return to a different career but who can work the course around their home-life.</p> <p>No eligibility criteria stated</p>
<p>Recruitment of trainees</p>	<p>Used relationships with local housing providers (such as For Housing), to promote heavily to those in more underprivileged backgrounds</p>
<p>Engaging employers</p>	<p>No details provided.</p>
<p>Summary of training provided</p>	<p>12 week training course offered.</p> <p>Course Topic Overview:</p> <ul style="list-style-type: none"> • Analytics (Google Analytics, Tag Managers, Goals) • Data-Driven Marketing (First party data, Quantitative vs Qualitative) • Social Media (Organic social, Paid social. Amplification, Measurement) • Content Strategy (Content Audit, Site structure and hierarchy, Customer journey, Content hooks, Rich media, Video, Podcast) • Website Fundamentals (Design, Build, CMS)

	<ul style="list-style-type: none"> • Conversion Optimisation (User Testing, Customer Insights, A/B Testing, Measuring results, Local and International) • Strategy (Objectives, Marketing fundamentals, Customer-Centric, Data-Driven, Iterative – Test, Learn and Refine, Omnichannel).
Other support provided	<p>Remote 1 to 1 coaching and support</p> <p>Work shadowing and 'mini placements'</p> <p>Trainers to receive Train the Trainer Training (TTT)</p> <p>Employer led bootcamps</p>
Funding	Requested £149,256. Provided £37,100 in match funding. Full breakdown provided in Table 4
Number of trainees recruited and completed	45 trainees, 24 completed.
Outcomes achieved via other programmes	We Are Digital have been involved in several employer-led digital skills programmes, such as with Metropolitan Housing (achieving nearly 100 per cent employment for participants) and with Nottingham Community Housing.

Breakdown of We Are Digital's costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: course design and materials build	Balanced Marketing full course design and learning materials	£-	£18,750	£18,750
	TOTAL	£-	£18,750	£18,750
WP2: course assessment build	Balanced Marketing full assessment build	£-	£10,000	£10,000
	TOTAL	£-	£10,000	£10,000
WP3: TTT – train the trainer training	1 day per week continuous coaching support for the trainers	£-	£16,250	£16,250
	TOTAL	£-	£16,250	£16,250
WP4: courses/ learner training	Course 1 Trainer x 65 days	£-	£24,000	£24,000
	Course 2 Trainer x 65 days	£-	£24,000	£24,000
	Course 3 Trainer x 65 days	£-	£24,000	£24,000
	Venue Hire (3 courses x 50 days of learning approx. x equivalent day rate of similar training room)	£22,500	£-	£22,500

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Bootcamp workshops - taken by Social Chain staff - 3 full days at project start (one for each course)	£1,000	£-	£1,000
	Work shadowing and culture workshops (1 day per week - rotation for learners, either work shadowing or culture workshops or mix) x 12 weeks of course	£3,600	£-	£3,600
	TOTAL	£27,100	£72,000	£99,100
WP5: promotion, marketing, kit and expenses	Promotion, Marketing and printing of materials and learning packs	£-	£1,500	£1,500
	30 laptops to be shared amongst all courses - refurbished to keep cost down	£-	£7,500	£7,500
	Tutor expenses (travel and accommodation)	£-	£3,250	£3,250
	Travel and support bursaries for up to 10 people in need (underprivileged backgrounds)	£5,000	£-	£5,000
	Promotion from Social Chain for the programme	£5,000	£-	£5,000
	TOTAL	£10,000	£12,250	£22,250
WP6: WAD managing fees and overhead	Full oversight of the programme, evaluation and monitoring	£-	£20,000	£20,000
	TOTAL	£-	£20,000	£20,000
Total		£37,100	£149,250	£186,350

Tech Manchester

A summary of Tech Manchester's application is provided below.

<p>Aims / objectives</p>	<p>To provide a training programme called 'Women in Linux' (WIL) to address the low percentage of women in technical roles</p> <p>The expected outcomes are:</p> <ul style="list-style-type: none"> • Improvements in trainee's problem-solving skills • Better employment prospects for trainees • More women encouraged to apply for digital roles • Trainees placed into Linux engineer roles
<p>Target Group / Eligibility Criteria</p>	<p>Offered to women (and those identifying as women)</p> <p>Geographically, they are targeting candidates from Moss Side, Hulme, Whalley Range and Fallowfield.</p>
<p>Recruitment of trainees</p>	<p>Recruitment led through the consortia partner T.A.P Project, who, is based in the heart of Moss Side and Hulme and has strong links with the community.</p> <p>Utilised strong relationships with two social housing associations (One Manchester and People First HA), main landlords for the area, as well as Loreto College and Whalley Range School to target potential trainees.</p> <p>Engaged with the local youth centre to promote the programme to 16-24 NEET young women</p> <p>Further outreach provided by The Boilerhouse Community Workshop in Moss side</p>
<p>Engaging employers</p>	<p>No details provided.</p>
<p>Summary of training provided</p>	<p>Programme will last for 12 weeks</p> <p>32 x 4.5hr sessions across the 12 weeks, covered technical and soft skills. 16 of these sessions are technical, 13 are soft skills and the final three sessions are for revision/the exam followed by review and next steps.</p> <p>At the end of the delivery, students will be offered an exam to try to attain the Red Hat Certified System Administrator (RHCSA) qualification. This is a Level 5 qualification.</p>
<p>Other support provided</p>	<p>A crèche facility was made available to allow for candidates who may need to bring children along.</p> <p>Sessions focused on a developing a 'generalist' mind-set or soft skills that helped candidates prepare for the expectations of digital roles. Sessions included:</p> <ul style="list-style-type: none"> • Self Esteem and Confidence

	<ul style="list-style-type: none"> • Learning to learn; learning styles, the brain's learning modes, study hacks, test preparation, Pomodoro technique, hemispheric dominance • Design thinking for developing a humanity centred mindset • Critical thinking and problem solving • Collaborative learning and programming. Leading by influence • Mindfulness • Agility and adaptability; initiative and entrepreneurialism • Effective oral and written communication; • Accessing and analysing information • Tolerance & resilience of being comfortable with ambiguity, embracing risk, risking failure and failing fast • CV writing and interview preparation • SmartWorks field visit - interview dressing and interview coaching
Funding	Requested £55,103. Provided £53,355 in match funding. Full breakdown provided in Table 5
Number of trainees recruited and completed	18 trainees, 16 completed.
Outcomes achieved via other programmes	No details provided.

Breakdown of Tech Manchester's costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: learning materials	Linux specific training laptops	£-	£4,800	£4,800
	Learning Resources Red Hat	£15,000	£-	£15,000
	Hard copy learning materials Red Hat - Technical	£-	£2,000	£2,000
	Hard copy learning materials - Soft skills	£-	£2,560	£2,560
	Stationery for training	£500	£-	£500
	TOTAL	£15,000	£9,360	£24,860
WP2: exam fees	Red Hat Certified Administrator Exam entrance fee	£4,000	£4,000	£8,000
	TOTAL	£4,000	£4,000	£8,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP3: facilities	Exam Labs hire Costs	£2,400	£-	£2,400
	Training Room costs (Fulltime Jan 2020 - June 2020)	£9,000	£-	£9,000
	Cloud hosting costs for Linux training platform	£1,400	£-	£1,400
	Moodle Training resource costs	£175	£-	£175
	Catering	£500	£1,000	£1,500
	TOTAL	£13,475	£1,000	£14,475
WP4: training delivery	TAP Project Training fees - soft skills	£-	£16,000	£16,000
	Heroworx training fees - soft skills	£-	£9,600	£9,600
	Mentor time - UKFast	£2,730	£-	£2,730
	Trainer Time - Red Hat Leon UKFast - Technical Skills Salary	£7,000	£-	£7,000
	TOTAL	£9,730	£25,600	£35,330
WP5 transport	Taxi/minibus transport to Smartworks for Interview dressing and interview prep	£200	£200	£400
	TOTAL	£200	£200	£400
WP6: marketing and recruitment	Legacy radio advert	£-	£500	£500
	Sound production for Radio advert	£150	£-	£150
	Nubian Times ethnic minority news advert	£-	£699	£699
	Graphic design time for Collateral and adverts	£500	£-	£500
	Professional printed flyers @ 5000	£-	£500	£500
	TOTAL	£650	£1,699	£2,349
WP7: project management	Training administration and operations	£10,000	£10,620	£20,620
	Project governance - Finance and accounting	£-	£2,624	£2,624
	TOTAL	£10,000	£13,244	£24,244
Total		£53,355	£55,103	£108,458

Annex E – Successful round 2 Training Provider Project Descriptions

Milliamp Technologies Ltd

A summary of Milliamp Technologies' application is provided below.

<p>Aims / objectives</p>	<p>Milliamp aim to engage with 60 candidates and the consortium had approx. 30 vacancies to fill.</p> <p>Objectives are as follows:</p> <ul style="list-style-type: none"> • Address locally identified digital skill gaps – support employers to recruit for specialist vacancies • Build capacity amongst employers to co-design and co-deliver training • Support GM and Lancashire residents to undertake training resulting in better quality employment in digital roles • Diversify the digital talent pipeline by targeting groups currently under- represented in digital roles. <p>Expected outcomes are as follows:</p> <ul style="list-style-type: none"> • Local employers can find people with suitable skills • Improve productivity within sector
<p>Target Group / Eligibility Criteria</p>	<p>People who require additional support gaining a digital role however already have the foundation skills to help within industry.</p> <ul style="list-style-type: none"> • Military Personnel with a technical background • Un-experienced graduates from Lancaster University • Under-employed groups e.g. parents returning to work, over 50's from similar technical industries <p>Target group should be residents of Lancaster or about to be resettled here.</p>
<p>Recruitment of trainees</p>	<p>Engage with 60 candidates through an engagement programme promoting the sector in Lancashire which aims to include:</p> <ul style="list-style-type: none"> • Public open lab/maker workshops • Website/social media engagement • Lancaster City Council support

Engaging employers	The consortia will work in partnership with education partners to co-develop and deliver training that is targeted to the local electronics subsector.
Summary of training provided	<p>Following the engagement programme training would initially be directed through the website and meetings this would include training using the MOOC platform. MOOCs would be custom focussed to fit with the pace of the training programme.</p> <p>On completion of MOOC, lab-based training applying theory gained from MOOC learning would begin. This would be focussed on appropriate skills depending on the type of role recruited.</p> <p>Candidates who have experience and already have acquired a certain level of skills will skip to training more relevant skills such as IPC compliant PCB design.</p>
Other support provided	<p>Prior to interview, it may be possible for some of the consortia to host placements for candidates to get experience of the industry.</p> <p>Unsuccessful candidates will have the opportunity to revisit the online training activities and will be directed to other organisations in Lancashire.</p>
Funding	Requested £185,500. Provided £63,500 in match funding, for a total of £249,000.
Number of trainees recruited and completed	136 trainees, 63 completed.
Outcomes achieved via other programmes	No details provided.

Breakdown of Milliamp Technologies proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: facilities, training and materials	FE Facilities Hire, Technicians and Staff	£4,000	£15,000	£19,000
	MOOC managed webserver/lab software infrastructure	-	£5,000	£5,000
	Consortia Provided Industry consultants (assembly, project, design) to develop content for training course 3 x 20 days	£22,500	£22,500	£45,000
	Subcontractors for MOOC design	-	£20,000	£20,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	External training providers	-	£50,000	£50,000
	Training/Educator Consultant for course content	-	£15,000	£15,000
	Materials/Specialist Test Instruments	£2,000	£8,000	£10,000
	TOTAL	£28,500	£135,500	£164,000
WP2: project administration	Setup company/admin/accounting/DBS clearing	-	£5,000	£5,000
	Project Manager 6 months 40k pro rata	-	£20,000	£20,000
	Project/Admin Assistant 6 month 20k pro rata	-	£10,000	£10,000
	Consortia Resources/Team Accommodation/Facilities	£20,000	-	
	TOTAL	£20,000	£35,000	£55,000
WP3: engagement and marketing	Website, Marketing and Engagement	£15,000	£15,000	£30,000
	TOTAL	£15,000	£15,000	£30,000
Total		£63,500	£185,500	£249,000

Burnley College

A summary of Burley College's application is provided below.

Aims / objectives	<p>Burnley College proposed to train and support current employees to progress and move roles within digital companies believing in investment into current staff to address the skills gaps prior to gaining the next generation of engineers.</p> <p>Objectives and expected outcomes</p> <ul style="list-style-type: none"> • Advance the skills of current digital employees • Train 35 'over 50' candidates and 15 'career changes' candidates • Introduce new ways of working for those with 20+ years in traditional machine training
Target Group / Eligibility Criteria	<p>Employees with extensive manual experience, having worked within the industry for many years however lack sufficient digital skills to progress or move roles who include:</p> <ul style="list-style-type: none"> • Over 50's • Career Changers
Recruitment of trainees	<p>Each employer will use existing performance management structures to identify potential candidates based on current skill-set and progression routes available.</p>
Engaging employers	<p>Project uplift will allow for an even closer working relationship with employers to ensure college teaching delivery meets employers' needs.</p> <p>Employer input in the course formation and the involvement of the training and development managers within each company mean content will always be pitched at the correct level.</p> <p>There is guaranteed interviews upon successful completion of the training already agreed.</p>
Summary of training provided	<p>The training courses available will include:</p> <ul style="list-style-type: none"> • Introduction to E-Learning and Digital Skills – all learners are set at minimum level (2 hours) • Advanced Machining/Robotics/Automation Modules (up to 18 weeks, with option to complete quicker) • Interview Skills workshop – prepare learners for an interview (2 hours)

Other support provided	<p>Mentor facilitation providing individualised support, guidance and progress checks.</p> <p>Face to face delivery of course within a classroom and meeting room environment.</p> <p>If an employee is unsuccessful at interview stage, the mentor will work with the employee and training development manager to implement a development plan for future CPD and progression.</p>
Funding	Requested £138,382. Provided £131,878 in match funding, for a total of £270,260.
Number of trainees recruited and completed	51 trainees, 39 completed.
Outcomes achieved via other programmes	No information provided.

Breakdown of Burnley College proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: staffing and delivery	Burnley College Project Co-ordinator - Full time (inc on-costs)	£-	£31,500	£31,500
	Burnley College Project Director - 0.6 FTE (for 9 months - April - December 2020)	£25,596	£-	£25,596
	Burnley College Engineering Specialist - 0.6 FTE (for 6 months - May - October 2020)	£8,532	£8,532	£17,064
	Hycrome - Training and Development Manager - 180 hours @ £65ph (5 hrs per week x 36 weeks)	£11,700	£-	£11,700
	Paradigm Precision - Training and Development Manager - 180 hours @ £65ph (5 hrs per week x 36 weeks)	£11,700	£-	£11,700
	BCW - Training and Development Manager - 180 hours @ £65ph (5 hrs per week x 36 weeks)	£11,700	£-	£11,700
	Safran - Training and Development Manager - 180 hours @ £65ph (5 hrs per week x 36 weeks)	£11,700	£-	£11,700
	Futaba - Engineering Manager - 216 hours @ £75ph (6 hrs per week x 36 weeks)	£16,200	£-	£16,200
	Burnley College Mentor x 2 - 18 weeks	£-	£21,000	£21,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	TOTAL	£97,128	£61,032	£158,160
WP2: project development and research	Learning Platform Development - outsourced	£15,000	£60,000	£75,000
	Ongoing product maintenance and support (£1000 per month)	£5,000	£-	£5,000
	Futaba - facility and equipment use (day rate @ £350 for 10 days)	£3,500	£-	£3,500
	Video creation and editing (160 hrs @ £75ph)	£2,000	£10,000	£12,000
	Use of Burnley College editing software, cameras and lighting (£100 per day for 10 days)	£1,000	£-	£1,000
	TOTAL	£26,500	£70,000	£96,500
WP3: equipment and resources	30 x Chromebooks @ £350 per device	£5,250	£5,250	£10,500
	1 x Chromebook Trolley	£-	£1,100	£1,100
	TOTAL	£5,250	£6,350	£11,600
WP4: marketing and events	Brand development and marketing planning @ £50 ph for 20 hrs	£1,000	£-	£1,000
	Graphic design time @ £50 ph for 20 hrs	£1,000	£-	£1,000
	Create and print marketing materials and advertisements in local press	£1,000	£1,000	£2,000
	TOTAL	£3,000	£1,000	£4,000
Total		£131,878	£138,382	£270,260

Reform Radio

A summary of Reform Radio's application is provided below.

<p>Aims / objectives</p>	<p>Reform Radio aimed to train 30 candidates and help them secure jobs. To enable young people from diverse backgrounds to access high quality digital skills training to enable them to fill the demand caused by the growth of the digital sector.</p> <p>The project aims to create a career-launching opportunity to 30 young adults who face barriers to digital careers and aim to conclude with 90 per cent+ of participants becoming one of the following:</p> <ul style="list-style-type: none"> • Digital content creator, social media marketing assistant, audio producer/content editor and assistant producer
<p>Target Group / Eligibility Criteria</p>	<p>The programme will be targeting young people currently unemployed from the following groups:</p> <ul style="list-style-type: none"> • Young women (18-30yrs) • Young adults from lower socio-economic background (18-30yrs) • Young adults from ethnic minority backgrounds (18-30yrs) <p>They will target those not in employment, education or training.</p>
<p>Recruitment of trainees</p>	<p>Targeting care leavers, women, ethnic minority, ex-offenders and young adults facing barriers to employment via existing recruitment networks which will include their own match funded taster sessions, 1-1 chats and initial assessments.</p>
<p>Engaging employers</p>	<p>From the outset, employer liaison will be ongoing and expected to generate more interview opportunities. Employers were involved in both design and delivery of training.</p>
<p>Summary of training provided</p>	<p>Participants will undertake a two-stage training process:</p> <ul style="list-style-type: none"> • Stage 1 – Professional industry skills (5 weeks of training in short-form media creation) • Stage 2 – Accessing the industry (5 weeks of intensive employability skills and mentoring)
<p>Other support provided</p>	<p>Reform Radio will work closely with employer partners to line up interviews for the end of the programme.</p> <p>Tracking of participants progress in interviews via follow up meetings/calls and requesting feedback from employers were appropriate.</p>

	<p>Space made available in reform radio studios for two days per week so participants can continue in a professional environment while applying for jobs.</p> <p>Additionally, participants who secure a job immediately will be encouraged to join the Reform Radio supported volunteering programmes. Those who join will be able to join the 'pool' of early career freelancers.</p>
Funding	Requested £105,840. Provided £81,388 match funding, for a total of £187,228.
Number of trainees recruited and completed	32 trainees, 31 completed.
Outcomes achieved via other programmes	<p>A recent programme MAES Programme (2018-2020):</p> <ul style="list-style-type: none"> Over 200 young people, 75 per cent moved into employment and volunteering including roles in BBC, Sharp and ITV. <p>Other projects include Employability programme (Tameside, Nov 2019), Gorton Girls (2016-2019), The Drop (2019) and Soundcamp (2018/2020), these projects were day events of learning through live shows, creative workshops and radio events. There is no information on outcomes provided.</p>

Breakdown of Reform Radio proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: staff costs	Project Management @ £200 a day - 120 days	£-	£24,000	£24,000
	Delivery Tutors @ £350 a day - 2 days a week for 5 weeks x 2	£-	£7,000	£7,000
	Employer support liaison - 90 days at £100	£-	£9,000	£9,000
	Recruitment and taster session	£2,500	£-	£2,500
	RR Supervision of Learners during Work Experience: 1 Supervisor x 5 days/week x 4 weeks @ £150. (£3000 per cohort x2)	£-	£6,000	£6,000
	RR Coach through interview processes. 1 coach x 0.5 days per learner x 30 learners, @ £150/day	£-	£2,250	£2,250
	RR Mental Health and Wellbeing Sessions x 30	£525	£-	£525
	Marketing - including video and socials	£-	£1,000	£1,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	TOTAL	£3,025	£49,250	£52,275
WP2: beneficiary costs	Travel £4.80 per person per day x 30 people x 35 days (25 + 10)	£-	£5,040	£5,040
	Refreshment £20 per day x 35 days x 2 prog.	£-	£1,400	£1,400
	Lunch £3 per person per day x 30 people x 35 (full training days)	£-	£3,150	£3,150
	Expenses fund (e.g. support with childcare/ interview clothes/ credit for phone) Average of £50 per person	£-	£1,500	£1,500
	TOTAL	-	£11,090	£11,090
WP3: staff costs – partner organisations	Industry Professional Tutors: Executive Producer, Editorial Lead, Producer (£13,675 per cohort, x 2)	£-	£27,350	£27,350
	Equipment hire for studio hire (camera/sound), lighting and fixed rig (dry hire crew x 1 unit) (£6075 per cohort x 2)	£-	£12,150	£12,150
	Desktop post production – vision/audio (dry hire) (£3000 per cohort x 2)	£-	£6,000	£6,000
	Industry Mentors - Fee. (£300 each for 5 mentors, each with 6 mentees; mentors contribute a further £300 of support in kind)	£3,000	£-	£3,000
	TOTAL	£3,000	£45,500	£48,500
WP4: venue and studio support	Training Venue Room Hire . £8225 + VAT per annum	£3,163	£-	£3,163
	Studio Hire (film) Bonded Underground, Studio 3 @ £350 p/day for minimum of 12 days	£4,200	£-	£4,200
	Original fit-out contribution to Reform Radio Studios	£45,000	£-	£45,000
	All Studios - Management Time/ Advice/ Input (Mel Jones) 1.5 - 2 days per month @ £1000 p/day	£10,000	£-	£10,000
	Operational/ Studio Support - Anthony Gannon - 2 days per month @ £1000 p/day	£10,000	£-	£10,000
	Studio Guarantor - Filming Days - @ £250 p/day	£3,000	£-	£3,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	TOTAL	£75,363	£-	£75,363
Total		£81,388	£105,840	£187,228

Raytheon

A summary of Raytheon's application is provided below.

<p>Aims / objectives</p>	<p>Raytheon proposes to train 64 candidates to provide them with Cyber Security Skills to help secure industrial and administrative processes and to reduce Cyber Security related skills shortages in the Greater Manchester Area.</p> <p>Objectives are:</p> <ul style="list-style-type: none"> • To improve diversity in the tech sector • To enable different groups to access training through flexible course design <p>Expected outcomes are as follows:</p> <ul style="list-style-type: none"> • 58 candidates to enter better or new jobs
<p>Target Group / Eligibility Criteria</p>	<p>The following target groups as participants have been identified for our training:</p> <ul style="list-style-type: none"> • Return-to-work personnel (e.g. women return-to-work) • Military-to-Civilian Life • People from socially and economically deprived areas • College Leavers • University Graduates • Re-skilling 50+ candidates
<p>Recruitment of trainees</p>	<p>Raytheon targeted their audience through:</p> <ul style="list-style-type: none"> • community engagement days, • social media, • specific group recruitment campaign (Mumsnet, Royal British Legion), and • targeted marketing.
<p>Engaging employers</p>	<p>Employer partners will feed into the design of training and deliver some content, as well as providing work experience days.</p>
<p>Summary of training provided</p>	<p>Participants will learn towards and gain the following certificates:</p> <ul style="list-style-type: none"> • CompTIA A+ • Network+ <p>Further skills they will be taught include:</p> <ul style="list-style-type: none"> • Communication skills • Interview techniques • CV writing • Work experiences

	<p>Training will be delivered either full time (12 weeks) or part time (20 weeks).</p> <p>Participants are guaranteed interviews with consortia partners.</p>
Other support provided	Work experiences, development of soft employment skills and unsuccessful candidates will be matched with other employment partners where possible.
Funding	Requested £249,812. Provided £318,362 in match funding, for a total of £568,174. Full breakdown provided below.
Number of trainees recruited and completed	67 trainees, 56 completed.
Outcomes achieved via other programmes	Across our Cyber Security training provision, globally, we have a 97 per cent success rate and on our existing Apprenticeship programmes in the UK, our success rates sit at 94+ per cent (20 per cent above the National Average of 73.7 per cent)

Breakdown of Raytheon proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: recruitment	Administration of Recruitment Process	£-	£8,000	£8,000
	Recruitment Assessor	£-	£11,360	£11,360
	Delegate Package	£-	£350	£350
	Video Blog Interview licences	£704	£-	£704
	Raytheon Symposium	£2,800	£-	£2,800
	Campaign by Bridge IT	£1,050	£-	£1,050
	Finding career opportunities by Bridge IT	£1,750	£-	£1,750
	Career support (CV writing, interview coaching and career guidance) by Bridge IT	£2,000	£-	£2,000
	TOTAL	£8,304	£19,710	£28,014
WP2: programme management	Programme Management	£-	£44,324	£44,324
	Consortium and Sustainability Manager by Raytheon Professional Services	£2,018	£-	£2,018
	TOTAL	£2,018	£44,324	£46,342

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP3: training programme	Provision of Full Time and Part Time Programmes:	£271,416	£3,550	£274,966
	Curriculum Management	£2,462	£-	£2,462
	TOTAL	£273,878	£3,550	£277,428
WP4: training delivery	Progress workshops	£-	£4,260	£4,260
	Training delivery	£-	£49,500	£49,500
	Delegate Package	£-	£50,841	£50,841
	Training Administration	£-	£11,200	£11,200
	Experience day by Consortia	£2,800	£-	£2,800
	Wellbeing in Tech - Advice Surgery by Bupa	£800	£-	£800
	School Engagement Activity by Consortia	£1,750	£-	£1,750
	Workplace Learning - Mentoring by Consortia	£11,100	£-	£11,100
	TOTAL	£16,450	£115,801	£132,251
WP5: workplace visit coaching	Visit days	£-	£5,680	£5,680
	TOTAL	£-	£5,680	£5,680
WP6: qualification	Delegate Package for Full Time and Part Time Programme	£-	£34,515	£34,515
	Virtual Classroom 1 to 1 training and review	£-	£11,360	£11,360
	TOTAL	£-	£45,875	£45,875
WP7: classroom hire	Classroom provision by Morson Project	£3,000	£-	£3,000
	Classroom provision by Salford City Council	£1,200	£-	£1,200
	Classroom provision by The Landing	£10,512	£14,872	
	Classroom provision by Raytheon UK	£3,000	£-	£3,000
	TOTAL	£17,712	£14,872	£32,584
Total		£318,362	£249,812	£568,174

University of Salford

A summary of University of Salford's application is provided below.

<p>Aims / objectives</p>	<p>The technical skills which this course aimed to develop were data analysis and future proofing data to be able to make the most of the Internet of Things, AI and Machine Learning. The 20-week course was designed to train 30 Digital Data Specialists to address these needs.</p> <p>The following technical data analytics skills were to be trained:</p> <ul style="list-style-type: none"> • Programming • Statistics • Machine learning • Data munging (the refining of raw data) • Data visualisation <p>All successful candidates were intended to be invited to interviews to fill a vacancy or, if no vacancy is available, a mock interview.</p> <p>Outcomes included:</p> <ul style="list-style-type: none"> • 15 successful trainees to gain a new/better digital role.
<p>Target Group / Eligibility Criteria</p>	<p>The target group of trainees includes:</p> <ul style="list-style-type: none"> • Women returners • Staff moving into higher paid positions • Ethnic minority communities • Unemployed graduates <p>The course was aimed at people who have some technical knowledge of Microsoft software.</p>
<p>Recruitment of trainees</p>	<p>Recruitment worked through external partners: the Princes Trust, JobCentre Plus and the Manchester Health Academy. A specialist recruitment day was planned to take place at MediacityUK.</p> <p>A communications strategy, designed to be inclusive, promoted the course via web and social media.</p>
<p>Engaging employers</p>	<p>Employers are grouped into inner and outer partners. Inner partners identified roles, guaranteed interviews, upskilled their workforce (with the aim of training 30 digital data specialists), provided mentors and ran masterclasses.</p> <p>Outer partners provided masterclasses and mentors and offered guaranteed interviews.</p>

Summary of training provided	<p>The program design included, under a flexible course approach:</p> <ul style="list-style-type: none"> • Online learning including webinars • Classroom sessions • Workplace based scenario working <p>To help those candidates new to digital data, the course included a learning assessment at the beginning to assess individual learning styles and to adapt the programme where appropriate.</p>
Other support provided	Mentors will provide support to each candidate for a month after training completion.
Funding	Total requested from GMCA is £64,000, with match funding of £76,272, for a total of £140,272. Full breakdown provided below.
Number of trainees recruited and completed	30 trainees, 28 completed.
Outcomes achieved via other programmes	No information available.

Breakdown of University of Salford proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: staff	Academics	£3,600	£8,105	£11,705
	BUPA - Inner Partner	£12,112	£6,000	£18,112
	Consortium Members	£60,560	£-	£60,560
	Admin	£-	£445	£445
	Marketing & Recruitment	£-	£536	£536
	IT support for online delivery platform	£-	£1,440	£1,440
	Project Management	£-	£2,334	£2,334
	Impact & Evaluation measurement	£-	£315	£315
	TOTAL	£76,272	£19,175	
WP2: overhead recoveries	Estate	£-	£1,572	£1,572
	Indirect Overhead Recoveries	£-	£19,253	£19,253

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	TOTAL	£-	£20,825	£20,825
WP3: other	Marketing - Design time & advertising	£-	£5,000	£5,000
	IT - on-line provision & infrastructure	£-	£5,000	£5,000
	Catering	£-	£2,000	£2,000
	Materials	£-	£2,000	£2,000
	AV & Equipment Hire	£-	£4,000	£4,000
	Travel	£-	£1,000	£1,000
	Events (including open & closing ceremonies)	£-	£10,000	£10,000
	TOTAL	£-	£24,000	£24,000
Total		£76,272	£64,000	£140,272

CompTIA UK Ltd

A summary of CompTIA's application is provided below.

<p>Aims / objectives</p>	<p>The main aim of the programme is to prepare 30 diverse candidates to utilise their new cybersecurity knowledge and skills to access roles within the cyber security industry. Aims include:</p> <ul style="list-style-type: none"> • Trainees to work towards an entry level security Analyst role. • To develop other roles in security engineering, incident responders and cyber security technicians. • To help with the current 163 vacancies within the greater Manchester and Lancashire area. • To support all graduates of the programme into cyber security related job roles and utilise their networks/supply chain. <p>Expected outcomes:</p> <ul style="list-style-type: none"> • 30 successful candidates to be trained and provided with COMPTIA Security+ and CySA+ certifications.
<p>Target Group / Eligibility Criteria</p>	<p>The target group includes:</p> <ul style="list-style-type: none"> • Returnees to the workforce with prior IT experience • Lower level IT professionals • Recent skills mismatched graduates • Former Tech Apprentices • Ex-service personnel <p>Additionally, they would like to increase the diversity by targeting:</p> <ul style="list-style-type: none"> • Women • Ethnic minority communities • Neuro diverse individuals
<p>Recruitment of trainees</p>	<p>They will utilise specialists and channels to reach target audiences including:</p> <ul style="list-style-type: none"> • Community groups such as Disability Stockport • Faith groups such as Muslim Heritage centre • Women returners / Mumsnet / Women in Tech • Referrals from Our Alumni / Cyber Prevent
<p>Engaging employers</p>	<p>When individuals get certified, they are issued with a digital badge that links onto available job roles.</p>
<p>Summary of training provided</p>	<p>Cyber Ready North West is a managed flipped=classroom learning programme lasting 6 months. They will deliver 2 cohorts starting one week after each other.</p> <p>Stage 1 - Online/Mobile learning:</p>

	<ul style="list-style-type: none"> Use of videos from ITPro.Tv and CertMaster apps, candidates will complete cloud-powered virtual labs. <p>Stage 2 – Saturday workshops</p> <ul style="list-style-type: none"> Candidates will attend monthly Saturday face-to-face workshops from 10am-4pm. These workshops will be delivered by an Industry Expert. <p>Successful graduates of the programme will gain the CompTIA Security+ and CompTIA CySA+ certifications.</p>
Other support provided	<p>Additional support includes:</p> <ul style="list-style-type: none"> Extended learning period of 24 weeks (beyond specification) to ensure that candidates are given more time to learn. Candidates will have 12-month access to ITPro.Tv Candidates will have perpetual access to the Cyber Ready Slack. Support for unsuccessful candidates will include continuous CV enhancement, checking application forms, phone check-ins and review of interview techniques. <p>Wargames and graduation</p> <ul style="list-style-type: none"> The culmination of the programme is the cyber wargames event, candidates will participate in Capture the flag exercises.
Funding	Requested £137,054. Provided £81,464 in match funding. Total £218,518.
Number of trainees recruited and completed	30 trainees, 29 completed.
Outcomes achieved via other programmes	<p>CompTIA have delivered the Cyber Ready pilot programme in England and Scotland. The programme saw 30 candidates carry out a 6-month programme with certification success.</p> <ul style="list-style-type: none"> Certification success rate of 91 per cent and a placement rate of 75 per cent within employment.

Breakdown of CompTIA proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: delivery	ITPro.TV subscription	-	£11,470	£11,470

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	CompTIA Security+ voucher	-	£6,210	£6,210
	CompTIA CySA+ voucher	-	£6,210	£6,210
	CertMaster Practice Security+	£2,310	£1,230	£3,540
	CertMaster Practice CySA+	£2,310	£1,230	£3,540
	eBook Security+	£1,770	£870	£2,640
	eBook CySA+	£1,890	£930	£2,820
	CertMaster Learn Security+	£592	-	£592
	CertMaster Learn CySA+	£592	-	£592
	TryHackMe for monthly challenges and wargames	-	£3,604	£3,604
	Novacoast challenge design time	£1,200	-	£1,200
	Novacoast guest speaker	£1,500	-	£1,500
	Slack community	-	£3,000	£3,000
	Induction Venue	£200	£600	£800
	Induction Catering	-	£240	£240
	Wokshop venue	£800	£2,400	£3,200
	Workshops catering	-	£960	£960
	Wargames & Graduation venue	£200	£600	£800
	Wargames & Graduation catering	-	£400	£400
	Learning Mentor stipend for in-person activities	-	£7,200	£7,200
	Learning Mentor stipend for online activities	-	£21,600	£21,600
	Learner Mentor expenses	-	£6,000	£6,000
	TOTAL	£13,364	£74,754	£88,118
WP2: marketing and outreach	ITIQ Skills Assessment	£3,000	-	£3,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Marketing and Communications Manager	£8,000	£4,000	£12,000
	Stationary / SWAG / Giveaways	-	£200	£200
	Webpage to sign up	-	£1,000	£1,000
	LinkedIn/Social Media PPC campaigns	-	£400	£400
	Facebook Campaign	-	£400	£400
	Advertising for Women (e.g. Mumsnet)	-	£1,200	£1,200
	Neuro-Diversity Advertising	-	£400	£400
	Targeted Employer advertising	-	£800	£800
	Learner Recruitment Consultant	£2,000	£10,000	£12,000
	Placement/Employer Recruitment Consultant	£2,000	£10,000	£12,000
	CompTIA BDM time to engage with partners	£8,000	£2,000	£10,000
	TOTAL	£23,000	£30,400	£54,400
WP3: management and administration	Ndi	£8,000	£1,000	£9,000
	Learning Director to take control of project	£30,000	£16,000	£46,000
	CompTIA staff expenses	£3,600	£8,400	£12,000
	Administrative Assistant	£3,500	£6,500	£10,000
	TOTAL	£45,100	£31,900	£77,000
Total		£81,464	£137,054	£218,518

Growth Company

A summary of Growth Company's application is provided below.

Aims / objectives	<p>Aims:</p> <ul style="list-style-type: none"> • Improve existing employees' skills to future-proof them ready for AM adoption. • To fast-track early adopters <p>Expected outcomes:</p> <ul style="list-style-type: none"> • Train and support 20 candidates
Target Group / Eligibility Criteria	<p>The course has targeted engineering and manufacturing companies in GM and Lancashire that have AM upskilling requirements.</p> <ul style="list-style-type: none"> • Employees looking to upskill and progress into higher roles
Recruitment of trainees	<p>The target group has been identified through engagement data from the Growth Company through the MS programme and from PrintCity's commercial engagement.</p>
Engaging employers	<p>The focus with engagement will be different depending on what the employer's sector is and the nature of the existing role within the business.</p> <p>The growth company via the made smarter programme will continue to engage with each employer once the programme has been completed and both monitor how the new upskilled roles are working.</p> <p>The course will engage with the MS Programme to recruit additional employers with upskilling requirements via an existing strategy.</p>
Summary of training provided	<p>The programme is a 12 day course consisting of one day per week for a total of 12 weeks of face-to-face learning and workshops.</p> <p>The curriculum will be delivered out of term time and at the end of each day the participants will finish by carrying out a task and capturing feedback to improve.</p> <p>Each week has a clear set out plan focussing on different elements of AM knowledge.</p>
Other support provided	<p>The participants will be supported throughout the course using an online forum and mentoring provided in conjunction with the Growth Company and MMU experts.</p> <p>Ongoing support can be offered via the AM forum of participants that will continue to operate after the initial workshop training has been completed.</p>

Funding	Requested £57,107. Provided £24,972 in match funding. Total £77,079
Number of trainees recruited and completed	17 trainees, 16 completed.
Outcomes achieved via other programmes	No information provided.

Breakdown of Growth Company proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: curriculum development	MMU Staffing (see Fast Track Costs workbook for full breakdown)	£2,560	£4,953	£7,513
	Fabricon Staffing (see Fast Track Costs workbook for full breakdown)	£-	£4,200	£4,200
	Growth Company Staffing (see Fast Track Costs workbook for full breakdown)	£-	£4,560	£4,560
	TOTAL	£2,560	£13,713	£16,273
WP2: training delivery	MMU Staffing (see Fast Track Costs workbook for full breakdown)	£14,322	£9,214	
	Fabricon Staffing (see Fast Track Costs workbook for full breakdown)	£-	£720	
	Fabricon space hire cost	£6,000	£250	£6,250
	STFC site visit and 3D prints on Mlab	£-	£5,220	£5,220
	Growth Company Staffing (see Fast Track Costs workbook for full breakdown)	£1,140	£8,094	£9,234
	Growth Company Project Management	£-	£7,296	£7,296
	TOTAL	£21,462	£30,794	£52,256
WP3: consumables	MMU	£-	£2,000	£2,000
	Fabricon	£-	£300	£300
	TOTAL	£-	£2,300	£2,300
WP4: travel and hospitality	MMU Travel to other sites for curriculum development & site visits	£550	£1,000	£1,550

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	MMU Hospitality over the 10 Workshop days	£400	£3,000	£3,400
	Fabricon Travel to other sites for curriculum development & site visits	£-	£300	£300
	Fabricon Hospitality on site visit	£-	£-	£-
	Growth Company Travel to other sites for curriculum development & site visits	£-	£-	£-
	TOTAL	£950	£4,300	£5,250
WP5: marketing	MMU	£-	£500	£500
	Growth Company	£-	£500	£500
	TOTAL	£-	£1,000	£1,000
Total		£24,972	£52,107	£77,079

West Lancashire College

A summary of West Lancashire College's application is provided below.

Aims / objectives	<p>The programme is looking to attract young graduates to train and support them for vacancies in two linked employers</p> <p>Aims:</p> <ul style="list-style-type: none"> • Support candidates to move into specific roles such as senior digital marketer, web copywriter. Web designer, marketing assistant and many others. • To improve diversity in the tech sector <p>Expected outcomes:</p> <ul style="list-style-type: none"> • Train and support 20 candidates
Target Group / Eligibility Criteria	<p>The target group is under-employed graduates who have technical skills and ability that is currently under-utilised and have fallen into low-level/casual retail roles.</p> <ul style="list-style-type: none"> • Under-employed graduates aged 21-34 <p>They wish to gain 25 per cent of candidates from ethnic minority backgrounds.</p>
Recruitment of trainees	<p>Candidates will be targeted through an aspirational marketing campaign comprising a launch event, video-led social media campaign and via input and guidance from tutor who can help outreach to students.</p>
Engaging employers	<p>The programme is designed to act as an audition for the vacancies available at the two anchor employers and for vacancies at WLC. The delivery schedule leads the students too an employer showcase and speed-date.</p> <ul style="list-style-type: none"> • Post-graduation from the programme package is a guaranteed interview for suitable vacancies at Innox, Matrix and WLC.
Summary of training provided	<p>The Power-up programme will last 10 weeks with an average of 4 days per week.</p> <p>Most of the course will be face-to-face seminars and workshops with the addition of content being published on Moodle sights and several interactions will take place via recorded webinar.</p>
Other support provided	<p>Economic support through bursary where applicable and transportation support.</p> <p>Learners will be given remote access to software packages through WLC online and access to any additional academic content through colleges Ebrary and Shibolleth platforms.</p>

	Students will also have two mentors; one academic mentor and one industry mentor who will guide them through the academic content.
Funding	Requested £55,000. Provided £53,125 in match funding. Total £108,125
Number of trainees recruited and completed	7 trainees, 7 completed.
Outcomes achieved via other programmes	The college has many courses which have been running for 12 years. For students taking essential digital skills at level 1 or below 76 per cent have went onto further education or employment. The college has excellent internal progression from level 1 to level 3 with each year on average 85 per cent of students progress to next level of learning.

Breakdown of West Lancashire College proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: pre-delivery	Programme Design and Employer engagement	£6,000	£-	£6,000
	Special Project briefs from 5 employers	£11,250	£-	£11,250
	Design and Creation of marketing materials and assets	£-	£3,500	£3,500
	TOTAL	£17,250	£3,500	£20,750
WP2: delivery	Programme management	£-	£20,000	£20,000
	Digital Marketing Trainer	£-	£13,500	£13,500
	Venue Hire	£6,250	£3,000	£9,250
	Travel and Expenditures	£-	£2,000	£2,000
	20 mentoring days	£7,500	£-	£7,500
	Specialist Training	£7,500	£-	£7,500
	Speaker fees	£-	£8,000	£8,000
	Global Brand days	£3,000	£-	£3,000
	Digital Employer Inspiration Days	£2,625	£-	£2,625

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	TOTAL	£26,875	£46,500	£73,375
WP3: wrap-up	Project Showcase event with 30 partners	£9,000	£-	£9,000
	Wrap/feedback/next steps	£-	£5,000	£5,000
	TOTAL	£9,000	£5,000	£14,000
Total		£53,125	£55,000	£108,125

Stockport Metropolitan Borough Council and Mad Lab

A summary of SMBC and Mad Lab's application is provided below.

Aims / objectives	<p>Through a twelve-week (full-time)/twenty-week (part-time) course, Stockport Metropolitan Borough Council and its training provider partner aim to train 50 candidates and to support 25 of them into new or better digital skills jobs with Stockport and Trafford Councils. These jobs will be software developers.</p> <p>The aims of the programme are to:</p> <ul style="list-style-type: none"> • Recruit technical posts • Diversify the software development team <p>In addition, trainees will learn to improve their interview skills.</p>
Target Group / Eligibility Criteria	<p>The courses target groups are:</p> <ul style="list-style-type: none"> • College leavers • Care leavers
Recruitment of trainees	<p>SMBC aimed to recruit through</p> <ul style="list-style-type: none"> • Attendance at a Stockport College careers event • Cooperation with the care leavers team
Engaging employers	<p>SMBC and Trafford Council aimed to employ up to 25 of the learners, with Trafford offering guaranteed interviews. Employer partners also worked to recruit the trainees. SMBC led the consortium, partnering with Mad Lab as specialist training provider.</p>
Summary of training provided	<p>Training will be provided through a variety of delivery methods, including face-to-face delivery, group work, online work, work placements, mentoring, industry professional knowledge sharing.</p> <p>Content includes:</p> <ul style="list-style-type: none"> • Programming fundamentals and skills in Net Core/React JS/Object Orientated programming • Agile Project Management • Data/DevOps/AWS/Intro to SQL • Application and interview skills
Other support provided	<p>Candidates will receive hardware, wellbeing support and transport passes. A check in three months after completion of the training.</p>
Funding	<p>Total cost of £289,450, including match funding of £64,000 and a FTD request of £225,450.</p>
Number of trainees recruited and completed	<p>65 trainees, 9 completed.</p>

Outcomes achieved via other programmes	Founded in 2009, Mad Lab has 10+ years' experience of community building, creative digital skills learning, and grassroots engagement across Greater Manchester. In 2018-19 Mad Lab reached more than 44,000 people through events, meet-ups, and workshops regionally.
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Breakdown of SMBC's proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: project management and staff costs	Room Hire	£18,000	£-	£18,000
	Digital Trainer salary	£21,000	£-	£21,000
	PMO	£6,000	£-	£6,000
	Wellbeing Coach	£6,000	£-	£6,000
	Work based developer mentors	£12,000	£30,000	£42,000
	Recruitment Costs	£1,000	£4,000	£5,000
	TOTAL	£64,000	£34,000	£98,000
WP2: outsourcing	MadLab external training sessions	£-	£149,600	£149,600
	TOTAL	£-	£149,600	£149,600
WP3: participant expenses	Travel expenses (50 x £62)	£-	£3,100	£3,100
	Laptops (retained by participants) £500 x 50	£-	£25,000	£25,000
	Equipment packs (50 x £30) Laptop bags and stationery	£-	£1,500	£1,500
	PluralSight License (online Learning) 50 x £245	£-	£12,250	£12,250
	TOTAL	£-	£41,850	£41,850
Total		£64,000	£225,450	£289,450

The Open University

A summary of The Open University's application is provided below.

<p>Aims / objectives</p>	<p>The Open University proposed to deliver a 20-week, part time training programme to 35 participants aligned to the skill sets required of entry level DevOps engineers, software engineers, support engineers and cloud administrators.</p> <p>Objectives of the programme:</p> <ul style="list-style-type: none"> • Offer participants best in class learning opportunities and real exposure to the related job roles, and careers and employability support • Create an approach to reskilling which is scalable, flexible and able to be quickly deployed • Attract all interested career changers with the attitude/aptitude to succeed <p>Expected outcomes:</p> <ul style="list-style-type: none"> • Meet DXC's (employer partner) acute skills needs • Develop skills required by a wide range of employers across software development, infrastructure and project management roles • Impact positively on skills gaps and enhancing productivity • Give participants a versatile, in-demand skill set to set them on the road to rewarding new careers.
<p>Target Group / Eligibility Criteria</p>	<p>Targeting career changers, with a particular focus on women career changers or returners</p>
<p>Recruitment of trainees</p>	<p>The recruitment approach will be a combination of:</p> <ul style="list-style-type: none"> • Tailored messaging • The Open University and DXC combining their considerable networks • Raising awareness via digital and traditional channels in Lancashire (groups such as Mumsnet and Digital Lancashire and through established relationships with WISE and Northern Power Women)
<p>Engaging employers</p>	<p>The programme will operate on a 'plug in, plug out' principle which facilitates the ability for employers to get closer to local skills delivery.</p> <p>They will have more freedom to co-design and co-deliver the training and they can tailor the content to them or their sector's needs.</p> <p>They will also have the opportunity to build closer relationships with potential job candidates through support and mentorship programmes.</p>

Summary of training provided	<p>The training available will include:</p> <ul style="list-style-type: none"> • Kick-off meeting to provide programme, skills, and company overview and introduction • Python Modules 1,2,3, and 4 • Agile Methodology • Python Modules 5 and 6 • Cloud training – Microsoft Azure Fundamentals • Mock interviews
Other support provided	<p>DXC will deliver four, one-hour, virtual instructor led masterclasses.</p> <p>There will be in-platform moderated discussion forums facilitated by Python programmers.</p> <p>The OU will provide careers and employability support throughout the programme, including CV writing support and mock interviews</p> <p>DXC will offer every learner an interview. Should they be unsuccessful, the OU will work with other local employers requiring similar skills to facilitate participants moving into employment.</p>
Funding	Requested £90,307. Provided £39,150 in match funding, for a total of £129,457.
Number of trainees recruited and completed	35 trainees, 13 completed.
Outcomes achieved via other programmes	The OU collaborated with Equate Scotland in 2017 on a Women Returners to Stem Programme funded by the Scottish Government. Over 60 per cent of the cohort of 40 were supported into placements, full time work in STEM or to pursue further qualifications.

Breakdown of Open University proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: marketing / awareness / recruitment	Marketing – paid social media	£-	£1,680	£1,680
	Marketing - Web page set up	£-	£1,769	£1,769
	Marketing - posters and flyers/printing	£-	£2,520	£2,520
	Marketing - web/social media assets	£-	£5,040	£5,040
	Marketing - staff time raising awareness through partner orgs	£-	£4,423	£4,423

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Assessment set up / screening / interviewing	£3,500	£9,730	£13,230
	Marketing - Careers Fairs	£6,200	£-	£6,200
	TOTAL	£9,700	£25,612	£35,312
WP2: programme delivery	Python Course set up	£-	£11,820	£11,820
	Python Academic Programme Management	£-	£4,423	£4,423
	Python Tutor Online Support	£-	£4,550	£4,550
	Python Tutor Weekly Webinar	£-	£5,915	£5,915
	Certification (PCEP/PCAP/Azure/PSM I) x 35	£-	£21,109	£21,109
	Programme Management - liaison	£-	£4,423	£4,423
	Tutor Time Day Schools & Kick off meeting	£-	£1,365	£1,365
	Tutor Travel to Day School & Kick Off	£-	£840	£840
	Careers and Employability incl interview prep	£500	£9,800	£10,300
	Agile (Prof Scrum Master) Training Course	£4,050	£-	£4,050
	Microsoft Azure Fundamentals Course	£1,800	£-	£1,800
	4 x 1 hr virtual masterclasses	£1,500	£-	£1,500
	Guest speakers - Senior leaders & IT Pros	£750	£-	£750
	Premises to host face to face sessions	£3,000	£-	£3,000
	Computer equipment to facilitate face to face sessions	£7,200	£-	£7,200
	TOTAL	£18,800	£62,245	£81,045
WP3: post programme	Evaluation and monitoring	£-	£900	£900
	Interview for each participant	£8,900	£-	£8,900
	Progression pathways for individuals unsuccessful at interview	£1,750	£-	£1,750
	TOTAL	£10,650	£900	£11,550
Total		£39,150	£90,307	£129,457

TechManchester Limited

A summary of TechManchester's application is provided below.

Aims / objectives	<p>Aims:</p> <ul style="list-style-type: none"> • Create a more diverse employment within network engineers including women and member of ethnic minority communities. • Fill the skills gap with trained newly employees for M247 & UKFast. <p>Expected outcome:</p> <ul style="list-style-type: none"> • Train and support 18 candidates • 18 candidates to gain three qualifications by CompTIA.
Target Group / Eligibility Criteria	<p>Target group includes:</p> <ul style="list-style-type: none"> • People who self-identify as women or non-binary. • People with an ethnic minority background • People within the geographic area: moss side, Hulme and surrounding areas • Under-employed and un-employed women.
Recruitment of trainees	<p>Tailored marketing to engage with ethnic minority communities.</p> <p>Open days co-delivered by consortia to give candidates sense of work environment, networks exercises and insights.</p>
Engaging employers	<p>The course has two employers engaged on the bid – M247 and UKFast team.</p> <p>UKfast team will interview candidates at the end of course in which they will have a unique opportunity to sit this for a second time.</p> <p>Unsuccessful candidates may be considered for the UKFast IT apprenticeship. Starting salary of £11k progressing to £16k.</p>
Summary of training provided	<p>This will be a work readiness course that includes three technical qualifications in networks. The course is over a 16 week period. There will be 13.5 hours of learning a week to gain the following qualifications:</p> <ul style="list-style-type: none"> • CompTIA IT Fundamentals • CompTIA Networks+ • CompTIA Security+ <p>The course will include a soft skills section to support the candidates in obtaining a job. This will be covered in the TAP</p>

	<p>project, Malleable Mind and HeroWorx and delivered in a mobile laptop classroom.</p> <p>Most of the course will be classroom face-to-face exercises.</p>
Other support provided	<p>Training delivery will be mornings to support candidates with childcare responsibilities.</p> <p>Individual mentor support provided weekly by UKFast and M247 as well as pastoral care from consortia partners.</p> <p>UKFast are providing classroom fulltime to allow learners without internet access/laptops at home to use out-of-hours for self-paced learning.</p> <p>Job shadowing opportunities provided for learners along with support on interview dressing and coaching.</p>
Funding	Requested £70,547. Provided £91,552 in match funding. Total £162,099
Number of trainees recruited and completed	18 trainees, 12 completed.
Outcomes achieved via other programmes	No information provided.

Breakdown of TechManchester proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: training materials	CompTIA IT Fundamentals CertMaster Labs	£-	£908	£908
	CompTIA Networks+ CertMaster Labs	£-	£908	£908
	CompTIA Security+ CertMasterLabs	£-	£908	£908
	CompTIA IT Fundamentals CertMaster Learn	£-	£756	£756
	CompTIA Networks+ CertMaster Learn	£-	£2,031	£2,031
	CompTIA Security+ CertMaster Learn	£-	£2,117	£2,117
	Remote Instructor software and tools	£-	£636	£636
	TOTAL		£-	£8,264

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP2: exam fees	CompTIA IT Fundamentals	£-	£1,124	£1,124
	CompTIA Networks+	£-	£2,074	£2,074
	CompTIA Security+	£-	£2,549	£2,549
	TOTAL	£-	£5,747	£5,747
WP3: training delivery	Malleable Mind	£-	£2,400	£2,400
	T.A.P	£-	£14,400	£14,400
	T.A.P Team leader follow up sessions	£-	£2,200	£2,200
	Heroworx	£-	£13,300	£13,300
	UKFast CompTIA Training delivery trainer time	£16,500	£-	£16,500
	UKFast & M247 Mentor Time	£5,000	£-	£5,000
	M247 industry specific talks	£3,000	£-	£3,000
	M247 & UKFast Job Shadowing	£6,000	£-	£6,000
	Exam Labs hire Costs	£3,500	£350	£3,850
	Training Room costs (Fulltime June 2020 - March 2021)	£30,000	£-	£30,000
	Catering	£-	£2,200	£2,200
	TOTAL	£64,000	£34,850	£98,850
WP4: transport	Transport to Smartworks for Interview dressing and interview prep	£200	£50	£250
	TOTAL	£200	£50	£250
WP5: marketing and recruitment	T.A.P Open day session co delivery	£-	£600	£600
	Legacy radio advert	£-	£500	£500
	Sound production for Radio advert	£150	£-	£150
	Nubian Times ethnic minority news advert	£-	£-	£-

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Graphic design time for Collateral and adverts	£500	£-	£500
	New page for TechEquity website for new programme	£1,000	£-	£1,000
	Photographer for Professional headshots	£1,000	£-	£1,000
	Video production session for learners	£3,000	£-	£3,000
	TOTAL	£5,650	£1,100	£6,750
WP6: project management	T.A.P Management fee	£-	£1,834	£1,834
	Training administration and operations	£20,000	£17,700	£37,700
	project governance - Finance and accounting 5 per cent	£1,702	£1,702	£3,404
	TOTAL	£21,702	£20,536	£42,238
Total		£91,552	£70,547	£162,099

Enterprise4all Limited

A summary of Enterprise4all's application is provided below.

<p>Aims / objectives</p>	<p>Under the test and learn model, they aim to develop a longer-term capacity for talent development and sector growth that could inform about the potential future development of a sector related digital academy for Lancashire.</p> <p>Aims:</p> <ul style="list-style-type: none"> • Train 60 participants in software engineering to fill 30 'live' vacancies in the sector requiring PHP skills. • To realise growth opportunities and address long-term business resilience. • Address both the skills gap and the work-readiness gap directly. <p>Expected outcome:</p> <ul style="list-style-type: none"> • Train and support 60 participants
<p>Target Group / Eligibility Criteria</p>	<p>Targeted group:</p> <ul style="list-style-type: none"> • Career changers • Returners to Tech industry • Unemployed graduates • Underrepresented groups (ethnic minority, Women, people with disabilities etc.) • Younger people under 40
<p>Recruitment of trainees</p>	<p>Both enterprise4all and CBP have strong community links over 15 years of work and therefore have built up a good foundation of networks to help engagement.</p> <p>Additionally DWP and local authorities across Lancashire will enable them to market directly to target audience.</p>
<p>Engaging employers</p>	<p>Direct engagement with 30+ Lancashire employers within the digital sector.</p>
<p>Summary of training provided</p>	<p>The programme will be delivered by industry professional directly to candidates. Initially a personal and technical assessment will be undertaken to assess each candidate's current level of technical competence.</p> <ul style="list-style-type: none"> • The programme is 12 weeks, consisting of 6 modules • 180+hours of self-study is required • Face-to-face classroom support one day per week • Two hours individual technical mentoring per module • Workbook assignments completed successful before you can progress to next module.
<p>Other support provided</p>	<p>Additional layers with mentoring, both technical and career focussed, self-directed learning through workbooks in each module, delivered and assessed by professionals.</p>

Funding	Requested £220,446. Provided £82,542 by match funding. Total £302,988.
Number of trainees recruited and completed	63 trainees, 39 completed.
Outcomes achieved via other programmes	No information provided

Breakdown of Enterprise4all proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: recruitment and engagement	2 x FTE Business engagement and recruitment advisers	-	£52,140	£52,130
	Recruitment costs	£4,000	-	£4,000
	2 x staff travel costs	-	£7,290	£7,290
	2 x staff expenses and sundries	-	£2,700	£2,700
	TOTAL	£4,000	£62,130	£66,130
WP2: marketing	6 Months x Digital Marketing Campaign to raise awareness	£6,000	-	£6,000
	6 Months x Digital Marketing Campaign – paid for advertising	-	£6,000	£6,000
	TOTAL	£6,000	£6,000	£12,000
WP3: training Development and delivery	Content prep for 6 modules	£2,100	£6,000	£8,100
	Workbook prep	£2,700	£5,400	£8,100
	Trainer delivery (2 days per module) for 6 modules = 12 days	£10,692	£21,708	£32,400
	Technical mentoring support	£9,600	£19,200	£28,800
	Workbook marking	£9,000	£18,000	£27,000
	VENUE HIRE COSTS x 12 DAYS	£1,800	£3,600	£5,400
	Refreshment costs (12 days) for 20 people	-	£3,600	£3,600
	Travel & subsistence costs for candidates	£-	£4,176	£4,176

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	MacBook air laptops (refurbished) for study & home study	£-	£12,000	£12,000
	Various licences for module content exercises	£-	£2,400	£2,400
	Other software (printing/peripherals) etc.	£-	£1,800	£1,800
	Sundries	£-	£3,000	£3,000
	TOTAL	£35,892	£100,884	£136,776
WP4: employer liaison	Mentoring support in programme	£9,600	£19,200	£28,800
	Mentoring support in employment	£5,450	£10,900	£16,350
	Employer match funding average hours re candidate placement, interview, consortia feedback.	£21,600	£-	£21,600
	TOTAL	£36,650	£30,100	£66,750
WP5: monitoring and review	Project management & reporting - e4all	£-	£6,666	£6,666
	Contractor liaison/ provider senior management support - e4all	£-	£4,000	£4,000
	Project admin support - e4all	£-	£10,666	£10,666
	TOTAL	£-	£21,332	£21,332
Total		£82,542	£220,446	£302,988

IN4.0 ACCESS

A summary of IN4.0 ACCESS's application is provided below.

Aims / objectives	<p>Aims:</p> <ul style="list-style-type: none"> • Promote and fill the current digital employment gaps within Lancashire area with high skilled graduates. • to improve engagement between employers and training providers. • To encourage Lancashire graduates and postgraduates to stay in employment within the region, instead of moving to other locations. • to recruit 50 per cent female and ensure equivalent representation from ethnic minority communities. <p>Expected outcomes:</p> <ul style="list-style-type: none"> • Train 70 candidates
Target Group / Eligibility Criteria	<p>Target group includes:</p> <ul style="list-style-type: none"> • Graduates and post-graduates drawn with a wide range of ethnicities from the university of Central Lancashire, Edge Hill university and Lancaster university.
Recruitment of trainees	<p>Recruitment process will engage with universities, careers teams and careers fairs through career events where students are invited to informal interviews.</p>
Engaging employers	<p>They secured employer commitments from 28 businesses, within excess of 50 roles and vacancies.</p>
Summary of training provided	<p>The IN4.0 Talent academy is a 12-week programme that will run twice from June to August and September to November each placing 35 graduates.</p> <p>The programme includes:</p> <ul style="list-style-type: none"> • Work through comprehensive cloud and data syllabus culminating in an exam certifying to Amazon web services cloud practitioners. • Cloud, Data, AI and IoT workshops delivered by AWS, IN4.0 Group and Green Custard. • Innovation project placements beginning week 5 <p>At the end the 12-week programme participants will present their projects to senior personnel, partners and industry leaders.</p>
Other support provided	<p>Throughout the programme a dedicated mentor will support graduates, during meetings.</p>
Funding	<p>Requested £201,524. Provided £575,480 match funding. Total £777,004.</p>

Number of trainees recruited and completed	70 trainees, 66 completed.
Outcomes achieved via other programmes	No information provided

Breakdown of IN4.0 ACCESS proposed costs

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: staffing	Project Director(s)	£-	£-	£-
	Marketing Manager	£-	£7,878	£7,878
	Project Manager(s)	£-	£34,491	£34,491
	Technical Lead	£-	£18,383	£18,383
	Programme Lead	£-	£3,600	£3,600
	Project Delivery	£483,400	£34,822	£34,822
	TOTAL	£483,400	£99,175	£582,575
	Consultants	£-	£52,862	£52,862
	TOTAL	£-	£52,862	£52,862
WP2: non-pay	Venue	£76,800	£7,000	£83,800
	Catering	£-	£7,000	£7,000
	Consumables	£15,280	£20,284	£35,564
	TOTAL	£92,080	£34,284	£126,364
WP3: overheads	Estate & Indirect Costs	£-	£15,204	£15,204
	TOTAL	£-	£15,204	£15,204
Total		£575,480	£201,524	£777,004

SharpFutures

A summary of SharpFutures's application is provided below. SharpFutures delivered courses in both rounds.

Aims / objectives	<p>Aims:</p> <ul style="list-style-type: none"> to create more T-shaped candidates for short-form content creation roles. To deliver the creation of showreel materials to effectively help candidates gain work in the creative industries. <p>Expected outcomes:</p> <ul style="list-style-type: none"> Recruit 40 candidates
Target Group / Eligibility Criteria	<p>Target group includes:</p> <ul style="list-style-type: none"> Marginalised workforce (incl. people with disabilities and carer responsibilities) Workers in retails and service industry / freelancers in long-form TV delivery
Recruitment of trainees	<p>The marginalised workers target will be sourced by working with DWP disability unit, Triple C and employment advisors to identify suitable learners.</p> <p>Additionally groups will be targeted through creative industries networks, social media, advertising and events.</p>
Engaging employers	<p>All candidates will be interviewed for full time apprenticeships at SharpFutures.</p> <p>Additionally they will be interviewed by ITV for short content creation as part of a full assessment day.</p>
Summary of training provided	<p>Most of the training will be delivered online over the 20 week period. These include SOHO editors who deliver training in Premier Pro, After Effects, sizzle tapes and editing.</p> <p>The delivery by Pie Analysis will also be predominantly online including influencers, graphic design for social content and self-shooting.</p> <p>Candidates must submit a creative piece of work at the end of the course. Candidates who complete the course will be invited to join POD for further work placements.</p>
Other support provided	<p>Candidates are assigned a SharpFutures buddy to work with through the process.</p>
Funding	<p>Round 1: Requested £96,001. Provided £27,000 in match funding. Total £123,001</p>

	Round 2: Requested £56,454. Provided £30,608 in match funding. Total £ 87,062.
Number of trainees recruited and completed	40 trainees, 40 completed.
Outcomes achieved via other programmes	<p>SharpFutures delivered 'the employer ownership of skills' with channel 4, ITV and creative skillset resulting in;</p> <ul style="list-style-type: none"> • 52 members progressed into full time jobs or freelance work opportunities • 40 members received regular work opportunities • Over £200k paid work placements

Breakdown of Sharpfutures proposed costs (round 1)

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
WP1: direct delivery costs	Reform Radio Masterclasses	£-	£6,000	£6,000
	Manchester College	£-	£1,000	£1,000
	TBC Other expert consultants	£-	£3,000	£3,000
	TOTAL	£-	£10,000	£10,000
WP2: training and facilitation	Studio & Design	£-	£5,108	£5,108
	Creative Digital Project Management	£-	£5,500	£5,500
	Bespoke Digital Development	£-	£5,108	£5,108
	Talent Management	£-	£8,696	£8,696
	TOTAL	£-	£24,412	£24,412
WP3: creative digital tech and space	Software licences, consumables and access cards	£-	£2,068	£2,068
	Additional overheads including use of hardware, PCs, Studio Space, Connectivity, Temporary Campus Membership. Based on work experience costings @ £20/day/person for 6 weeks onsite at The Sharp Project	£12,000	£-	£12,000
	TOTAL	£12,000	£2,068	£14,068
WP4: management and support	Monitoring and Administration (SharpFutures)	£-	£10,000	£10,000

Work Package	Description of delivery requirement	Match	Request from GMCA	Total
	Bookings & Recruitment	£-	£5,000	£5,000
	Course Director inc. course design and collaborator management	£-	£11,250	£11,250
	Overheads (payroll, insurance, office hire)	£-	£10,325	£10,325
	TOTAL	£-	£36,575	£36,575
WP5: marketing and events	Events	£-	£8,250	£8,250
	Marketing materials, advertising and support	£-	£8,696	£8,696
	TOTAL	£-	£16,946	£16,946
WP6: expenses and stipends	ITV - 2 placements (2 people x 12 weeks x £350/week)	£8,400	£-	£8,400
	DWP Participants - no cost (10)	£-	£-	£-
	Participants with Travel Expenses (4 x £375 one off payment)	£1,500	£-	£1,500
	Participants with Travel Expense + £200/week x 12 weeks. (4 people)	£5,100	£6,000	£11,100
	TOTAL	£15,000	£6,000	£21,000
Total		£27,000	£96,001	£123,001

Annex F – Methodology

The methodology used for this report comprises the following stages:

- **desk research and literature review** - this included a review of data and reports relating to the local context including; Fast Track Digital Workforce Fund Prospectus 2019-2020; Lancashire Skills and Employment Strategic Framework 2016-2021; Manchester, The Digital Skills Gap and Me (2019); Manchester digital skills audit report (2019); No Longer Optional: Employer Demand for Digital Skills (Burning Glass, 2019); Devo-digital skills for the northern powerhouse (IPPR North 2017); and Tech Nation data (which can be broken down by region). This information was used to contextualise and inform the evaluation;
- **review of applications** - the applications of successful applicants from both rounds were reviewed to analyse the different models of training/ employer/ trainee engagement used. The following information was extracted from the applications: (1) how a diverse background of candidates will be recruited, (2) skills that will be

taught, (3) process – how candidates are selected, training timelines, completion, (4) costs of training (to include match funding and amount requested from GMCA), (5) rationale for cost breakdown, (6) expected outcomes of the training programme; and

- **surveys** - surveys were designed and piloted with trainees and training providers. The finalised trainee surveys were circulated by the project managers of all training programmes via email and were administered by RSM using the SmartSurvey online platform. As Open University's course closed in May 2021, the follow-up survey, which was designed to be shared three months after the course completed, was not sent to Open University. RSM circulated the surveys for training providers. The surveys that were circulated can be seen in appendix B;

52 interviews were completed with:

- **DCMS** (n=4) – those with involvement in the development of the business case for this policy were interviewed by RSM to understand the need for this Fund, the objectives/ targets, the progress to date including what has worked well, and any learnings;
- **GMCA and LDSP** (n=4) – the project organisers from these organisations were contacted with the aim of understanding the role and responsibilities of each organisation in the process, the objectives of the fund and how these would be delivered;
- **training providers** (n=19) – the project managers of each of the projects funded were interviewed in order to understand the reasons for and any barriers and enablers to applying for the fund, what worked well in the application process, and whether the application process can be improved;
- **employers** (n=20) – employers involved in designing and/or delivering round 1 training courses were interviewed in October and November 2020, those in round 2 were interviewed in June and July 2021. The aim was to understand how effective they found the training to be and what outcomes they are seeing. We asked training providers to share contact emails with employers who consented to speak with us. In total, we interviewed employer partners of 12 training providers across both rounds. One further provider shared a contact of an employer, but the employer was not available for an interview. Two training providers (Stockport and Milliamp) were employers themselves and were interviewed as part of training provider interviews. Three remaining training providers were not able to provide us with employer contacts who consented to be interviewed, while an Open University employer was included in a focus group discussion;
- **unsuccessful training provider applicants (n=4)** – providers who applied to the second round of funding but who were not successful were interviewed to learn about their experience of the application process and what could have been done differently;
- **other stakeholders (n=2)** – one DFE and one Job Center Plus individual each were interviewed to learn about what elements of the first two rounds of funding DFE used to inform its Bootcamps, and about how the Fund impacted local employers and the local workforce; and

- **8 case study focus group discussions** were conducted involving training provider project managers (Milliamp, Open University, Raytheon, CompTIA, Reform Radio, Enterprise4All, IN4.0, Burnley College), employer partners, and trainees. These were convened to learn more about what worked well and what could have been done differently to deliver the skills employers and trainees need. During the Open University focus group, we were able to talk with an employer who had not been available for an interview.

Annex G – Detailed tables

Table G.1 - 2019/20 Financial year expenditure against targets

Programme funding	Total funding	Sep-Nov 2019 target	Sep-Nov 2019 actual	Dec-Feb 2020 target	Dec-Feb 2020 actual	Mar-May 2020 target	Mar-May 2020 actual	Jun-Aug 2020 target	Jun-Aug 2020 actual
Generation	£178,750	£0	£0	£89,374	£0	£44,688	£89,374	£0	£44,688
QA	£170,450	£0	£0	£85,225	£85,225	£85,225	£0	£0	£85,225
Tech Manchester	£66,865	£0	£0	£36,164	£36,164	£0	£0	£31,881	£0
Tech Returners	£179,966	£0	£0	£119,977	£119,977	£0	£0	£59,989	£59,989
We Are Digital	£149,250	£0	£0	£74,625	£74,625	£37,313	£0	£37,313	£74,625
CompTIA	£137,054	£0	£0	£0	£0	£0	£0	£45,685	£0
Enterprise4All	£220,446	£0	£0	£0	£0	£0	£0	£88,179	£88,179
IN4.0	£201,525	£0	£0	£0	£0	£0	£0	£134,350	£67,175
Milliamp	£185,500	£0	£0	£0	£0	£0	£0	£0	£0
Raytheon	£249,812	£0	£0	£0	£0	£0	£0	£83,271	£0
Radio Reform	£105,840	£0	£0	£0	£0	£0	£0	£40,000	£0
University of Salford	£69,000	£0	£0	£0	£0	£0	£0	£23,000	£0

Programme funding	Total funding	Sep-Nov 2019 target	Sep-Nov 2019 actual	Dec-Feb 2020 target	Dec-Feb 2020 actual	Mar-May 2020 target	Mar-May 2020 actual	Jun-Aug 2020 target	Jun-Aug 2020 actual
SharpFutures	£152,454	£0	£0	£0	£0	£0	£64,000	£82,817	£0
Tech Manchester	£70,547	£0	£0	£0	£0	£0	£0	£25,000	£0
Themis	£138,382	£0	£0	£0	£0	£0	£0	£0	£0
Growth Company	£52,107	£0	£0	£0	£0	£0	£0	£0	£0
Open University	£89,407	£0	£0	£0	£0	£0	£0	£0	£0
Stockport Council	£225,450	£0	£0	£0	£0	£0	£0	£0	£0
West Lancashire College	£55,000	£0	£0	£0	£0	£0	£0	£0	£0

Source: GMCA drawdown data

Table G.2 - forecast and actual expenditure for 2020/21 and 2021/22 financial year

Programme funding	Total funding	Sep-Nov 2020 target	Sep-Nov 2020 actual	Dec 2020-Feb 2021 target	Dec 2020-Feb 2021 actual	Mar-Apr 2021 target	Mar-Apr 2021 actual	May-July 2021 target	May-July 2021 actual
Generation	£178,750	£0	£0	£44,687	£44,687	£0	£0	£0	£0
QA	£170,450	£0	£0	£0	£0	£0	£0	£0	£0
Tech Manchester	£66,865	£0	£31,881	£0	£0	£0	£0	£0	£0
Tech Returners	£179,966	£0	£0	£	£0	£0	£0	£0	£0
We Are Digital	£149,250	£0	£0	£0	£0	£0	£0	£0	£0

Programme funding	Total funding	Sep-Nov 2020 target	Sep-Nov 2020 actual	Dec 2020-Feb 2021 target	Dec 2020-Feb 2021 actual	Mar-Apr 2021 target	Mar-Apr 2021 actual	May-July 2021 target	May-July 2021 actual
CompTIA	£137,054	£45,685	£91,369	£0	£0	£45,685	£45,685	£0	£0
Enterprise4All	£220,446	£88,179	£88,179	£44,088	£44,088	£0	£0	£0	£0
IN4.0	£201,525	£0	£67,175	£67,175	£67,175	£0	£0	£0	£0
Milliamp	£185,500	£86,500	£86,500	£43,500	£0	£55,500	£43,500	£0	£55,500
Raytheon	£249,812	£83,271	£83,271	£83,271	£83,271	£0	£0	£0	£83,271
Radio Reform	£105,840	£30,000	£40,000	£30,000	£60,000	£5,840	£0	£0	£5,840
University of Salford	£69,000	£0	£23,000	£23,000	£0	£23,000	£23,000	£0	£0
SharpFutures	£56,454	£18,817	£37,634	£50,820	£50,820	£0	£0	£0	£0
Tech Manchester	£70,547	£23,000	£48,000	£0	£0	£22,547	£0	£0	£22,547
Themis	£138,382	£60,718	£60,718	£39,318	£39,318	£38,346	£0	£0	£38,346
Growth Company	£52,107	£20,842	£20,842	£31,265	£0	£0	£0	£0	£0
Open University	£89,407	£29,802	£0	£39,802	£0	£18,803	£69,604	£0	£0
Stockport Council	£225,450	£0	£0	£225,450	£0	£72,144	£0	£0	£0
West Lancashire College	£55,000	£26,750	£0	£28,250	£50,000	£0	£0	£0	£0

Source: GMCA drawdown data

Trainee survey respondents' profile – details: Tables G.3-8

Age

Most respondents are below 45, making up 86% of the trainee population. These are shown below and reflect monitoring data discussed in chapter 5.

Table G.3 - age of trainees

Age	Number of trainees
18-24	55 (23%)
25-34	81 (34%)
35-44	67 (29%)
45-54	25 (11%)
55-64	6 (3%)
Age not disclosed	1(0%) ²
Total	235 (100%)

Gender

Most respondents identify as male (65%). The breakdown is shown below.

Table G.4 - gender of trainees

Gender	Number of trainees
Male	2 (65%)
Female	71 (30%)
Non-binary	3 (1%)
Choose not to identify	9 (4%)
Total	235 (100%)

Ethnicity

Over half (55%) of the respondents are of English, Scottish, Welsh, Northern Irish or Irish ethnicity. Among the other 45%, the highest proportioned groups are of African ethnicity (6%) and Pakistani (5%).

Ethnicity, age, and gender response breakdowns reflect the overall makeup of the trainee population as reported through monitoring information (see section 4).

Highest qualification received prior to training

The highest qualification received prior to training course for almost two-thirds of the trainees is a degree qualification (58%). The breakdown is shown below.

Table G.5 - highest qualification obtained by trainees prior to training course

Highest qualification obtained	Number of trainees
GCSE	26 (11%)
A level	16 (7%)
International Baccalaureate	1 (0%)
Level 3 apprenticeship	7 (3%)
BTEC	23 (10%)
Degree qualification	136 (58%)

² This figure is listed as 0% due to rounding.

Highest qualification obtained	Number of trainees
Did not specify	3 (1%)
Total	235 (100%)

Current employment status

Almost two-thirds (59%) of the trainees were currently employed at the time the survey was conducted (at the end of training courses). This indicates that most trainees were either employed by employer partners involved in training who wanted their staff to be upskilled, or were employees looking to upskill or reskill themselves.

There was a mix of digital related and non-digital related jobs held among the 137 trainees who responded that they were currently employed. Some of the digital jobs respondents had were:

- software engineer / developer;
- IT analyst / technician; and
- data analyst.

The non-digital related jobs included the following:

- bartender;
- administrative support;
- customer service agent;
- teacher;
- service desk analyst (related to the digital sector as they support IT; and departments, but work is focused on customer service and operations support).

There were also some jobs specifically related to the manufacturing industry such as:

- CAD programmer / officer; and
- CNC machinist.

There were some responses which provided more generic titles which made it difficult to discern which sector they were in, such as:

- managing director;
- consultant; and
- team leader.

Length of unemployment

Nearly half (47%) of the respondents who were unemployed at the time of the survey reported they had been unemployed for over one year. The breakdown in length of unemployment is shown below.

Table G.6 - length of unemployment of trainees at time of survey

Length of unemployment	Number of trainees
Less than one month	9 (4%)
1 to 3 months	12 (5%)
3 to 6 months	18 (8%)
6 to 9 months	13 (6%)
9 to 12 months	7 (3%)
Over one year	47 (20%)

Length of unemployment	Number of trainees
Other (please specify)	4 (2%)
Did not specify / not unemployed	125 (53%)
Total	

For the 4 respondents that chose Other (please specify), the responses are:

- other – did not specify;
- 5.5 years freelancing;
- cannot work due to pandemic; and
- never worked before

Overall, these job titles as well as the age, gender, and ethnic background breakdowns suggest that training providers were able to successfully target the groups they intended to target, including people out of a job, younger people, people who were seeking to upskill or reskill, as well as women and people from minority ethnic backgrounds.