The Curriculum for Wales grant support programme: application form

Please complete all sections of this application form. All the information must be provided within the application form under the appropriate heading. Sections of the form can be expanded to include relevant information. Additional documents or supporting information will not be accepted.

Please submit the completed application form in Word format.

Completed applications will **only** be accepted electronically by email to curriculumforwales@gov.wales by **midnight on 18 July 2025**.

No application will be accepted after the closing date.

Receipt of submitted applications will be issued by email.

In completing this form you will need to refer to the Curriculum for Wales grant support programme guidance.

Section A: Proposal summary

Name of proposal: STEM Learning UK – Teaching Digital with Confidence

Summary of proposal (max 250 words)
Please ensure this briefly but clearly identifies what the aim of the proposal is, what investments are proposed to be made and why these are needed.

This proposal outlines a plan to support teachers in Wales to build confidence and capability in delivering computing and digital skills, in line with the Curriculum for Wales and the Digital Competence Framework (DCF). STEM Learning UK, a leading provider of STEM education support, will develop 8 new professional learning courses in year one (rising to 20 by year three), covering topics such as artificial intelligence, cyber security, coding, and computational thinking. These will be delivered online with live facilitation, alongside face-to-face sessions in priority areas or where hands-on learning is most effective.

Each course will be supported by a resource that helps teachers understand how the content links to progression within the DCF. To ensure flexibility and accessibility, courses will be offered in formats suiting teachers' schedules and each will run approximately four times in the first year. Where there is demand, CPD will also be delivered in the Welsh language.

Two full-time advisors based in Wales will help shape the CPD offer, support teachers in applying the DCF in practice, and lead a mix of online and in-person teacher networks. These networks, along with a dedicated online community

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Application reference number:	CFWGSP-82
Date received:	18/07/25

space, will build sustainable professional learning communities. We will also encourage schools to engage with UK government-funded STEM Ambassadors to enrich classroom activity.

In years two and three, the course offer will expand based on teacher feedback and emerging needs. We will also train Wales-based facilitators through STEM Learning UK's Leading Professional Development programme to ensure lasting, locally rooted impact.

Lead applicant organisation (name): STEM Learning UK

Section B: What is the focus of your proposal?

This section provides space for you to set out the aims of your proposal for support and how it would address the priorities identified in the programme's guidance.

Which grant support priority does your proposal relate to? Select all that apply.	
Literacy	X
Mathematics and numeracy (primary)	X
Computing and digital skills	✓

Which cross-cutting priority does your proposal support? Select all that apply.	
Integral skills	✓
Cross-curricular skills	✓
Health and well-being	✓
Diversity	✓
Local, national and international contexts	✓

Explain the aims of your proposal for Curriculum for Wales grant support. This should build from the summary above and include information on what support would be provided, any specific groups (practitioners, learners, others) that would directly benefit, and how.
The aim of this proposal is to strengthen teacher confidence and capability in delivering computing and digital skills across the Curriculum for Wales, with a particular focus on progression within the Digital Competence Framework (DCF). The programme is designed to support practitioners in embedding digital competence across all Areas of Learning and Experience (AoLEs), ensuring that digital skills are taught not only in ICT but across the curriculum, as required by national guidance. The core offer will initially consist of 8 (growing to 20 by the third year of delivery) professional learning courses, developed in consultation with Adnodd, covering key areas such as artificial intelligence, cyber security, coding and computational thinking. Each course will be supported by a resource that maps content to the DCF and supports progression. Courses will be delivered through a flexible model, including online twilight sessions and targeted face-to-face delivery in priority areas. Where there is demand, a number of courses may also be delivered in the Welsh language to ensure accessibility and inclusivity for Welsh-medium practitioners (though all resources will be available in both English and Welsh, regardless of the language of delivery).

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

The primary beneficiaries will be teachers and school leaders in primary and secondary settings. The programme is designed to meet the needs of practitioners at different stages of confidence and experience, offering both foundational and more advanced content. Two full-time advisors based in Wales will provide additional support, including guidance on applying the DCF, leading teacher networks, and facilitating peer learning. We will also encourage and support teachers to engage with the UK Government-funded STEM Ambassadors programme to enrich classroom learning and provide real-world context to digital skills education. This approach offers excellent value for money, as the STEM Ambassadors programme (which is delivered by STEM Learning UK) is publicly funded and freely accessible to schools.

Learners will benefit indirectly through improved teaching practice, more engaging and relevant digital learning experiences, and greater alignment between classroom delivery and the expectations of the Curriculum for Wales.

The programme will also build long-term capacity by developing a network of skilled Wales-based facilitators. Those delivering the CPD courses will take part in STEM Learning UK's Leading Professional Development Programme (LPDP). This is an evidence-informed, nationally recognised framework that equips educators with the skills to design and lead impactful professional learning. This targeted investment in facilitator development ensures that expertise is embedded within the Welsh education system, both during this funding agreement and beyond.

Explain how your proposal directly addresses the selected priorities you have identified above.
This should include both main support and cross-cutting priorities.

Our proposal has been designed to directly address the main priority of *Understanding of Computing and Digital Skills*, while also embedding the five cross-cutting priorities identified in the Curriculum for Wales Grant Support Programme: *integral skills, cross-curricular skills, health and well-being, diversity,* and *local, national and international contexts*.

Main Priority: Understanding of Computing and Digital Skills
Our programme is focused on building teacher confidence and capability in delivering computing and digital skills across the Curriculum for Wales. It addresses this priority through:

- Development of 20 high-quality CPD courses over three years, covering key topics such as AI, cyber security, coding, and computational thinking.
- Explicit mapping to the Digital Competence Framework (DCF), supporting progression across its four strands: Citizenship, Interacting and Collaborating, Producing, and Data and Computational Thinking.
- Adaptable course design, enabling teachers from any Area of Learning and Experience (AoLE) to embed digital skills in their subject teaching.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

- Flexible delivery models, including twilight sessions, online facilitation, and face-to-face delivery, to maximise accessibility and engagement.
- Real-world application through integration of the STEM Ambassador programme, helping teachers and learners connect digital skills to real-life contexts and careers.

This approach ensures that digital competence is not treated as a standalone subject, but as a core capability embedded across the curriculum, in line with national expectations.

Cross-Cutting Priorities

Integral Skills

Our CPD courses are designed to support the development of the integral skills outlined in the Curriculum for Wales, including creativity, critical thinking, problem-solving, and collaboration. Teachers will be equipped with strategies to teach these skills through digital learning activities that are both relevant and engaging.

Cross-Curricular Skills

Digital competence is one of the three mandatory cross-curricular skills, alongside literacy and numeracy. Our programme helps teachers integrate digital skills with these other areas by:

- Providing examples of how digital tools can enhance learning across subjects.
- Encouraging interdisciplinary approaches that reflect the Curriculum for Wales as a whole, rather than its individual parts.
- Supporting teachers to plan learning that connects digital competence with literacy and numeracy outcomes.

Diversity

We are committed to promoting equity and inclusion through:

- Course content that reflects diverse perspectives and experiences.
- Showing teachers how the use of STEM Ambassadors (industry volunteers) from a wide range of backgrounds can provide learners with invaluable role models and give them exposure to varied career paths.
- Supporting teachers to create inclusive digital learning environments that reflect the diversity of Wales.

Local, National and International Contexts

Our proposal helps teachers and learners connect digital learning to broader contexts by:

- Working with Wales-based facilitators and advisors who understand local needs.
- Aligning with national priorities through consultation with Adnodd.
- Exploring global themes such as AI ethics, digital citizenship, and sustainability, helping learners understand their place in a connected world.
- Using STEM Ambassadors to bring in real-world, industry-based perspectives that reflect both local relevance and global trends.

How does your proposal align with the Curriculum for Wales?
This should include information on alignment with specific aspects of curriculum guidance that relate to the grant priority under which you are applying, including the four purposes of the curriculum, areas of learning and experience (Areas), statements of what matters, cross-curricular skills and
cross-cutting themes.

This proposal is directly aligned with the Curriculum for Wales and is designed to support practitioners in embedding digital competence across all Areas of Learning and Experience (AoLEs), in line with national expectations. The programme responds to the requirement that digital competence is a mandatory cross-curricular skill and must be developed across all subjects, not solely within ICT.

Each course will be mapped to the Digital Competence Framework (DCF), with a focus on progression across its four strands: Citizenship, Interacting and Collaborating, Producing, and Data and Computational Thinking. Teachers will be supported to understand how these skills can be developed through their subject teaching and how they contribute to broader curriculum goals.

Rather than being tied to specific Areas of Learning and Experience (AoLEs), each course will be developed to be adaptable and accessible to any teacher, regardless of their subject specialism. The content will be designed with universal classroom application in mind, enabling practitioners to embed digital competence meaningfully within their own AoLE. This ensures that digital skills are not solely taught within computing or technology subjects but are integrated across the curriculum in line with the cross-curricular nature of the Digital Competence Framework.

Courses will include practical examples, adaptable activities, and guidance that illustrate how digital skills, such as data handling, computational thinking, digital collaboration, and responsible online behaviour, can be applied. The advisors will help develop additional guidance to complement the course materials, sharing examples of best practice for application across a wide range of subjects and learning experiences, drawing upon the teacher networks and the STEM Community for inspiration and contribution.

The proposal also supports the development of the four purposes of the curriculum. By building teacher confidence in delivering digital skills, the programme enables learners to become:
- Ambitious, capable learners who can use digital tools to solve problems and think critically.
- Enterprising, creative contributors who apply digital skills in innovative and meaningful ways.
- Ethical, informed citizens who understand the impact of technology on society and the environment.
- Healthy, confident individuals who can navigate digital spaces safely and responsibly.

In line with Curriculum for Wales guidance on curriculum design, the programme will help practitioners plan learning that integrates:
- Digital competence with literacy and numeracy. For example, teachers being confident in delivering programming activities will also be developing numeracy skills amongst their learners.
- Cross-cutting themes such as careers and work-related experiences, local and global citizenship, and the Welsh language. Teachers being confident in how to engage STEM Ambassador volunteers within their teaching will lead to their pupils having more engagement with those from industry and understanding the wider world.

To support these themes, we will embed guidance into the CPD on how educators can effectively use STEM Ambassadors, a UKRI-funded programme managed by STEM Learning UK, with See Science acting as our delivery partner responsible for activity in Wales. This will ensure that teachers understand how and when to best deploy the STEM Ambassadors to best enrich the curriculum offer for their learners. See Science has overseen the delivery of this programme across Wales for over 15 years, and ensures that the service is fully bilingual. STEM Ambassadors are volunteers from industry, academia, and research who engage directly with young people to:
- Bring real-world context to classroom learning.
- Share diverse career journeys and applications of digital skills.
- Help learners see the relevance of digital competence in a wide range of sectors from cybersecurity and AI to creative media and health tech.
- Support both teachers and learners to understand the opportunities within their locality and what careers are available within their own communities.

By supporting teachers through CPD to understand how to integrate STEM Ambassadors into their teaching, this will enable learners to have meaningful, sustained engagements with professionals from a diverse range of backgrounds. This helps bring curriculum content to life, supports learner aspiration, and strengthens the link between classroom learning and the world of work. It also demonstrates effective partnership working between schools and the wider STEM community, including industry and academia, helping to embed real-world relevance into digital learning. Through these collaborations, learners are exposed to practical applications of digital competence, such as coding, data handling, and digital communication, reinforcing the skills outlined in the Digital Competence Framework.

This approach not only enhances the learning experience but also represents a cost-effective use of public funds, by using an existing, government-supported programme to enrich delivery and impact.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

If there is development of resources and supporting materials as part of your proposed support arrangements, how would that relate to the [Resources and supporting materials guide](#) and the role of [Adnodd](#)?
This could include confirmation that you have reviewed the 7 principles in the guide, that you have engaged with Adnodd in your planning (and any agreed resulting approaches) and any arrangements you have for engagement with Adnodd during the delivery of grant-funded activity. It should also confirm that such outputs will be made available bilingually on Hwb, as set out in the guidance.

As part of this proposal, each professional learning course will be accompanied by a supporting resource that outlines how the content supports progression within the Digital Competence Framework (DCF). These materials are intended to help practitioners apply their learning in the classroom and plan effectively for progression in digital skills.

We have reviewed the *Resources and Supporting Materials Guide* and are committed to ensuring that all outputs align with the seven principles it sets out. This includes ensuring that resources are learner-focused, inclusive, bilingual, and designed to support progression and coherence across the Curriculum for Wales. We also recognise the importance of avoiding duplication and ensuring consistency with national resources.

We understand the central role of Adnodd in coordinating and quality-assuring national resources. As such, we will work closely with Adnodd throughout the development and delivery of this programme. This will include agreeing course themes and content, seeking feedback on draft materials, and ensuring that all outputs meet the required standards for publication on Hwb.

All resources developed through this grant will be made available bilingually and published on Hwb, in line with the guidance. We will also ensure that any updates or refinements are shared with Adnodd to maintain alignment with national priorities.

Section C: Why are the actions set out in your proposal needed?

This section provides space for you to build on Section B and set out information on the rationale for your proposal for support and the impact it would make, taking into account information provided in the guidance.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

What evidence of need have you drawn on in developing your proposal?
This can include research evidence, data, feedback from stakeholders, professional experience, etc. Where research or published data is cited, references should be provided.

This proposal is grounded in two decades of evidence and experience from STEM Learning UK's delivery of high-impact continuing professional development (CPD), enrichment activities, and careers-focused programmes. Our approach is underpinned by independent evaluations and extensive engagement with educators, learners, and partners across the UK.

Evaluations have shown that STEM Learning UK's CPD and programmes improve:
- Student attainment and engagement
- Teacher confidence and retention
- Social and economic outcomes

(*STEM Learning Impact Reports: https://www.stem.org.uk/about-us/impact-and-evaluation/impact*)

CPD is at the heart of this proposal. Independent evaluation of our non-specialist computer science CPD showed that 98% of participants improved their confidence, subject knowledge, and enjoyment. *(Computer Science Accelerator Evaluation (2020)).*

Accessing CPD is also important for teacher retention – teachers engaging in STEM Learning UK CPD are 155% more likely to remain in the profession compared to those not engaged. *(The Impact of STEM Learning Science CPD: An analysis of teacher retention (2023).*

This proposal also incorporates STEM Ambassadors to contextualise CPD and raise awareness of STEM careers. An external evaluation by the University of Derby found that:
- Over 85% of STEM Ambassadors reported a medium or high impact on young people.
- Impacts included increased awareness of STEM subjects and careers, and the challenging of stereotypes about who works in STEM.

(*STEM Learning Evaluation, 2022)*

Our proposal draws upon:
- Insights from thousands of UK schools and educators
- Research-backed methodologies in pedagogy, inclusion, and STEM careers education
- Continuous feedback from teachers, learners, and delivery partners

In selecting priority school groups in Wales, we have drawn on robust national datasets to ensure our focus is evidence-based and aligned with policy priorities. Socio-economic disadvantage has been identified using the percentage of pupils eligible for Free School Meals (%FSM), a prominent metric in the Pupil Development Grant: Overview (Welsh Government, 2023) and published annually via the *Pupil Level Annual School Census* (PLASC) summary data by school.

Additionally referenced in the *Annual Report 2023-2024* published by Estyn. Additional Learning Needs (ALN) is another core criterion, with prevalence data sourced from the PLASC - this aligns with the ALN Code for Wales. Finally, diversity has been measured using ethnicity indicators from PLASC ethnicity tables, both local authority and school-level breakdowns.

Our proposal gives consideration to rural schools who we know face key difficulties in accessing CPD. The *Rural Education Action Plan* highlights that professional learning and collaborative working can be difficult due to geographic isolation and limited local infrastructure.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

What are the expected outcomes from your proposal?
This should include all measures, targets or indicators that would be used to gauge impact and performance in the short-, medium- or long-term (proportionate to the level of grant being sought). Please include any specific measures for particular groups relating to your proposal.

This information should be presented separately for activity in each financial year (April to March) for each financial year covered by your proposal (up to 3 financial years).

Deliverables and Outcomes
We will actively target of some of Estyn's key priority groups:-
- Free school meals (FSM) both targeting schools with higher levels of FSM and areas with higher than average FSM such as Cardiff and Neath Port Talbot
- Higher proportions of pupils with Additional Learning Needs (ALN) both school and area level, such as Powys and Pembrokeshire
- Higher proportions of children from ethnic minority backgrounds at both school and area level, such as Newport and Cardiff

Targeting both schools and areas within these key priorities maximises the impact of this programme to promote a truly equitable computing and digital education across Wales.

Methods for monitoring and evaluation
STEM Learning UK has an excellent track record of evaluating large-scale programmes, including but not limited to CPD, and STEM Ambassadors. We will use our existing, well-established tools and impact methodologies, which have been refined through extensive experience and continuous improvement. We will:

- Collect and track CPD reach and engagement data to evaluate whether the programme is effectively reaching intended priority groups and outcomes outlined above.
- Use our existing and proven method of CPD evaluation, including post course forms and annual teacher impact survey aligned to Guskey's model of teacher professional development to monitor quality and impact of CPD delivered.
- Track engagement with the online community, using our STEM Communities existing annual user survey to gather feedback on satisfaction, impact and value of the online community.
- Track digital and computing STEM Ambassador activity in Wales and use existing satisfaction and evaluation tools to assess the quality and impact of activities delivered.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

We will ensure CPD surveys are aligned to the Welsh Curriculum purposes and programme priorities, aims and outcomes, e.g. evidencing teacher competence using the Digital Competence Framework.

Drawing on our proven approaches allows us to apply our expertise while maintaining both programme and reporting consistency and quality. By leveraging these existing resources and approaches, we will deliver the programme cost-effectively, minimising the need for additional development and ensuring efficient use of funding.

An annual report will be produced to evidence the impact of the programme; this will include both quantitative and qualitative analysis to ensure the ongoing programme is meeting need and continues to have a positive impact.

We will evaluate the **impact** of the programme by exploring the change reported by teachers because of attending CPD on: -
- o Confidence
- o Subject knowledge
- o Competence to support students through Digital Competence Framework
- o Capability to apply digital skills in lessons
- o Changes to their teaching practices
- o Impact on students, e.g. progression through Digital Competence Framework

Dashboards will be created to continually provide management data on CPD engagement and evaluation feedback. Active programme monitoring will allow both programme managers and advisors to ensure that courses are reaching a broad spread of schools, including those from the priority groups.

We will track **engagement and reach** by key priority groups identified above against CPD and STEM Ambassador activity, tracking the proportion of schools participating who fall into one of these groups

Year 1
Deliverables:
- 8 courses developed in English and Welsh with accompanying resources available on Hwb.
- 2 advisors recruited.
- Facilitators recruited from Wales and trained through STEM Learning UK's Leading Professional Development Programme.
- 32 live-online courses and 5 face-to-face courses delivered.

Outcomes
- 24% of schools from priority groups with at least one teacher engaged.
- 500 teachers across all schools engaged.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

- Growth in the number of teachers signing up to the STEM community and/or attending network meetings.
- We will monitor the **quality** of CPD by measuring
  - % teachers rating CPD content Good or Excellent (target 90%)
  - % teachers rating CPD delivery Good or Excellent (target 90%)
  - Average Net Promoter Score (target 50)

Year 2
Deliverables:
- 8 courses developed in English and Welsh with accompanying resources available on Hwb.
- 56 live-online courses and 8 face-to-face courses delivered.

Outcomes:
- 41% (cumulative) of schools from priority groups with at least one teacher engaged.
- 800 teachers across all schools engaged (in-year).
- Growth in the number of teachers signing up to the STEM community and/or attending network meetings.
- We will monitor the **quality** of CPD by measuring
  - % teachers rating CPD content Good or Excellent (target 90%)
  - % teachers rating CPD delivery Good or Excellent (target 90%)
  - Average Net Promoter Score (target 50)

Year 3
Deliverables:
- 4 courses developed in English and Welsh with accompanying resources available on Hwb.
- 64 live online courses delivered and 12 face-to-face courses delivered.

Outcomes:
- 61% (cumulative) of schools from priority groups with at least one teacher engaged.
- 1000 teachers across all schools engaged (in-year).
- Growth in the number of teachers signing up to the STEM community and/or attending network meetings.
- We will monitor the **quality** of CPD by measuring
  - % teachers rating CPD content Good or Excellent (target 90%)
  - % teachers rating CPD delivery Good or Excellent (target 90%)
  - Average Net Promoter Score (target 50)

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

How will your proposal support the well-being goals of the Well-being of Future Generations (Wales) Act 2015?
This should include brief notes against each of the 7 goals that relate to the proposal.

A prosperous Wales
By supporting teachers to develop their understanding of digital skills, including AI and cyber security, we are helping them to prepare learners for future careers and contributing to a digitally skilled workforce.

A resilient Wales
Teachers will be better equipped to adapt to technological change and support learners in developing digital resilience, critical thinking and problem-solving skills.

A healthier Wales
The flexible delivery model, including twilight and online sessions, supports teacher well-being by reducing the need for time away from the classroom and offering CPD that fits around their workload.

A more equal Wales
Our blended delivery model, combining both online and face-to-face professional learning, ensures that teachers across Wales can access support in a way that suits their context. Face-to-face sessions will be strategically delivered in areas of high need or where hands-on learning is most effective. This face-to-face delivery could also take place in secondary schools to support local feeder primaries and build regional networks of practice.

Online delivery, including live-facilitated twilight sessions, ensures comprehensive reach across Wales. It removes geographical and logistical barriers, enabling teachers in rural, remote, or underserved areas to participate without the need to travel or take time away from the classroom. This aligns with the Rural Education Action Plan.

All resources and courses will be bilingual and inclusive, ensuring equity of access for both English- and Welsh-medium practitioners. This approach supports a more equal Wales by making high-quality digital skills development accessible to all educators, regardless of location, background, or school setting.

A Wales of cohesive communities
Teacher networks and an online community space will enable collaboration, peer support and shared practice, helping to build strong professional communities within and across schools.

A Wales of vibrant culture and thriving Welsh language
All resources will be available bilingually, and the programme will actively promote the use of Welsh in digital contexts across the curriculum, supporting both language development and cultural identity. Where there is demand, CPD courses can also be delivered through the medium of Welsh.

A globally responsible Wales
Teachers will be supported to deliver content that encourages ethical and responsible use of technology, helping learners understand the global impact of digital innovation.

How will your proposal support the 'Sustainable development principle' of the Well-being of Future Generations (Wales) Act 2015?
This should include brief notes against each of the 5 ways of working as well as and how you might build those skills with learners.

Long-term
The programme focuses on building lasting teacher confidence and capability in computing and digital skills. By training Wales-based facilitators and establishing teacher networks, we are investing in sustainable professional learning that will continue beyond the life of the grant. This long-term approach also supports learners to develop digital skills that will prepare them for future education and employment.

Prevention
By addressing gaps in teacher confidence and understanding now, particularly in emerging areas like AI and cyber security, we are helping to prevent future challenges in digital delivery. Early support for teachers reduces the risk of learners falling behind in key areas of the Curriculum for Wales. The aims of this proposal also contribute to teacher retention by building confidence amongst educators and reducing the uncertainty around delivering unfamiliar or seemingly complex digital content. When teachers feel confident, supported, and equipped with relevant skills, they are more likely to remain in the profession and continue to grow within their roles.

Integration
The proposal supports multiple well-being goals simultaneously, including prosperity, equality, and resilience. It also integrates with national priorities such as the Digital Competence Framework and the wider aims of curriculum realisation.

Collaboration
We will work closely with Adnodd, See Science, and schools across Wales to ensure the programme is relevant, coherent and responsive. Teacher networks and the online community space will also promote collaboration between practitioners, helping to share practice and build collective expertise.

Involvement
Teachers will be actively involved in shaping the programme through feedback and engagement with advisors. This will inform the development of new courses in year two and ensure the offer remains relevant to their needs. Learners will benefit from more engaging and up-to-date digital learning experiences, and teachers will be supported to model inclusive, ethical and responsible digital practices in the classroom.

How does your proposal provide value for money for the people of Wales?
This should briefly set out how the information in your proposal ensures best value for delivery of support to address identified needs.

This should also set out how your approach provides a sustainable means for ongoing support, building system capacity and how it helps towards an ongoing cycle of education improvement in Wales.

This proposal offers strong value for money by delivering high-quality, targeted professional learning that directly addresses an identified need: improving teacher confidence and capability in computing and digital skills. The programme is designed to maximise impact through flexible delivery, strategic partnerships, and a focus on long-term sustainability.

By offering a blended model of online and face-to-face delivery, we reduce travel and cover costs while increasing accessibility for teachers across Wales, including those in rural or hard-to-reach areas. Each course will be delivered multiple times, ensuring efficient use of development investment and broad reach. The use of twilight sessions also supports attendance without requiring full-day release, reducing disruption or additional costs to schools.

The proposal builds system capacity by recruiting and training Wales-based facilitators through STEM Learning UK's Leading Professional Development programme. This creates a local pool of skilled CPD leaders who can continue to deliver and adapt the offer beyond the funding period. Two full-time advisors based in Wales will further support sustainability by leading teacher networks and providing ongoing guidance on embedding the Digital Competence Framework.

We will promote the use of the UK Government-funded STEM Ambassadors programme to enrich classroom learning. As this is a publicly funded initiative (it is fully funded by UKRI), it provides excellent value for money by giving schools free access to trained volunteers from industry and academia. Guidance on how to engage with and embed STEM Ambassadors into classroom practice will be built into relevant CPD courses, helping teachers make the most of the resources in a practical and sustainable way.

All resources will be made available bilingually on Hwb, ensuring open access and long-term availability. The programme is designed to evolve in response to practitioner feedback and curriculum developments, including the rollout of new GCSEs, supporting an ongoing cycle of improvement in digital education across Wales.

In summary, this proposal delivers best value by combining reach, relevance, and long-term impact, while building the capacity of the education system to sustain and grow digital competence over time.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Section D: How do you propose to deliver the support set out above?

This section provides space for you to build on the previous sections and set out information on the means through which you plan to roll out and manage support, taking into account relevant information provided in the guidance.

What approach does your proposal take to ensure successful delivery?
This should provide an overarching narrative on the delivery arrangements and methodology to be used, including options you have considered and rationales for your proposed approach.

Specific points of detail on the questions below can be answered in the relevant section. There should be no need to repeat information.

Our proposal adopts a strategic, phased, and practitioner-informed approach to ensure the successful delivery of high-quality professional learning that supports the integration of computing and digital skills across the Curriculum for Wales.

Phased Development and Delivery
We propose a three-year delivery model that enables iterative development, scaling, and refinement. This phased approach allows us to respond to practitioner needs, curriculum developments (e.g. new GCSEs), and feedback from delivery:
- Year 1: Develop 8 live online courses and schedule 32 CPD instances.
- Year 2: Develop an additional 8 live online courses and schedule 56 CPD instances across the full CPD offer.
- Year 3: Develop a further 4 courses, bringing the total to 20 courses. Schedule 64 CPD instances across the CPD offer.
- Where there is demand, we will schedule at least one instance of each course to be delivered in the Welsh language.

Flexible and Inclusive Delivery Models
To maximise accessibility and engagement, we will use a blended delivery model. This model is informed by our experience and teacher feedback, ensuring high participation and impact:
- Online facilitated sessions to reach a broad audience.
- Twilight sessions to accommodate teachers' schedules.
- Face-to-face delivery in high-priority areas or where hands-on experience enhances learning (e.g. machine learning).
- Deliver Taster CPD sessions and advisor guidance workshops at conferences (either through attendance at established conferences or through running our own, for example the STEM Digital conference: Tech and AI to tackle teacher workload | STEM that was delivered in June 2025).

Curriculum Alignment and Practitioner Relevance
Each course will be accompanied by a resource mapping its content to the Digital Competence Framework (DCF), supporting progression and curriculum planning.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

We will work closely with Adnodd to ensure that course themes and resources are aligned with national priorities and complement existing materials.

Localised Expertise and Collaboration
We will recruit and train Wales-based CPD facilitators through our Leading Professional Development Programme, ensuring delivery is contextually relevant. Our long-standing partnership with See Science and the STEM Ambassador programme will bring real-world context and career relevance to the learning experience.

Sustained Engagement and Community Building
Two full-time advisors based in Wales will:
- Guide CPD development and ensure alignment with the Curriculum for Wales.
- Host teacher network meetings (online and in-person) to enable peer learning and build sustainable communities of practice.
- Maintain a live presence on the STEM Community platform (which is already hosted by STEM Learning UK), with a dedicated space for this programme to enabling ongoing dialogue, resource sharing, and support.

Experience of this Methodology
Our approach is grounded in our proven track record as contract holders of the National Centre for Computing Education (NCCE) for the Department for Education in England. STEM Learning UK already delivers digital courses to teachers, such as the highly successful 'Unlocking AI Potential for Teachers' course, which demonstrate our ability to deliver impactful, scalable CPD in this area.

Who will you collaborate with to deliver your proposal and how?
This should outline information on relevant partners and stakeholders. It should also provide detail on the nature of the relationships and management arrangements to be put in place for that engagement. (See also Section E.)

Adnodd
We will engage with Adnodd throughout the programme to ensure that all course content and accompanying resources are aligned with national priorities and complement existing materials. While course themes will be developed by STEM Learning UK, we will:
- Consult with Adnodd to ensure alignment with the Curriculum for Wales and the Digital Competence Framework.
- Share draft resources for review and feedback.
- Coordinate on messaging and dissemination to ensure coherence with national efforts.
- Regular planning meetings and review checkpoints will be established to maintain alignment and ensure quality assurance.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

See Science
We have a long-standing and productive relationship with See Science, the delivery partner for the STEM Ambassador programme (which STEM Learning UK is funded by UKRI to deliver across the UK) in Wales. Their role in this programme will be multifaceted:
- Facilitating the involvement of STEM Ambassadors in relevant courses to provide real-world context and inspire learners.
- Supporting the facilitation of consultants to conduct an initial review of course materials, ensuring quality and relevance.
- Assisting with translation needs, ensuring accessibility for Welsh-medium settings.
- Supporting communications and engagement with schools and promoting the courses through their established networks and channels.
- Providing additional delivery support where needed, through contracted days, to ensure flexibility and responsiveness across the programme.
- This partnership will be coordinated through joint planning sessions, shared delivery schedules, and clear communication protocols.

Wales-Based CPD Facilitators
We will recruit and train facilitators based in Wales to deliver CPD, ensuring cultural and contextual relevance. These facilitators will be trained through our Leading Professional Development Programme, which equips them with the skills to deliver high-impact, evidence-informed professional learning.

Importantly, this approach creates a long-term legacy by building a sustainable pool of trained professionals who can continue to support digital skills development in Wales beyond the life of the programme. This contributes directly to the Welsh Government's goal of embedding long-term capacity within the education system.

STEM Learning Advisors (Wales-Based)
Two full-time advisors will be employed by STEM Learning UK and based in Wales. They will:
- Lead on local engagement and ensure the offer is tailored to the needs of Welsh schools.
- Host teacher network meetings and manage the STEM Community platform.
- Gather feedback to inform ongoing development and ensure continuous improvement.
- These advisors will act as the primary liaison between delivery partners, schools, and national stakeholders.

Local Authorities
We will also seek to engage with local authorities across Wales to:
- Advocate for the programme within their regions.
- Promote CPD opportunities through their communication channels.
- Support targeted outreach to schools that would benefit most from participation.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

- This engagement will help ensure equitable access, regional relevance, and strong local buy-in, further embedding the programme within the Welsh education landscape.

Teachers

Teachers are central to the success of this programme and will be engaged as active stakeholders throughout. Their feedback will be:

- Collected through course evaluations, network meetings, and the STEM Community platform.
- Used to evolve course content and delivery formats.
- Instrumental in steering the direction of future course development, ensuring the offer remains responsive to practitioner needs and classroom realities.

What delivery risks have you identified in the development of this proposal and how are you planning to mitigate them?

Information here should cover a broad range of factors and include, but not be limited to, finance, recruitment and retention, engagement, capacity, availability of expertise, third party suppliers, collaboration arrangements, communications, the agility of the support arrangements to respond to needs as they evolve, etc.

We have drawn on our experience of delivering large scale programmes to identify risks and appropriate mitigations to ensure successful delivery of this programme. The following outlines the key risks identified across operational, financial, and strategic areas, along with our mitigation strategies.

Teacher Engagement and Attendance

Risk: Low uptake of CPD due to time constraints, competing priorities, or lack of awareness of the programme.

Mitigation:
- We will offer flexible delivery models, including twilight sessions, online facilitation, and face-to-face delivery in priority areas.
- Courses will be designed to be practical, relevant, and adaptable, increasing their perceived value to teachers.
- We will work with local authorities, See Science, and Adnodd to promote the offer through trusted channels and networks.
- A clear communications plan will be implemented to ensure consistent messaging across all partners and platforms, particularly how to target the harder to reach areas.
- The online STEM Community will provide ongoing visibility and engagement opportunities for teachers.

Recruitment and Retention of Staff and Facilitators

Risk: Difficulty in recruiting and retaining high-quality CPD facilitators and advisors to deliver the courses, which could impact delivery capacity and local relevance.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Mitigation:
- We will recruit early and offer training through our Leading Professional Development Programme, ensuring facilitators are well-prepared and supported.
- Advisors will be employed by STEM Learning UK with clear roles in CPD development, delivery, and teacher engagement.
- We will draw on our existing networks and long-standing partnership with See Science to identify and support local talent.

Financial and Budgetary Risks
Risk: Rising delivery costs or underestimation of resource requirements.

Mitigation:
- We will apply robust financial planning and monitoring processes, informed by our experience managing large-scale government contracts.
- Use of existing infrastructure, such as the STEM Ambassador programme and STEM Community, ensures cost-effective delivery and better use of public funds.
- A contingency will be built into the budget to manage unforeseen costs.

Third-Party Dependencies
Risk: Delays or inconsistencies in support from partners or suppliers, such as translation services or external consultants.

Mitigation:
- We will work closely with See Science to coordinate third-party support, including translation, communications, and consultant input. Development of the programme will be monitored and interventions to prevent blockers will be taken as needed.
- Clear contractual arrangements and regular check-ins will be established with all consultants or facilitators deployed to deliver the programme.

Responsiveness to emerging needs
Risk: Inability to adapt the programme in response to emerging needs.

Mitigation:
- Our phased delivery model allows for iterative development of courses based on teacher input.
- Advisors will gather insights through network meetings, course evaluations, and the STEM Community, ensuring that feedback informs future course development and delivery priorities.
- This approach ensures the programme remains responsive, relevant, and practitioner-led.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

How will you ensure bilingual delivery of your proposal through both Welsh and English?
This should explain your in-house capacity, alongside any necessary sub-contractual arrangements you will put in place, to ensure equity of support in both languages.

You will need to include a statement here confirming the capacity to deliver your proposed support bilingually.

Through sub-contracting See Science will have capacity to deliver the proposal bilingually; See Science will undertake the final translation for all resources.

We will recruit and train several bilingual professional development leaders, and this will also be a desirable skill on the job profiles of the two advisors.

We have built in some capacity to deliver CPD in Welsh where this is preferred. This can be either live-online or face-to-face working with a cluster of schools. Regardless of the language of delivery, all resources will be available in both English and Welsh.

Marketing and communication materials will also be bilingual.

What is your approach to communicating with and engaging schools, settings, learners, parents, carers or other stakeholders essential to delivery of your proposed support?
While Welsh Government communications channels will be available to any successful grantees, this section should set out your plans for how these would be used alongside any direct actions you would take to ensure such engagements.

Building on our successful management of large-scale government contracts and other national programmes, STEM Learning UK will deliver a strategic, bilingual communications strategy to ensure sustained engagement with teachers and schools in Wales. Our goal is to meet the programme's ambitious targets by maximising reach and conversion into CPD participation across all education phases.

We already have significant reach into Welsh schools, with well-established communication channels. These include email, social media, web, search engine marketing and access to an extensive teacher contact database. Our communications approach combines direct and digital marketing with trusted word-of-mouth communications delivered through our partnership with See Science and contracted local advisors.

Our communications strategy is based on four core objectives:

Generating demand: We will build awareness and motivation among schools by communicating the Welsh Government's investment and the strategic importance of computing education and digital skills in preparing young people for the future. Our outreach will include:
- Email marketing to our database of teachers in Wales, with typical open rates of 27% and click-through rates of 9%
- Search and social media campaigns designed to target teachers by subject, phase and location.
- Partnering with the Welsh Government to amplify messages through official channels.
- Tiered messaging targeted to teachers, subject leads and senior leaders, with distinct messages for primary and secondary phases to reflect curriculum and leadership structures.

Nurture engagement: Once teachers express interest or participate in CPD, we will support continued involvement and progression through:
- Invitations to local teacher network meetings led by advisors.
- Promotion of the STEM Community, our online platform with over 34,000 educator members UK-wide, enabling peer-to-peer discussions and continuous professional support.
- A clear process for inbound enquiries by phone, email or face-to-face, with a commitment to respond within one school day.
- Carefully timed campaigns aligned with the rhythm of the school year - avoiding exam and reporting periods, and planning engagement peaks during more receptive phases of the academic cycle.

Working in partnership: We will enhance reach and credibility by working with See Science, who bring established local networks across schools in Wales, and with wider education stakeholders such as ASCL Cymru where STEM Learning UK already holds a strategic partnership. These relationships allow us to cascade messaging via trusted newsletters, events, and school-facing activities.

Build advocacy: We know teachers listen to other teachers. Our strategy will therefore place strong emphasis on peer recommendation and storytelling. We will:
- Capture and share case studies each term in video or written format, showcasing real teacher experiences with CPD.
- Encourage and amplify word-of-mouth through social media and teacher-led blogs or testimonials.
- Re-engage past participants as programme ambassadors, particularly in Year 2, to drive uptake from new audiences.

We will track communications performance through marketing metrics including email open/click rates, CPD sign-ups and website page views. Termly reports will also include feedback from teachers and insight from See Science and other partners to refine targeting and messaging.

Our Communications Office brings a strong track record in education marketing, with expertise across the full breadth of marketing functions. The team combines strategic insight with practical delivery, including campaign planning, digital marketing, stakeholder communications and brand management. This capability ensures we can effectively promote the programme and reach the full range of audiences across Wales.

How will you ensure equity of access to support across Wales?
Dependent on who should need access to various aspects of your proposal (for example, practitioners, learners, etc.), outline your approach to ensuring access across Wales irrespective of location, background, etc.

Ensuring equitable access is central to our delivery model. The programme has been designed to reach teachers across all parts of Wales, regardless of location, school context or background.

Our use of live online delivery, including twilight sessions, removes geographical barriers and allows teachers to access high-quality CPD without the need to travel or take time away from the classroom. This is particularly important for schools in rural or remote areas, where access to in-person training can be limited due to the time required to travel to delivery centres. This also aligns with the Rural Education Action Plan.

Where face-to-face delivery is used, it will be targeted in areas of high need or where the content benefits from hands-on learning. We will also explore delivering face-to-face courses in secondary schools to support local feeder primary schools, helping to build local clusters of practice and reduce travel for participants. We will work with local stakeholders (such as local authorities) to identify priority regions and ensure that in-person sessions are accessible and inclusive.

All resources and courses will be available bilingually and designed to be inclusive of different learning needs and teaching contexts. Where there is demand, CPD will be delivered in Welsh to ensure accessibility for Welsh-medium practitioners. We will also ensure that the online community space is open to all participants, providing ongoing access to support, discussion and shared practice.

By recruiting and training Wales-based facilitators and employing two full-time advisors based in Wales, we are embedding local knowledge and relationships into the programme. This will help ensure that the offer is responsive to regional needs and accessible to all schools, regardless of size, phase or setting.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Section E: Your organisation and collaboration arrangements

This section is to provide specific and more detailed information on your organisation, as well as the collaborative and partnership arrangements involved in your proposal. It should build on the information identified above on how your proposal will be delivered.

This table should be completed for the lead organisation submitting the proposal. All information must be provided.	
Registered organisation name:	STEM Learning Ltd
Type of organisation (private/public/higher education institution/ charity):	Private
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	05081097
Project lead name:	Redacted information S40
Project lead email address:	Redacted information S40
Project lead contact telephone number:	Redacted information S40
Alternative contacts in your organisation (name and contact details):	Redacted information S40
Registered organisation address:	National STEM Learning Centre University of York Heslington York North Yorkshire YO10 5DD

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

If this proposal is a collaborative bid, please replicate this table for each partner organisation involved in the delivery of this proposal. All information must be provided.
You can copy and paste this table for each organisation in your application form. Partner organisations involved in a collaborative proposal are all those organisations that receive funding (distributed via the lead organisation) under a grant award for the delivery of activity set out in your proposal.

Registered organisation name:	See Science Ltd
Type of organisation (private/public/higher education institution/ charity)	Private
Company/charity VAT/UTR number (if applicable): If not applicable, what type of entity is your organisation?	07712605
Main contact name:	Redacted information S40
Registered organisation address:	8 St Andrew's Crescent Cardiff CF10 3DD

Provide information on your organisation's track record in providing support, as set out in your proposal.
This can include information on your particular expertise, capacity and previous successful delivery of support.

STEM Learning UK is a leading provider of STEM education support and has a proven track record of delivering high-impact, evidence-informed professional development at scale. With over 20 years of experience which has included delivering a significant number of large government contracts, we have consistently demonstrated our ability to design, manage, and deliver national programmes that improve outcomes for educators and learners.

Continuing Professional Development (CPD) is at the heart of what we do. We specialise in designing and delivering CPD that is:
- Practical and classroom-ready

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

- Rooted in educational research
- Flexible and accessible to meet the needs of busy teachers

Our current CPD offer includes a growing portfolio of AI-focused courses, such as 'Unlocking AI Potential for Teachers', which is seeing increasing demand from educators across the UK. This reflects both the relevance of our content and our ability to respond quickly to emerging priorities in education.

Expertise and Delivery Capacity
We currently deliver the National Centre for Computing Education (NCCE), funded by the Department for Education in England. Through this programme, we have:
- Developed and delivered over 100 computing CPD courses for teachers at all stages of their careers, including non-specialists.
- Created nationally recognised resources on topics on the whole computing offer.
- Built a network of expert facilitators and regional hubs to ensure local relevance and reach.

We also deliver the STEM Ambassador programme, funded by UK Research and Innovation (UKRI). This programme mobilises over 30,000 volunteers from industry and academia to engage directly with young people, helping to bring curriculum content to life and inspire future careers in STEM.

In addition, STEM Learning UK delivered the Science Learning Partnerships (SLPs) - a network of regional partnerships that provided high-quality science CPD across England. Through the SLPs, we supported thousands of teachers with subject-specific training, curriculum planning, and pedagogy, further demonstrating our capacity to deliver impactful, scalable support across the education system.

Evidence-Informed Design and Impact
Our education team includes specialists in curriculum design, pedagogy, and digital learning. We have extensive experience in:
- Designing CPD that is rooted in educational research and aligned with national frameworks.
- Developing resources that are practical, adaptable, and classroom-ready.
- Understanding and addressing the barriers to teacher engagement, including time constraints, confidence levels, and curriculum pressures.

Community and Peer Support
We also host the STEM Community, an online platform that enables teachers to:
- Connect with peers and experts, including our advisors and CPD facilitators.
- Share resources, ideas, and experiences.
- Access ongoing support beyond formal CPD sessions.

This platform plays a key role in sustaining professional learning, building communities of practice, and ensuring long-term impact.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Are you currently involved in any established networks related to your proposal? If so, please provide details.
This should include any related relationships you have as part of your activities, beyond those partnership arrangements set out above for collaborative proposals. This can include, but not be limited to, reference groups, networks, professional memberships, etc.

STEM Learning UK is actively involved in established networks that are directly relevant to this proposal and will support both delivery and long-term impact in Wales.

We are a Premier Partner of the Association of School and College Leaders (ASCL), which gives us direct access to senior leaders across schools in Wales. This relationship allows us to share insights, promote opportunities, and align our CPD offer with the strategic priorities of school leadership teams.

We are also a member of techUK, the UK's leading technology trade association. Through this membership, we contribute to policy groups focused on computing education, digital skills, and workforce development. This involvement ensures our work is informed by the latest industry thinking and helps us align our CPD offer with the future needs of the tech sector. It also supports our broader mission to create a strong pipeline of talent into the digital and technology workforce, starting with high-quality computing and digital education in schools.

In addition to these formal networks, we are committed to building a strong, practitioner-led community of educators in Wales. As part of this programme, we will:
- Establish and support regional teacher networks, delivered both online and in person, led by our Wales-based advisors.
- Create a dedicated area within the STEM Community, our national online platform with over 34,000 educators, specifically for this initiative. Teachers from across Wales will be encouraged to join this platform, share resources, ask questions, and collaborate, helping to build a supportive professional community with a clear focus on digital skills development across the curriculum.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Section F: Financial management and planning

This section is to provide specific and more detailed information on the financial aspects of your proposal. It should build on the information identified above on how your proposal will be delivered, including information on measures, targets or indicators.

Total cost of the proposal: This should set out the total amount in £s that you are applying for, also providing a breakdown for each financial year (as necessary).	Year 1: £400,000 Year 2: £500,000 Year 3: £500,000 **Total: £1,400,000**

Provide a short breakdown of costs for each financial year against each of the key outputs from your proposal in each financial year.
This should include headline delivery targets and associated costs, taking into account any mobilisation period required to reach full delivery.

2025 to 2026:
CPD Development and delivery: <mark>Redacted information S43</mark>
This covers:
- Development of 8 courses and accompanying resources.
- Translation of all resources to Welsh
- Delivery of 32 live online CPD instances, 5 face-to-face instances and conference representation.

This is higher in the first year of delivery to reflect the mobilisation of the programme. Additional staffing in the education team will be in place to develop CPD and resources, training will be provided for new facilitators

Advisors: <mark>Redacted information S43</mark>

- Employment of two fulltime advisors and their travel expenses.

Programme management: <mark>Redacted information S43</mark>

- Project management staff time including a project lead and a project officer responsible for programme delivery, monitoring and reporting.
- Administrator function to manage course bookings and hosting.

- **Comms and impact:** <mark>Redacted information S43</mark>
- Comms staffing to oversee programme marketing,
- Marketing activity such as email marketing and social media campaigns to support the four core objectives of generating demand, nurture engagement, working in partnership, and build advocacy.
- Set-up of a PowerBi reporting dashboard
- Data analysis and Impact reporting

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Management fee: Redacted information S43
- Contribution to support functions and centralised overheads

Irrecoverable VAT: Redacted information S43
- STEM will incur irrecoverable VAT cost due to contracting services associated with delivery against this grant as it will be deemed as non business income for VAT assessment purposes.

Contingency: Redacted information S43
- A contingency budget to cover additional/unexpected costs incurred.

Total: £400,000

2026 to 2027:

The same budget categories and breakdowns as detailed in year 1 will apply in year 2 of delivery. Variances from year 1 reflect the increased cost of a full year of delivery. Where the cost has fallen this is due to not having set up costs and mobilisation costs.

CPD Development and delivery: Redacted information S43
This covers:
- Development of 8 courses and accompanying resources.
- Translation of all resources to Welsh
- Delivery of 56 live online CPD instances, 8 face-to-face instances and increased conference representation.

Advisors: Redacted information S43

Programme management: Redacted information S43

Comms and impact: Redacted information S43

Management fee: Redacted information S43

Irrecoverable VAT: Redacted information S43

Contingency: Redacted information S43

Total: £500,000

2027 to 2028:

The budget profile follows a similar profile to year 2. As the programme matures content development reduces but the cadence of course delivery will increase.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

CPD Development and delivery: <mark>Redacted information S43</mark>
- Development of 4 courses and accompanying resources.
- Translation of all resources to Welsh
- Delivery of 64 live online CPD instances, 12 face-to-face instances and conference representation.

Advisors: <mark>Redacted information S43</mark>

Programme management: <mark>Redacted information S43</mark>

Comms and impact: <mark>Redacted information S43</mark>

Management fee: <mark>Redacted information S43</mark>

Irrecoverable VAT: <mark>Redacted information S43</mark>

Contingency: <mark>Redacted information S43</mark>

Total: £500,000

What would delivery look like with additional or reduced levels of funding?
This is an opportunity to provide options for delivery at differing levels of funding award. Consider undertaking an options appraisal as part of the development of your proposal and highlight the opportunities under each possible approach.

If funding were to increase beyond the proposed £1.4 million, we would be able to significantly expand the scale and impact of the programme.

Additional investment would allow us to:
- Develop a greater number of high-quality courses and supporting resources.
- Increase the frequency of course delivery across Wales, reaching more teachers.
- Extend access to remote and underserved schools, promoting equity in professional development.
- Offer more face-to-face sessions, which many teachers value for their interactivity, peer learning, and hands-on experience. These would complement our digital offer and help strengthen professional networks.

If funding were reduced, the scope of the programme would need to be scaled back. This would likely mean:

- Fewer courses developed and delivered, limiting teacher access to CPD.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

- Reduced reach into priority areas, particularly remote or disadvantaged communities, potentially widening existing inequalities.
- Fewer face-to-face sessions, which could disproportionately affect schools that benefit most from in-person support.
- A smaller advisory team, likely reduced to one advisor, limiting the tailored support and teacher networking opportunities that are central to sustained impact.

We have designed the programme to be scalable and responsive. With additional funding, we can grow its reach and depth. With reduced funding, we would prioritise core elements but with a more limited footprint.

How does this proposal provide value for money?
Building on information supplied under Section C, this should briefly explain the processes you will employ to ensure value for money in use of public funds. It can cover, but is not limited to, issues such as your approach to procurement, staff costs, travel and subsistence, etc.

STEM Learning UK is committed to delivering high-quality outcomes while ensuring the efficient and responsible use of public funds. Our approach to value for money is supported by strong financial controls, transparent reporting, and regular oversight.

We follow a comprehensive Value for Money Policy that guides all aspects of delivery, including procurement, staffing, and resource allocation. This is complemented by a clear Expenses Policy, which ensures that travel and subsistence costs are reasonable, necessary, and aligned with programme objectives.

All spending is managed through a purchase order system that is regularly reviewed and overseen by designated budget holders. Approvals are required at key stages to ensure that funds are used appropriately and in line with programme plans.

We carry out routine financial reporting, allowing us to monitor spend against budget and make timely adjustments where needed. This ensures that resources are used efficiently and that delivery remains on track.

Our delivery model is designed to be flexible and cost-effective. We use a mix of online, twilight, and in-person CPD sessions to maximise reach while managing delivery costs. Where travel is required, we prioritise local delivery and digital alternatives to minimise unnecessary expenditure.

Provide information on any additional funding or support that will contribute to the delivery of your proposal.

This can include match funding or in-kind support. You should set out the level of funding, the financial year(s) it relates to, and who is providing it (including any specific requirements they place on use of that funding).

STEM Learning UK delivers the STEM Ambassadors programme, funded by UKRI. This gives us a unique position to help teachers understand how to make the most of this national network of volunteers. As part of this programme, we will show teachers how to effectively deploy STEM Ambassadors to enrich digital and computing education, connect learning to real-world applications, and inspire learners to explore future careers in technology.

By integrating the STEM Ambassadors programme into this initiative, we are making more effective use of existing public investment. It allows us to align two government-funded programmes to deliver greater impact and value, without duplicating effort or cost.

In addition, we are currently partnering with schools across Wales through wider school improvement initiatives. Where we are already working with schools in priority areas, we will be able to signpost them to this CPD offer, increasing uptake and ensuring alignment with broader improvement goals.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Section G: Additional information

This section is to provide further information needed to support appraisal of your proposal and (should it be successful) the development of a grant award.

Explain any due diligence checks you have undertaken in the development of this proposal.
As part of this proposal's development, we conducted appropriate due diligence on See Science Ltd. Financial checks raised no concerns, and they have demonstrated consistent stability and reliability. We have worked with See Science Ltd since 2010, during which time they have served as the Wales STEM Ambassador Delivery Partner. This long-standing relationship reflects their strong track record in delivering high-quality STEM engagement and professional learning in Wales. Given the scale of their role within this programme, See Science Ltd is not considered material in terms of delivery risk. Their involvement is proportionate, clearly defined, and backed by over a decade of trusted partnership working.

How will your organisation manage personal data arising from the proposal? This should include the transfer of data from you to an organisation tasked with evaluating the impact of this work.
STEM Learning UK takes data protection and information security seriously and has robust measures in place to manage personal data arising from this proposal. We will act as the data controller in respect of any personal data collected through the delivery of this programme. All data will be handled in accordance with UK GDPR and the Data Protection Act 2018. Where applicable, we will provide clear and accessible privacy notices to data subjects, outlining how their data will be used, stored, and shared. We have comprehensive data protection policies in place for all staff, and all relevant personnel receive regular training on data handling and compliance. Our organisation is independently certified to ISO/IEC 27001, the international standard for information security management, and we undergo annual audits to maintain this accreditation. If sub-contractors are engaged in the delivery of this programme, they will be required to comply with our data protection standards. Data protection provisions will be written into all contracts to ensure that any processing of personal data is lawful, secure, and limited to the scope of their role.

In the event that personal data needs to be shared with an external organisation tasked with evaluating the impact of this work, we will ensure that appropriate data sharing agreements are in place. These will clearly define the roles and responsibilities of each party and ensure that data is transferred securely and only for the intended purpose.

For official use only	
Application reference number:	CFWGSP-82
Date received:	18/07/25

Applicant declaration

- I hereby confirm that the information contained in this application is true to the best of my knowledge and belief, having taken all reasonable care to ensure that such is the case.

- I confirm that I have read and understood the Curriculum for Wales grant programme guidance and my organisation meets the eligibility requirements.

- I am authorised to sign or submit this application on behalf of the organisations outlined above.

- I confirm that this application has been agreed by all partner organisations identified in the application.

- I confirm that this proposal does not have any pending applications being processed or have any other grant aid for this project.

- I confirm that no work on this proposal has been undertaken.

- I acknowledge that neither the Welsh Government nor any adviser appointed by the Welsh Government shall be responsible for any advice given, including without limit any advice given in relation to this application and business plan, and that I am solely responsible for all business decisions undertaken.

- I confirm I have read and understood the privacy notice.

- I declare that there are no conflicts of interest in relation to the application for grant funding whether actual, potential or perceived

ELECTRONIC SIGNATURE: By emailing this form to the Welsh Government's Curriculum for Wales email address you are making the declaration above.

Date: 18/07/2025

Name: Redacted information S40

Organisation: STEM Learning Limited

Position: Head of CPD and NCCE