



Department  
for Education

**Multiply**

# Multiply

**Investment plan template (England)**

**May 2022**

**For Mayoral Combined Authorities, the Greater London Authority, and upper tier/unitary local authorities outside of these areas in England**

# Contents

About this document	3
Section A: Multiply intervention summary	4
Section B: Strategic fit	5
Section C: High level delivery timeline	6
Section D: Evidence of need and demand	7
Section E: Engaging learners	8
Section F: Measuring success	9
Section G: Stakeholder management	10
Section H: Risks	11
Section I: Capacity and Capability	12
Section J: Declaration of the Chief Executive of the lead local authority	13

## About this document

In conjunction with this template, please refer to the Multiply investment prospectus and technical guidance for England available here

<https://www.gov.uk/government/publications/multiply-funding-available-to-improve-numeracy-skills>

Investment plans are invited from the Greater London Authority, all Mayoral Combined Authorities, and upper tier/unitary authorities outside of these areas in England. Scotland, Wales and Northern Ireland should refer to the [wider UKSPF investment framework](#)

Please ensure you complete this template in full and submit by 30<sup>th</sup> June 2022 by emailing [Multiply.investmentplans@education.gov.uk](mailto:Multiply.investmentplans@education.gov.uk)

Once investment plans are approved, provisional allocations will be signed off, grant agreements will be put in place incorporating information included in this investment plan and first payments made in autumn 2022.

At the end of the 2022-23 and 2023-24 financial years, areas will submit an annual progress report, and a revised investment plan for subsequent years of Multiply provision. This should take on board learning achieved through local delivery, peer to peer support networks and engagement events. It should align with the updated menu of interventions and any new guidance issued each year by the Department for Education.

For further information or to discuss a proposal ahead of submission please contact DfE at [Multiply.investmentplans@education.gov.uk](mailto:Multiply.investmentplans@education.gov.uk)

Please note that information provided on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

We have suggested word counts for questions as an approximation but will allow some flexibility and will not apply the word count rigidly. We don't anticipate investment plans to be longer than 25 pages. We won't accept additional attachments beyond the return of this document and the accompanying Excel spreadsheet.

1. Who are the local authority representatives for Multiply (name, email, telephone)?

**Multiply lead: Karen Wignall – 01254 222124**

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**Financial/Accounting Officer: Farook Barucha – 01254 585705**

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## Section A: Multiply intervention summary

2. **In the accompanying spreadsheet, please provide a high-level summary of the interventions to deliver Multiply in your local area, along with related output indicators and required budget?**

The spreadsheet includes high level summary of the proposed interventions. It is not possible to provide specific details of all activity at this stage due to the ongoing process of agreeing proposed plans from a range of interested partners.

Our consultation and application processes mean that we are able to provide an estimate of the expected outputs and cost projections for each type of activity, but not specifically with which of our individual delivery partners will contribute. The consultation event enabled us to establish key priorities and target groups and a subsequent Expression of Interest process has provided information to be able to identify the types and volumes of interventions at varying levels.

We await the terms and conditions of the grant from DfE before making a final decision and contracting with successful delivery partners.

3. **If you have described any Multiply provision in Section A that does not fit the menu of interventions, what is your rationale for proposing this additional intervention? We will consider this proposal against the aims of the Multiply programme. You can answer “None” for this question. (Approx. 250 words)**

None

4. **Please confirm and explain how your Multiply provision is in addition to and does not duplicate or offset fully funded maths courses delivered through the Adult Education Budget statutory entitlement, or other government funded maths provision. (Approx. 250 words)**

The Multiply provision will be in addition to existing fully funded maths provision in the local area. A significant proportion of the people we are working with will be from cohorts who are far away from being able to access and achieve qualifications, or who have, to date, seen little to no value in achieving a numeracy or maths qualification.

The provision aims to support individuals to develop their confidence in using everyday numeracy skills by contextualising this to their existing circumstances. We will do this by working with a range of target groups, identified in consultation with a number of local training and learning providers, and as well as those grassroots organisations who have the links with the hardest to reach/engage members of the community. Their knowledge of local need has informed this plan by identifying the numeracy skills their client groups are lacking, and any barriers to taking up existing learning opportunities.

For example, by working with parents we are looking to develop their ability to support their children with homework, and help them to understand household budgets and finances. Working with ESOL learners we will help them to understand the need for numeracy skills in daily life in the UK – including the ability to interpret medicine labels,

or understand bus and rail timetables and local currency. Additional maths and numeracy modules can be built in to existing programmes of learning so that this is embedded activity rather than an add-on.

Work with employers will also be able to identify any skills gaps, but also, where appropriate, any qualification gaps. Multiply can work with employers and employees to fill these gaps and provide qualifications to support ongoing career development.

5. **Please briefly set out how you have considered the FE workforce needs (e.g. classroom, tutoring) for Multiply. How will you ensure Multiply workforce needs will not be at the detriment of other programmes you are delivering (eg under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention. (Approx. 250 words)**

Workforce needs have been considered by all providers and deliverers who have contributed to and support this Investment Plan. Deliverers recognise that Multiply requires dedicated capacity in addition to that currently working on existing programmes, including those delivering regular community learning or AEB funded activity. There is also local recognition that there will be some need for upskilling delivery staff to ensure consistency in numeracy levels.

The money received in support of Multiply will be used to fund additional capacity specifically for interventions linked to developing numeracy skills. These activities may complement existing programmes, but will involve additional input, time and resources. It is also acknowledged that a number of the proposed interventions will not be in traditional classroom settings and are likely to involve smaller group sizes, or one to one activity where appropriate. Inevitably this will impact on capacity, requiring more FTE staff to support delivery.

We will offer CPD and support for existing staff working across the Adult Learning Service and delivery partners, where appropriate, to help to refresh their numeracy skills with a view to embedding and promoting numeracy in the range of programmes they deliver.

We will work with delivery partners to support their assessment, progress monitoring and quality assurance processes, as well as providing access to our CPD activity to ensure staff are suitably skilled and can provide required evidence of progress and achievement to fulfil our contractual requirements. We will hold regular project meetings, incorporating partner updates and sharing of good practice, both locally and as part of a Lancashire-wide Community of Practice.

## Section B: Strategic fit

6. **How does the proposed Multiply provision strategically fit with your local priorities, coordinating where possible with wider skills and employment interventions in local areas (for example through Local Skills Improvement Plans), and interventions funded through the broader UKSPF (e.g. in district council investment plans) or other programmes? (Approx. 500 words)**

The proposed provision complements the Council's strategic priorities as well as developing and delivering interventions in local areas that support the priorities of the Local Skills Improvement Plan (LSIP). This adds value and action to the Levelling Up agenda by extending opportunities to all, particularly in areas where there are higher levels of perceived barriers to these opportunities.

The Council's priorities are:

- Supporting young people and raising aspirations
- Safeguarding and supporting the most vulnerable people
- Reducing health inequalities and improving health outcomes
- Connected communities
- Safe and clean environment
- Strong economy to enable social mobility
- Supporting our town centres and businesses
- Transparent and effective organisation

These provide a sound focus on investing in skills to enable residents to improve their ability to secure good quality employment, tackle inequality and boost the ability of priority groups to live independently, manage their finances, and engage in employment. By working with parents and carers we can support them to help with homework, better understand financial and household management, and develop their aspirations. This in turn will encourage young people to raise their own aspirations.

Supporting people to develop the numeracy skills that will enable them to be more confident in their everyday life can help to improve their wellbeing, raise their aspirations and facilitate career progression. The Lancashire-wide LSIP involved feedback from local employers and business sectors. Numeracy skills were identified within this report as both an existing and future need in a range of sectors.

Additionally, the Blackburn with Darwen Employment and Skills Strategy (2017-2040) aims to get more local people into work by delivering a skills system that meets the needs of both employers and residents of the borough. The ambition being to work together with employers and skills providers to a shared vision with joined up delivery.

The Employment and Skills Board which drives the strategy is made up of local representation from the public, private and voluntary sector and, as such, provides an open and honest approach to challenging existing arrangements and testing new opportunities. The six strategic objectives are:

- A skilled and productive workforce
- High performing education providers
- An informed choice
- Employer engagement and collaboration
- Social inclusion
- Full employment

The strategic objectives align with national policy and the Lancashire Skills and Employment Strategic Framework. This is the wider Lancashire skills strategy, driven by the Lancashire Skills and Employment Advisory Panel, made up of industry, education providers and local stakeholders. This spans the wider LCC area, including the two unitary authorities. There are four strategic themes:

- Future workforce
- Skilled and productive workforce
- Inclusive workforce
- An informed approach

Overall, these strategies aim to enable unemployed and inactive individuals to boost their labour market mobility and progress towards and into employment. Once in employment, the aim is to upskill and reskill people in the workplace to support career development and progression.

As the UK Shared Prosperity Fund begins to replace the European funded projects, Multiply will complement activities being funded through UKSPF locally. Emerging themes being around addressing the current cost of living crisis and improving finances by providing wrap around programmes of support, including Community Banking opportunities. This work will continue to develop and evolve over the three years of the Multiply funding, and beyond.

## Section C: High level delivery timeline

7. Please provide an outline of your high-level delivery timeline including major milestones and planned partnerships with local education providers, employers, and other local

	Multiply activity	Delivery partners	Major milestones	Date	Comments
1	<b>Identifying Multiply Management Team</b>	Blackburn with Darwen Borough Council	Allocation of Project Leads – including management, quality and data	July 2022	Arrangements in place
			Allocation of Admin/Business Support	August 2022	Expressions of interest to be requested and reviewed
2	<b>Reviewing Expressions of Interest</b>	Blackburn with Darwen Borough Council	Deadline – 15 June 2022	June 2022	10 submissions received
			Expressions of Interest to be reviewed by panel	Mid-July 2022	Likely to be grant award process – need T&Cs from DfE
3	<b>Establish internal Direct Delivery Plans</b>	Blackburn with Darwen Borough Council	Courses to be developed	September 2022	Delivery to start September/October 2022
			Embedding of numeracy across curriculum to be supported through CPD delivery	September 2022	Termly updates may be required
3	<b>Contracting with Delivery Partners</b>	Blackburn with Darwen Borough Council  Confirmed Delivery partners	Delivery partners identified and grant funding agreements issued	September 2022	Once final confirmation regarding local Multiply funding is received from DfE
			Monitoring performance, progress and quality processes agreed and shared with delivery partners	September 2022	To be built in to contracting agreements
4	<b>Establishing the Community of Practice (CoP)  In collaboration with LCC and Blackpool</b>	Skills Hub, LCC, BwD, Blackpool and local providers	Remit of the CoP established with Terms of Reference (LCC Project Manager to chair)	Aug 2022	
			First meeting and schedule agreed, including any early Task and Finish Groups	Sep 2022	

5	<b>Marketing and Comms Strategy and action plan agreed</b>  <b>In collaboration with LCC and Blackpool</b>	Skills Hub, LCC, BwD, Blackpool and local providers	Marketing and Comms Strategy and Action Plan drafted and agreed with the CoP	Sep 2022	
7	<b>Multiply Launch</b>	Blackburn with Darwen Borough Council  Confirmed Providers	Launch Event held and provision starts	Oct 2022	Dependent on availability of funding from DfE
8	<b>Ongoing monitoring of performance progress and quality</b>	Blackburn with Darwen Borough Council  Confirmed Providers	Process agreed for monitoring progress and performance	Jul-Aug 2022	
			Individual Induction meetings held with BwD Multiply Delivery partners	Sep 2022	
			Progress reports and claim information received on a monthly basis	Monthly from Sep 2022	
9	<b>Annual Evaluation and Review of Programmes</b>  <b>In collaboration with LCC and Blackpool</b>	Skills Hub, LCC, BwD, Blackpool and local providers	Evaluation strategy agreed, including approaches to assessing distance travelled for learners	Sep-Nov 2022	
			Annual Evaluation and Review of Practice undertaken, and report produced	April 2023, 2024, 2025	

## Section D: Evidence of need and demand

8. **Please describe why improving adult functional numeracy (aiming to teach the numeracy skills that are needed in daily life and the workplace) matters to your local area. You should refer to specific characteristics of your local area in your answer and include supporting evidence - especially quantitative forms of evidence where available. (Approx. 250 words)**

In the Lancashire LEP area (includes Lancashire County Council, Blackburn with Darwen Borough Council, and Blackpool Borough Council), 34% of employers surveyed in 2019 who had job vacancies that were considered hard-to-fill, reported finding “basic numerical skills and understanding” challenging amongst candidates – this compares to 26% nationally. Source: Employer Skills Survey, 2019.

Data also suggests that Lancashire employers find it relatively less challenging than their national contemporaries, to find candidates with more complex maths skills (22% in Lancashire vs 26% nationally). Source: Employer Skills Survey, 2019.

This data, along with the fact that there has been a post-pandemic increase in vacancy postings in BwD, suggests that support is needed amongst the lower skilled population to bring their skills up to the right level required to fill the available jobs.

Nationally, we know that currently people with skills below Level 2 are employed at a rate of 6% below those with Level 2 qualifications and 9% below the overall rate (at the time of publication). Source: Annual Population Survey, ONS.

This suggests that the section of the population in Blackburn with Darwen with lower skills are more likely to be unemployed, and these people could fill the available vacancies with some basic skills support.

This is important information to consider alongside BwD’s employment rate, at 67.5% as of December 2021, compared to 74.8% in Great Britain and 72.9% in the North West. Taking the relationship between employers’ demands for improved basic numeracy skills, the relationship between likelihood of employment and possession of basic skills, and the vacancies that exist – Multiply would provide a much needed numeracy intervention within the Borough.

9. **Please describe any qualitative or quantitative data you have on local adult numeracy levels (e.g., historic and current participation and achievement, etc) to evidence need and demand. (Approx. 250 words)**

In the absence of published data on numeracy skills levels, a proxy of “% of 16-64 population with No Qualifications” has been used from the Annual Population Survey. We have surmised that where somebody has no qualifications at all, then they cannot have a numeracy or maths qualification.

In Blackburn with Darwen, 8.9% of working age residents have no qualifications, compared to 6.6% nationally - this is evenly split between males and females across the Borough.

Most notably, in Lancashire (including BwD), the percentage of those with no qualifications is highest (other than 16–19-year-olds) at aged 50-64, with 10.1% - this is above the national average of 8.4%.

We also proxy adult numeracy with the percentage of young people achieving a Level 2 Maths qualification by the time they are 16, and have found this to be below the national average in East Lancashire local authorities, and for those eligible for free school meals in 11 of the 14 Districts of Lancashire, including Blackburn, this is uniformly below the national average. We believe this to be a useful comparison as it may demonstrate the lack of assistance at home from parents/guardians of these young people.

Samples of data from European Social Funded projects in Lancashire indicate that for employed people who wanted to upskill, 65.7% had lower than GCSE equivalent maths skills (sample of 4,700+), and for unemployed this rose to 66.5% (sample of 1,100+).

**10. How does the Multiply provision outlined in section A meet this demand, on top of how existing entitlement is already meeting it, and what does success look like for your local area? (Approx. 250 words)**

In addition to the local AEB offer, the Multiply provision in Blackburn with Darwen has been developed to provide progression pathways leading to Level 2 qualifications for individuals with a wide range of needs. This includes those people who are currently the furthest away from being ready to undertake any qualification, particularly.

The provision will support individuals with very basic levels of numeracy to develop their confidence with numbers, understanding how and why they are used in everyday life. In order to reach these people it is important to work with a variety of partners, providers and grassroots organisations who have the appropriate links as well as the experience and understanding of their level of need.

With specific reference to qualification based outcomes, some support will be required to simply develop confidence and encourage participation where other support will include a more intensive approach to developing skills and understanding basic numeracy principles before participants can be considered ready to undertake exam-based accreditations.

Locally, success will include the skills development and levels of understanding of maths and numeracy skills, with an increased number of people gaining qualifications at various levels. Work with employers will result in a more coherent response to ensuring existing staff and potential employees have the relevant sector-based numeracy skills. A 'wider impact' assessment will be carried out on the various types of activity, identifying how improved skills has benefited the individual, their family and/or the wider community or employer.

**11. Please describe what you have done to ensure good value for money (e.g., has your plan been reviewed by an economist, have you reviewed local data?). Please also describe what controls you will put in place to ensure that good value for money continues to be achieved throughout the lifetime of the Multiply provision. (Approx. 250 words)**

Advice and additional analysis from colleagues in Lancashire has supported our review of local data. This identified that there are significant areas of Blackburn with Darwen with very low levels of qualifications amongst working-age adults. With regard to the IMD Adult Skills sub domain, BwD is ranked 4th highest of unitary authorities with their proportion (37.36) of LSOAs in the most deprived 10% nationally.

Research by the Department for Business, Innovation and Skills shows employment returns of 7.1% for learners achieving level 2 qualifications over a 4 year period. It also shows returns of 4.1% for learners achieving qualifications below level 2.

Social returns diminish at older ages (ie higher for those 19-24 than those 25+) and returns are higher for Level 1 (£6 for £1 spent) than entry level £3 for £1 spent). Research indicates wage returns of 8.5% over 3/5 years for Level 2 qualifications in maths and/or English.

Data suggests that the closer to Level 2 the qualification is - the higher the benefit to the exchequer, the local economy, and the individual – particularly in areas of deprivation.

To ensure value for money for the proposed activities, we have also looked at the average cost per learner per hour of delivery for our Adult Learning Service, which compares favourably with similar organisations across the country. Using a combination of national benchmarking data identifying costs per learner and costs per enrolment for a range of Adult Community Learning providers, as well as local data based on recent projects undertaken, we have established a baseline of indicative costs for each type of activity.

Monthly quality and progress review meetings across the three years will involve reporting on progress to target, a summary of types of activity expected and achieved as well as a review of evidence of individual progress and achievement.

## Section E: Engaging learners

**12. Which cohorts of learners will be hardest to reach? How do you intend to maximise the reach of the programme and make sure Multiply provision engages those learners that are hardest to reach (e.g., communications; reaching out to people via employers, 'touch points' such as housing and other community groups)? (Approx. 300 words)**

Given the low numbers of people with numeracy or Level 2 qualifications locally and the relatively low levels of people engaging with numeracy related courses and activities, it is clear that promoting and running numeracy support is not enough. The local population who would benefit from Multiply have personal barriers which need to be addressed in order for them to engage.

Once people have left education they can be resistant to the idea of returning, particularly if their experience was poor. Reaching these people effectively therefore requires a different, and more stealth-like approach – contextualised to their everyday lives and circumstances.

Those who are among the most difficult to reach will include people who live in households which experience multiple deprivation, poor educational attainment, multiple vulnerabilities and challenges as well as seriously low income. They are predominantly unemployed and furthest away from the labour market – for whom low levels of numeracy is a barrier to progression into work, vocational training & further education, including apprenticeships.

Working with the partners involved in the development of this investment plan, Multiply in Blackburn with Darwen will support those traditionally hardest to reach. Partners include well established training and learning providers as well as reputable children, young people, parents, families, and community-based organisations. These offer a wealth of experience, knowledge, and skills in relation to engaging and supporting vulnerable people and communities.

Often, people within the target groups tend to remain in their own communities and it can be challenging for them to step outside of this to seek support. This includes the proposed work with employers, where employees might not feel confident to seek help outside of the organisation. Provision therefore needs to address and consider the following needs of individuals:

- Personalised provision/support – small groups/121
- Accessible locations – delivered in community settings/informal environments
- Build on trusted relationships within communities already supported
- Flexible times – to work around childcare & home life commitments
- Numeracy qualifications to support access to further learning or work

**13. How will you ensure Multiply provision will be available and accessible to a diverse cohort as per [Public Sector Equalities Duty \(PSED\)](#) including those with dyscalculia or other protected characteristics? (Approx. 100 words)**

The partner organisations invited to the consultation event and then to submit an Expression of Interest represent people with a wide range of needs, including those with protected characteristics. In addressing potential equality implications, the Investment Plan considers how the development and implementation of Multiply will ensure the accessibility of the offer. This will include venues, timings, suitable resources and additional learning support where appropriate. Making sure that all people are aware of the offer will involve varied methods of communication of information about Multiply and associated activities available to everyone, including those with protected characteristics.

## Section F: Measuring success

14. **We expect Multiply learner data to be inputted into the Individualised Learner Record (ILR). Describe your approach to data collection, management, and reporting to meet these requirements (Approx. 250 words)**

The local authority's adult learning service has well established and robust methods of data collection in relation to learner details, along with suitable data management and associated reporting processes.

**Data collection:** Learner data is collected in line with ILR requirements through electronic and paper based methods. This data is then securely stored and inputted into our MIS system (MAYTAS by Tribal). This is the same system we use for our ESFA AEB contract.

**Data management:** We use Microsoft SharePoint to support the storage and organisation of our service data. Data is securely uploaded and stored on the system in line with GDPR principles.

**Data reporting:** ILR data is produced through our MIS system and validated using FIS and PDSAT prior to being submitted to the ESFA. We also have an internal data reporting process using Microsoft Power BI which enables us to present and report on ILR data using dashboards.

As part of our quality assurance and data accuracy processes a data cleansing activity regularly takes place to identify and resolve potential discrepancies.

Delivery partners for Multiply will be required to provide the same information for activities undertaken and this will enable us to report on all providers, with the ability to drill down and identify any specific providers which may need to implement remedial actions.

15. **What additional data (in addition to the Individualised Learner Record), if any, will you use to measure learner progress and achievement? If you do not have any additional data, you can answer "none". (Approx. 100 words)**

Using a model similar to RARPA, where appropriate, participants will be expected to carry out an initial assessment and results from this used as the basis from which to agree individual targets/learning goals based on their overall aim. For example, if the aim is to achieve a qualification, the learning goals should help the person work towards this outcome. These targets will be reviewed throughout their intervention and amended/added to as appropriate. Assessment of progress will be carried out for all. For longer programmes this will be at points throughout and for shorter interventions this will take place at the end.

**16. Are there any other local measures of success against your plan that you intend to monitor? You can answer “not applicable” for this question. (Approx. 100 words)**

We intend to monitor the wider impact of Multiply and how it benefits the individual, their family, their employer or their local community (as appropriate). The format of this review will be varied according to the type of activity being assessed. For example, where we want to look at wider impact for employer-based activities, the employer will be part of the review process and asked how the intervention has benefited the workplace as well as the individual themselves.

For community based activity with grassroots/third sector organisations, we will ask how the intervention has benefited the individual in their day to day life in addition to improving their confidence levels and/or numeracy skills.

## Section G: Stakeholder management

- 17. Which organisations have you engaged with to develop your investment plan, including public sector, private sector, and civil society organisations? How have you engaged these organisations? (Approx. 100 words)**

Approximately 100 individuals from a wide range of partner organisations, local providers, employers and internal/external stakeholders were invited to an initial Multiply introductory session. This aim of this event was to introduce the initiative as well as to help gain an insight into the local need with regard to numeracy skills and skills development. It also sought to identify gaps in the local offer and how these might be addressed. Feedback from the workshop sessions provided a focus for potential target groups and themes to be considered as part of the BwD response to Multiply.

- 18. Detail how have you engaged lower tier local authorities, if any, within your local area in the development of your investment plan? You can answer “not applicable” to this question. (Approx. 100 words)**

In addition to the consultation/information event in Blackburn with Darwen we were part of a similar event in Lancashire which included Lancashire and Blackpool. This enabled us to reach a wider range of potential partners, giving the opportunity to identify potential links and collaborations across the county as a whole

## Section H: Risks

19. Please set out any key risks including financial and fraud that could affect Multiply delivery. Describe these risks or issues, including the contingency measures you have put in place to mitigate them.

	Description of risk	Actions you will take to mitigate	After mitigation what is the likelihood of the risk occurring (High >70%, Possible 70-30%, Unlikely <30%)	After mitigation what would be the impact of the risk materialising? (High: significant impact of unable to deliver, Medium: delivery compromised, Low: Minor / no impact)
1	<b>Delay in agreement of Investment Plan and issue of funds by DfE</b>	Set expectations of delivery partners – explain the possibility of a delayed start to the programmes  Respond to all communication, queries and feedback from DfE in relation to the Plan and suggested amendments	70-30%	Medium
2	<b>Delay to start of programmes as a result of delay in the issue of funds</b>	Ensure delivery partners have planned for more substantial proportion of delivery to take place later in the year	70-30%	Medium
3	<b>Capacity and capability of partners to deliver the programme</b>	Consultation event held to outline need  Expressions of Interest submitted which outline capacity and capability  Regular meetings with delivery partners following implementation	<30%	Minor
4	<b>Failure to meet targets</b>	Ensure successful delivery partners cover the scope and range of target groups  Set clear aims and objectives for partners  Set clear performance measures and outputs in contracts  Implement monthly monitoring and reporting processes	70%-30%	Medium
5	<b>Engagement, attendance and achievement of learners</b>	Ensure successful delivery partners have experience of, or understand how to ensure success in these areas  Set clear aims and objectives for partners  Set clear performance measures and outputs in contracts  Include in monthly monitoring and reporting processes	70%-30%	Medium

6	<b>Employer engagement to support the Employer focus for Multiply</b>	<p>Ensure successful delivery partners include organisations with experience of Employer engagement and activity</p> <p>Set clear aims and objectives for delivery partners</p> <p>Set clear performance measures and outputs in contracts</p> <p>Include in monthly monitoring and reporting processes</p>	<30%	Low
7	<b>Quality of provision</b>	<p>Ensure successful delivery partners understand quality processes and evidence requirements</p> <p>Set clear aims and objectives for delivery partners</p> <p>Set clear performance measures in contracts</p> <p>Include in monthly monitoring and reporting processes</p>	70%-30%	Medium

## Section I: Capacity and Capability

20. **Do you have dedicated capacity and capability to deliver adult skills interventions and adult education? How many FTE will be working on delivery of Multiply and what functions are being undertaken by those FTE including who will be responsible for data collection, contract management and how you will coordinate delivery? (Approx. 250 words)**

The local authority's adult learning service has a well-established team delivering a wide range of adult skills programmes. In addition to specific Multiply interventions outlined in the accompanying spreadsheet, the team will provide added value to the initiative by embedding more focused and contextualised numeracy skills across the curriculum.

A proportion of the 10% for admin functions will support the contract management, data collection and data reporting processes.

**Contract management, data collection and coordination of delivery** – over the 3 years, this will involve the following:

### **0.1 FTE Service Lead – J Grade**

This role will oversee the overall delivery of the project, holding regular meetings to discuss progress to target and ensure that the contract is in place and being adhered to

### **0.1 FTE Skills and Quality Manager – I Grade**

This role will work with delivery partners to ensure that quality measures are robust and implemented. This will include the methods and processes used to ascertain starting points and progress made as a result of the intervention

### **0.1 FTE Knowledge Analyst – H Grade**

This role will oversee the data collection, collation, inputting etc, ensuring that it is in line with ILR requirements. They will advise on appropriate data requirements, either through electronic or paper based methods. They will be responsible for the ILR data returns for Multiply.

### **0.2 FTE Admin/Business Support – D Grade**

This role will be responsible for the data input and regular communication with delivery partners throughout the duration of the contract period. They will provide the key link between partners and core staff within the local authority

- 21. If you have capacity, would you be prepared to take a leading role in a regional peer-to-peer network to share learnings with other local authorities (eg host quarterly Multiply sessions, share best practice, etc)? This does not commit you at this stage and we will use this information to develop our learning plans across the Multiply programme. (Approx. 100 words)**

We would be happy to participate in a peer-to-peer network to share learning with other local authorities.

- 22. Please describe the key capacity and capability challenges (if you have any) for delivering skills interventions. This could include challenges within your local authority (e.g., gaps in areas such as procurement, contract management, communications) and/or in your local delivery system? This information will be used to inform what support could be made available nationally. (Approx. 100 words)**

The biggest challenge to delivering on the Multiply initiative would be to ensure there are sufficient maths and/or numeracy specialists who would be able to deliver the interventions included as part of this plan. However, the contributors have outlined how they will deliver the activities as part of the developmental programme of interventions which will support progression through the levels of numeracy across the 3 years of Multiply.

- 23. Please describe what further support would help address these challenges? We will use this information to inform what central government support is made available nationally but cannot commit to fund every individual request. (Approx.100 words)**

A national approach to provide appropriate CPD and training for deliverers and delivery partners would be beneficial to ensure a consistent approach to the ongoing development of numeracy skills, albeit using innovative and contextualised approaches locally.

- 24. Are there interventions or capability areas where you can partner with other local authorities, providers, or employers in your region? (Approx.100 words)**

We will continue a collaborative approach with colleagues in Lancashire and Blackpool to ensure that any cross-boundary opportunities are not missed.

## Section J: Declaration of the Chief Executive of the lead local authority

As the lead local authority (Greater London Authority, Mayoral Combined Authorities, Upper Tier/Unitary Local Authorities) you will act as the accountable body and submit this application on behalf of your local area. By submitting this investment plan, you confirm:

- All the information included is true and accurate to the best of your knowledge.
- You have read, and confirm this plan is in accordance with, the expectations set out in the Multiply investment prospectus and technical guidance.
- Lower tier local authorities within your local area support this application and are committed to work with you.
- You will comply with the Assurance and Grant management process as outlined in the technical guidance and submit a statement of expenditure at mid-point and end of financial year.
- You understand that the grant will become repayable and further payments put on hold or reduced, if Multiply outputs are not on track for delivery and/or grant funding is not spent on eligible activities by the mid-point and end of each financial year.
- You understand that you will be responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR) and will submit regular monitoring reports as set out in the technical guidance.
- You will submit an annual progress report including an assurance statement to confirm spend was used wholly for the purposes for which it was given, and a revised investment plan for subsequent years of Multiply provision as set out in the technical guidance.
- You will support the sharing of learning as requested by the Department for Education – this may involve providing case studies, contributing to webinars and other activity as identified.
- You will comply with the Public Sector Equalities Duty and put in place equality policies and implementation plans as well as processes for learners to raise complaints about unfair practices or treatment.
- You will ensure value for money, seeking competitive costs for all activities and complying with the procurement governance as set out by your governing body.

Chief Executive name	<b>Denise Park</b>
Signature	
Date (DD/MM/YYYY)	<b>28/06/2022</b>



Department  
for Education

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