



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

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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 30th June 2022 by emailing 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

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: Matt Alvey, matthew.alvey@nottinghamcity.gov.uk, 0115 876 4784

Financial / Accounting Officer: Clive Heaphy, clive.heaphy@nottinghamcity.gov.uk, 0115 8763982

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?**

Spreadsheet attached.

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.**

The Council will manage the Multiply Marketing and Communications function to ensure maximum impact and reduce duplication.

Managing marketing and communications internally will ensure that all promotional resources for Multiply are standardised, enabling the project to develop a recognised brand that will aim to reach all Nottingham City residents and employers.

Multiply will be promoted across the city using established marketing and communications channels including local press, social media and events.

Delivery partners will be required to work with the Council to develop bespoke resources and promotional activities, especially to engage groups that will not be typically engaged through mainstream channels.

The Marketing Budget in Year 1 is higher than in years' 2 and 3 in recognition of having to develop branding, a local footprint, and promotional activity.

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.**

The Council established a Multiply Advisory Group that included Nottingham College (the City's main FE provider), the council's Family and Community Learning service, AEB providers, and employers. Multiply has been developed in partnership with the market to ensure it complements rather than displaces provision.

The advisory group undertook a gap analysis identifying market failure, provision gaps and provider capacity.

Based on market intelligence, Multiply will deliver a blend of accredited and non-accredited learning, addressing gaps in the market that AEB and other funded provision are currently failing to address.

Gaps include:

- I. Engaging groups furthest away from being ready to receive numeracy support, typically individuals that AEB and other traditional programmes struggle to reach (e.g. economically inactive adults with no qualifications, employed individuals with no qualifications) and individuals with protected characteristics (e.g. BAME, Over 50's, Women, those with disabilities, young people 19 – 24)

- II. Non-accredited support that focuses on ‘distance travelled’, equipping individuals with the confidence to start formal numeracy training
- III. Accredited learning that supports individuals to gain entry level one, entry level two, entry level three numeracy qualifications as well as functional skills numeracy level one
- IV. Contextualised numeracy support, embedding Maths into everyday problem solving (e.g. financial capability, helping with homework) and supporting individuals to improve numeracy skills essential for the workplace, enhancing career prospects
- V. Accredited and non-accredited numeracy courses for employed individuals

Providers wishing to apply for a grant to deliver Multiply will need to demonstrate via an application form (scored by the local authority) how their proposal will

- demonstrate a proven track record for engaging groups furthest away from being ready to receive numeracy support, typically individuals that AEB and other traditional programmes struggle to reach (e.g. economically inactive adults with no qualifications, employed individuals with no qualifications, male adult learners) and individuals with protected characteristics (e.g. BAME, Over 50’s, women, those with disabilities, young people 19 – 24)
 - deliver additionality and not duplicate existing numeracy provision
 - Be innovative in their delivery method to engage and attract groups of individuals not likely to engage through ‘normal’ routes
 - recruit delivery staff in a way that will complement and not displace existing AEB workforce
 - Support learners to progress from Multiply courses delivered at entry level through to AEB provision delivered level 2, creating a local complementary numeracy pathway
 - Support learners and employers to access to Government’s new ‘Multiply Online Digital Portal’
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 (e.g. under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention.**

To reduce pressure on the FE workforce, the project will not rely solely on postgraduate level qualified numeracy teachers. Multiply will deploy an innovative blend of:

- non-qualified community-based numeracy champions
- non-qualified undergraduate ‘numeracy buddies’, funded via existing University graduate placement schemes
- numeracy trainers that possess PETALS qualifications
- postgraduate qualified numeracy tutors

To build capacity within the workforce Multiply will:

- will seek to bring forward new providers to the market via commissioning, diversifying the provider landscape
- By deploying a team of non-qualified staff (e.g. numeracy champions/buddies), delivery partners and employers will be encouraged to upskill staff, supporting individuals to become qualified numeracy tutors, increasing local workforce capacity

Several providers, including Nottingham College and those currently delivering the Council's Community Family Learning have expressed an interest in delivering Multiply.

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?**

Multiply will help deliver on two policy commitments in Nottingham City Council's "2021-23 Strategic Council Plan", under its target outcome of *Keeping Nottingham Working*, which covers:

I. **Helping local people into good quality employment through:**

- Ensuring a range of training is available for people to acquire basic skills, new skills and higher-level skills so that they can access new job opportunities.
- Providing targeted programmes of support for people most affected by COVID and individuals with protected characteristics (e.g. BAME, Over 50's, Women, those with disabilities, young people 19 – 24)

II. **Working with our key institutions, businesses, and communities to improve the employment prospects and progression routes for local people, to help raise local incomes, skill levels and wellbeing.**

Multiply will also contribute to delivery of two **Nottingham Growth Board's "Nottingham Economic Recovery & Renewal Plan"**, priorities:

- **Upskilling and reskilling our communities for growth sectors** –providing foundation skills for young people and (re)training for adults to them to access opportunities in growth sectors.
- **Supporting marginalised communities into employment** – providing community-based support for people who are long term unemployed or otherwise disadvantaged, particularly those hit hardest by the Covid pandemic. and individuals with protected characteristics (e.g. BAME, Over 50's, women, those with disabilities, young people 19 – 24)

Multiply will deliver short courses and bite size learning making numeracy engaging, innovative, fun, whilst supporting individuals to develop numeracy skills that are needed in daily life and the workplace (e.g. financial literacy). For example:

- **Bake Off** - A twist on the popular TV Show were learners receive recipes in imperial measures but only have metric scales to produce the goods. Will you be Nottingham's Star Baker?
- **Fantasy Football** - The popular game is back with prizes to be won. those bonus match points you're going to have to have work out your own weekly scores
- **Energy Bills** - Understanding energy bills, tips on reducing energy to save money and advice on insulation, smart meters and other energy saving initiatives nus match points, you're going to have to have work out your own weekly scores
- **Spread the cash** - Home budgeting, shopping/cooking on a budget, travelling on a budget, changing suppliers etc

Multiply will complement efforts locally to improve financial inclusion, a priority set out in both the City's Health & Wellbeing Strategy and Nottingham Financial Resilience Partnership

Multiply will work with European Structural Investment Fund projects that support financial resilience (e.g. ESF Building Better Opportunities Money Sorted).

Nottingham College are currently delivering a Wave One Strategic Development Fund Pilot focusing on key sectors (e.g. advanced manufacturing, life sciences etc). Multiply will unlock access to skills development in these sectors by improving basic numeracy levels.

The Council is a key local strategic partner in the development of both a Wave 2 Local Skills Improvement Plan and Wave 2 Strategic Development Fund application. The Council will ensure Multiply coordinates and complements both programmes if successful.

The Council will align Multiply and UK SPF investment plans building in complementary intentions, both for businesses and residents.

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 touchpoints

	Multiply provision	Delivery partners	Major milestones	Date	Comments
1	Bitesize Workshops that aim to engage new learners	To be confirmed <i>All delivery partners on Multiply will be procured. Procurement will commence July 2022 and be completed August 2022 with Multiply commencing on the 1st September 2022.</i>	Curriculum Development	Sept 22	Session planning, logistics (target area, venues, timetable etc), resource development and planning.
			Promotion & Engagement	Oct 22	Promote programme to community partners and city residents to raise interest and encourage referrals.
			Commence Direct Delivery	Nov 22	Enrolment, delivery of provision, learner & Tutor evaluations, ILR Returns
2	Short courses that challenge negative thoughts and experiences of maths and/or education	<i>Once the procurement exercise is complete NCC will inform the DfE and provide details of the delivery partners, the programmes they will be delivering and any changes to major milestones.</i>	Curriculum development	Sept 22	Session planning, logistics (target area, venues, timetable etc), resource development and planning.
			Promotion & Engagement	Oct 22	Promote programme to community partners and city residents to raise interest and encourage referrals.
			Commence Direct Delivery	Nov 22	Enrolment, delivery of provision, learner & Tutor evaluations, ILR Returns
3	Financial Literacy Courses	<i>Once the procurement exercise is complete NCC will inform the DfE and provide details of the delivery partners, the programmes they will be delivering and any changes to major milestones.</i>	Curriculum Development	Sept 22	Session planning, logistics (target area, venues, timetable etc), resource development and planning.
			Promotion & Engagement	Oct 22	Engage with community delivery partners to promote programme to service users
			Commence Direct Delivery	Nov 22	Enrolment, delivery of provision, learner & tutor evaluations, ILR Returns
4	Back to Basics short courses that prepare learners to progress onto accredited learning	<i>Once the procurement exercise is complete NCC will inform the DfE and provide details of the delivery partners, the programmes they will be delivering and any changes to major milestones.</i>	Curriculum Development	Sept 22	Session planning, logistics (target area, venues, timetable etc), resource development and planning.
			Promotion & Engagement	Oct 22	Engage with community delivery partners and employment support provision to promote programme and start date to city residents and service users
			Commence Direct Delivery	Nov 22	Enrolment, delivery of provision, learner & tutor evaluations, ILR Returns
5	Sessions for parents/ guardians that focus on their 'child's	<i>Once the procurement exercise is complete NCC will inform the DfE and provide details of the delivery partners, the programmes they will be delivering and any changes to major milestones.</i>	Engagement with Secondary Education	Sept 22	Identify and establish partnerships with Nottingham secondary schools.
			Curriculum Development	Sept 22	Session planning, logistics, timetabling, resource planning.

	curriculum at Key Stage 3/4		Promotion & Engagement	Oct – Dec 22	Work in partnership with secondary schools to engage with parents and guardians to promote programme and start date
			Commence Direct Delivery	Jan 23	Enrolment, delivery of provision to employees, evaluation, ILR Returns
6	Community based accredited learning		Curriculum development	Sept 22	Session planning, logistics (target area, venues, timetable etc), resource development and planning.
			Promotion & Engagement	Oct 22	Engage with community delivery partners and employment support provision to promote programme and start date to city residents and service users
			Commence Direct Delivery	Nov 22	Enrolment, delivery of provision, learner & tutor evaluations, ILR Returns
7	Unaccredited sector specific maths workshops/ courses		Employer Engagement	Sept 22	Develop partnerships with key employer stakeholders e.g. Nottingham Jobs, Growth Hub, DWP Identify city employers keen to be involved in Multiply
			Curriculum Development	Oct 22	Work in partnership with employers to identify and build sector specific workshops and courses to upskill employees.
			Promotion & Engagement	Oct 22	Work with employers to promote provision to their employees and start dates.
			Commence Direct Delivery	Nov 22	Enrolment, delivery of provision, learner & tutor evaluations, ILR Returns
8	Workplace accredited learning		Employer Engagement	Sept 22	Develop partnerships with key employer stakeholders e.g. Nottingham Jobs, Growth Hub, DWP Identify city employers keen to be involved in Multiply and identify demand and need for accredited learning.
			Curriculum Development	Oct 22	Session planning, logistics timetabling, resource development and planning.
			Promotion & Engagement	Nov - Dec 22	Work with employers to promote provision to their employees and start dates.
			Commence Direct Delivery	Jan 23	Enrolment, delivery of provision, learner & tutor evaluations, ILR Returns
9	Support from Numeracy Champions		Recruitment	Sept – Oct 22	Create job specification, advertise and appoint Numeracy Champions.
			Promotional activities	Nov 22	Numeracy Champions establish partnerships with key stakeholders to promote the programme.

			Commence Direct Delivery	Dec 22	Provide 1-2-1 support to city residents, promote and seek referrals to the wider programme. Recruit a volunteer bank of Numeracy Buddies to support delivery. Capture enrolment forms and submit to NCC for ILR returns
Off- Menu Activity	Marketing and Communications support		Develop marketing strategy and brand	Sept 22	UKSPF Multiply Manager to establish partnership with marketing and communications and produce strategy and action plan for promoting the programme to city residents and those hardest to reach.
			Develop resources	Oct 22	Marketing and communications and UKSPF Multiply Manager work in partnership with delivery partners to develop resources to promote interventions that are being delivered in the community and work place. Continually evaluate and improve resources as programme develops.

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.**

Nottingham continues to experience high levels of inequality and deprivation, limiting opportunity for the City and its residents.

The recent National Numeracy and Experian 'Numeracy Index', shows that Nottingham is ranked in the 96th percentile in terms of numeracy skills need, meaning only 4% of Local Authorities rank higher for need (and therefore lower for skills).

Poor numeracy levels in Nottingham can be traced back to generational inequality and deprivation that have limited access to skills, employment, and opportunities.

- In the 2019 Indices' of Deprivation, Nottingham ranked as the 11th most deprived Local Authority out of 317 in England
- The unemployment rate (claimant count) in the City has historically tracked at around 2-3% above the national figure.
- Some areas in the City perform particularly badly (e.g. Nottingham North is 10th worst in the Country for employment and 4th worst for education and skills, 2019 IMD)

Nottingham has historically had a low skills base compared to national averages, exacerbated by an over reliance on a low wage low skilled economy, limiting demand and opportunity for people to gain higher technical skills.

Poor levels of numeracy significantly impact people and places:

- Poor numeracy levels are linked to poor health outcomes ([national numeracy](#))
- Poor numeracy negatively impact businesses and employers ([BIES](#))
- Poor numeracy costs the UK dearly; research from Pro Bono Economics estimates poor numeracy skills cost the economy £20.2 billion every year ([Pro Bono Economics](#))
- According to [OECD](#) "Good numeracy is the best protection against unemployment, low wages and poor health".

The City will need to harness Multiply and wider UK Shared Prosperity Fund investment to break the cycle of numeracy underperformance within the context of the City's overall approach to levelling up.

How well Nottingham recovers from the effects of the Pandemic will in part be determined by our ability to reskill and upskills. Improving basic skills and in particular numeracy will be a critical determinant of this success.

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.**

By age 19, Nottingham, is the worst performing local authority in England, with only 67.7% of pupils attaining 5 GCSEs at grades 9-4 (A*-C). This means that the attainment gap between the best and worst performing local authorities, Rutland and Nottingham, is 25.8 percentage points.

For Maths Functional Skills, Nottingham has seen a considerable decline in both starts and achievements. Total starts have declined by 13.9% from 2018/19 to 2020/21 academic year while achievements declined by 44.2% down to 985 achievements of functional qualifications related to Mathematics in 2020/21

In terms of adult population 24,300 adults in Nottingham have no qualifications, which equates a minimum of 24,300 adults not having a numeracy qualification.

In comparison to the scale of the challenge, enrolment data for those aged 19+ in 2020/21 were relatively low:

- 2020/21 Basic Skills Maths Entry Level total enrolments in Nottingham: 340
- 2020/21 Basic Skills Maths Level 1 total enrolments in Nottingham: 240
- 2020/21 Basic Skills Maths Level 2 total enrolments in Nottingham: 330
- 2020/21 GCSE Maths total enrolments in Nottingham: 190

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?

The provision outlined in *Section A* takes a fresh approach to how we deliver Numeracy in Nottingham.

Nottingham's numeracy challenge will be met through a complementary and innovative programme of engagement and learning, enabling unemployed, inactive, and employed individuals to improve numeracy skills.

Multiply will support learners to progress from Multiply courses delivered at entry level one, entry level two, entry level three through to AEB level 2 provision, creating a local complementary numeracy pathway

Multiply will be segmented into three delivery strands, each addressing local market failure:

- I. **Engagement & Numeracy Champions** – The project will centralised engagement service ensuring participants and employers are supported to access Multiply coherently. The project will also deploy a cadre of Numeracy Champions (e.g. employers, community members, high profile local influencers) working across communities and within the workplace (in a paid and voluntary capacity), promoting the benefits of the programme, increasing access to the project
- II. **Multiply in the Community** - Bitesize workshops and short courses (accredited and non-accredited) enabling unemployed and inactive, individuals to improve numeracy skills.
- III. **Multiply at Work** - Bitesize workshops and short courses (accredited and non-accredited) enabling employed individuals to improve numeracy skills, unlocking access to higher level in work sector skills pathways (e.g. Apprenticeships).

The programme will contextualise learning by embedding numeracy into everyday problem solving (e.g. financial capability, helping children with homework) in fun and interactive way, supporting individuals to improve numeracy skills essential to the workforce, enhancing career prospects.

Mobilising the local business community, particularly major employers (e.g. Capital One, Boots, Experian, University of Nottingham, Nottingham Trent University, Nottingham College) and anchor institutions will be critical to ensuring sufficient numbers of employers/employees access Multiply. The project will work through a local Major

Employers Forum and Growth Hub to leverage engagement with businesses.

Success for Nottingham will be:

- More learners engaging in adult numeracy provision
- Adult learners improving confidence with numbers, particularly applying numeracy in everyday life
- More adult learners achieving Entry level and level 1 numeracy qualifications
- More adult learners progressing on to level 2 AEB numeracy provision
- Employers recognising improvements in sector specific work skills
- An increase in unemployed city residents progressing into Employment, Education & Training
- Increased capacity and resilience within the local numeracy provision landscape

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.

The Council have consulted with a range of market specialists (e.g. Community & Family Providers, FE, HOLEX, Local Authorities) to establish price per learner costings, which vary between interventions.

Costings factor in an initial uplift to ensure successful set up of new and innovative provision in year one and associated participant costs throughout the lifetime of the project (e.g. childcare support, travel etc)

Example Costings:

- | | |
|------------------------------------|--------------------|
| • Multiply Workshops | c£200 per learner |
| • Multiply Non-Accredited Learning | c£600 per learner |
| • Multiply Accredited Learning | c£1000 per learner |

We have developed curriculum and project infrastructure that is proportionate to the scale of the local challenge.

To close the numeracy gap, Nottingham will need to reimagine its numeracy offer, addressing systemic failings. In addition to delivery of complex provision, Multiply investment will catalyze a step change, enabling partners to invest in new curriculum, workforce development, capacity building, innovative engagement, venue hire and purchase of educational resources such as digital technology.

To ensure Multiply continues to represent value for money throughout the lifetime of the project we will:

- Continually monitor delivery of outputs and outcomes
- Undertake quarterly performance review meetings with subcontractors and challenge underperformance
- Produce an annual self-assessment report with recommendations for improvements
- Undertake end of project evaluation

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)?

Based on the Council's experience of delivering Employment and Skills provision, it is anticipated that the following learners will be hardest to reach: Over 50's, BAME, LLDD/SEND, Economically Inactive, Care Leavers

This is due to difficulties in engaging and progressing identified cohorts into Employment Education & Training. For example, in 2021/22, the Council progressed:

- 39 Over 50's participants into EET
- 280 people with disabilities into EET
- 365 BAME individuals into EET

This is compared to over 1000 16 – 24 year olds supported into EET during the same period.

Historically, projects have found it more difficult to successfully engage with economically inactive individuals and care leavers.

The Council will maximise reach by:

- Investing in new and innovative engagement techniques, taking provision to the people in local communities and the workplace
- implementing a cohesive marketing strategy in partnership with delivery partners, using established and effective communication channels including social media
- deploy a cadre of Numeracy Champions (e.g. employers, community members, high profile local influencers) working across communities and within the workplace (in a paid and voluntary capacity), promoting the benefits of the programme, increasing access to the project
- mobilising the local business community, particularly major employers (e.g. Capital One, Boots, Experian, University of Nottingham, Nottingham Trent University, Nottingham College) to increase workforce access to Multiply. Employers will also be supported to become Numeracy champions helping overall delivery of Multiply
- Promoting and encouraging referrals from providers of local services (e.g. Priority Families, DWP, Housing, Health & wellbeing)
- Working in collaboration with community organisations to promote and encourage referrals (e.g. food banks, libraries, religious organisations, benefits and debt advisory services, employment and skills provision, supported housing, BAME support, SEND Support)
- establishing partnerships with city primary and secondary schools to deliver maths support to parents
- working with Nottingham Jobs, Nottingham Growth Hub, Futures, D2N2 LEP and East Midlands Chamber of Commerce to establish partnerships with local employers
- providing Information, Advice and Guidance via the National Careers Service to adults

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?

All programme delivery will be procured with applications weighted to those organisations who promote the Public Sector Equalities Duty and can demonstrate an ability to reach target groups and support a diverse pool of learners.

Applications will also need to demonstrate how learners will be supported to remove barriers to learning either through the project or by referrals to third party support organisations.

Examples of support may include:

- access to childcare support for parents
- classroom support assistants
- signers and/or interpreters
- bespoke resources for additional needs
- hardship fund (e.g. travel subsidy to sessions)

Nottingham City Council will monitor cohorts of adults accessing Multiply and the quality of provision to ensure equality and diversity needs are met.

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

The Council will recruit to a Data and MI Officer post funded through Multiply. This post will be responsible for both setting up Data Management systems and collecting consolidating and submitting data returns to ESFA.

Learner data will be managed in line with the existing Data Strategy, adopted by the Council's Community & Family Learning Service. This is built upon four principles:

1. **GDPR & Information Securing** - Ensuring data is managed to comply with GDPR and Information Security regulations, preventing unauthorised access to data
2. **Quality Management** – Ensuring that data collected and submitted to ESFA meets all ILR requirements and the needs of Multiply
3. **Governance** – Ensuring data collection is proportionate, consistent and properly used throughout the organisations
4. **Training** – Ensuring all staff accessing project data have up to date GDPR and Information Security training accreditation

Providers wishing to apply for a grant to deliver Multiply will need to demonstrate how their organisation will adhere to GDPR and Information Security regulations.

Providers will be required to capture learner enrolment data Individualised Learner Record (ILR) which are submitted to the Multiply Data Officer on a monthly basis then entered on to the Councils client caseload management information system 'PICSWeb', at which point it will be processed ahead of submission to ESFA.

Data collection, management and reporting of the Individualised Learner Record (ILR) is carried out by the CFL and reported monthly to requirements of the Education & Skills Funding Agency (ESFA). All data capture follows the requirements of GDPR

The Council currently deliver an ESFA funded Community Family Learning (CFL) service and have a proven track record of effectively and compliantly managing data, reflected in the service being judged as 'Good' by Ofsted.

Outputs measured include:

	Yr 1	Yr 2	Yr 3
• Number of people participating in Multiply funded courses	150	200	150
• Number of people participating in Multiply funded courses	17	50	50
• Number of people participating in Multiply funded courses	17	50	50
• Number of people participating in Multiply funded courses	33	67	67
• Number of people participating in Multiply funded courses	15	30	30
• Number of people achieving a qualification	10	40	50
• Number of people participating in Multiply funded courses	100	150	133
• Number of people achieving a qualification	25	110	120
• Number of people participating in Multiply funded courses	100	300	300

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”.

For courses of 20 GLH or more, participants on Multiply will have an Individual Learning Plan (ILP) that will set out a learner’s academic and personal goals. The ILP will record learner progress and outcomes.

In addition to the ILR, the following participant information will be collected

- Participant Protected characteristics to ensure the project supports delivery of the Council Equality Diversity and Inclusion commitments
- Learner Evaluation Data to enhance future delivery

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.

We want to measure the wider impact of learners accessing Multiply provision.

The local National Careers Service will deliver Information Advice and Guidance sessions for participants at various points in the participant journey including after progressions are made into education, employment and training.

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?

- I. **Multiply Advisory Group** - Following the launch of Multiply, the Council established a Multiply Advisory Group including Nottingham College (the City's main FE provider), the council's Family and Community Learning service, AEB providers, private skills providers and employers (e.g. Capital One and Experian).
- II. **UK SPF & Multiply Webinars** – The Council has consulted with wider network of partners through a series of Webinars (June 13th 2022, June 20th, June 23rd)
- III. **Nottingham Growth Board** – The Council has consulted with the Nottingham Growth Board at the April 25th Meeting
- IV. **Elected Members** – Through internal governance structures the Council have consulted on Multiply with Council elected executive ad ward councillors
- V. **Youth Cabinet** – we have consulted with Nottingham's youth parliament to gain insight into the needs and aspirations of Nottingham's young people

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)

Not applicable.

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	Delivery partners underperform	Bespoke implementation plans developed for each partner which include programme delivery guidance and support. Pre-programme awareness raising of Multiply expectations as part of partner recruitment process.	Possible	Medium
2	Budget, performance and achievement of outcomes vary from plan.	The budget and outcomes have been set based on previous experience and achievements from Family Learning and AEB projects, making targets and timescales realistic. It is expected that there might be some variation in achievement across the programme duration. The Project Manager and partners will monitor activity against targets on a monthly basis to remove the impact of any variation.	Possible	Medium
3	Failure to attract target number of participants	Target activity based on evidence of demand data and previous experience. Resources for communications, marketing, outreach and engagement activities built into programme, as well as links to complementary projects, should facilitate significant lead generation. An operational underperformance policy is part of the funding agreement with delivery partners.	Possible	Medium
4	Failure to create target number of outputs and outcomes	Target activity is based on evidence of need data and previous achievements. An operational underperformance policy is part of the funding agreement with delivery partners.	Possible	Medium
5	Failure to use Multiply funds for the purposes agreed	Clear assignment of funds to activities at start of the programme's projects. Shared plan between partners which ties in with contractual commitments in their funding agreements. All programme management staff trained in, and adhere to Nottingham City Council's Counter Fraud Strategy.	Unlikely	High

6	Failure to defray Multiply funds by project closure	Monthly monitoring of expenditure against plan, and regular meetings between partners. An operational underperformance policy is part of the funding agreement with delivery partners.	Possible	Medium
7	Failure to maintain records required for claim, evaluation and audit purposes	Documents managed in line with partners' document management systems. Dedicated programme resource / expertise in compliance (with FL, AEB and ESIF experience) available to all partners.	Unlikely	High
8	Delayed recruitment of new staff including numeracy champions and tutors	Recruitment initiated pre programme start? Partners use existing staff to ensure some delivery activities can start from day one of the project. Focus on capacity building in year 1 to allow for greater provision in years 2 and 3.	Medium	Medium
9	Failure to meet General Data Protection Regulations (GDPR)	The Council's Data Protection policies and procedures are applied to Multiply delivery partners. The data protection requirements are set out in the funding agreements. All partners are issued with GDPR compliant paperwork templates by the Council.	Unlikely	High
10	New Covid-19 variant affects working environment including ability to engage and support participants and businesses' appetite or ability to support training.	Regular and detailed monitoring of the social and economic outlook. Tailoring of the programme, based on recent experience, to reflect any changing demand and mechanisms for engagement and delivery of support services.	Possible	High
11	Some innovative courses don't work?	Obtain learner voice for proposed curriculum and suggestions for future courses. Monitor course enrolments, attendance and evaluation.	Possible	Medium
12	Ofsted implications?	Performance manage providers and evaluate quality assurance. Where necessary work with CFL to deliver quality improvement workshops	Possible	Medium
13	Not having enough time to deliver the year 1 programme?	Procure delivery partner services during July and August for a September 2022 start.	Possible	Medium / High

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?**

Nottingham City Council will manage Multiply. All programme delivery (apart from a centralised Marketing & Communications resource) will be procured and delivered within the community or workplace by delivery partners.

To manage the fund, Multiply will fund roles as set out in the project budget annex.

- **Project Manager** - Responsible for overall project management and successful delivery of Multiply
- **Data & MI Analysis** - Responsible for both setting up Data Management systems, collecting, consolidating and submitting data returns to ESFA
- **Finance Officer** - Responsible for managing Multiply financial obligations
- **Compliance Officer** – Responsible for reviewing ILR submissions

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.**

Nottingham City Council is committed to the sharing of best practice and learning from other authorities. Capacity dependent, we would be prepared to take a leading role in a regional peer-to-peer network.

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.**

Direct delivery from the 1st September will be challenging.

If procurement is completed on time, delivery partners who have been subcontracted to deliver Multiply will need time to develop a curriculum, identify suitable venues, create resources and market the provision, which could delay delivery.

The Council recommend Multiply is delivered in line with academic year as opposed to financial year, increasing deliverability of the project

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.

Clarification from central government as to whether delivery for 2022/23 can continue until July 2023 providing all expenditure has been defrayed by the 31st March, with clarification also provided for subsequent years.

24. Are there interventions or capability areas where you can partner with other local authorities, providers, or employers in your region?


In addition to engaging partners (e.g. employers, skills providers etc) via the Multiply Advisory Group, the Council are working closely with Nottinghamshire County Council to explore opportunities to work with the County in delivering Multiply, however, any formal joint working will take place in years two and three once Multiply is set up and embedded across the City

Multiply will be working closely with the Council's Nottingham Jobs employment and skills brokerage service, The D2N2 Growth Hub, DWP, Futures Advice, D2N2 LEP and the East Midlands Chamber of Commerce to ensure successful delivery of Multiply.

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	Mel Barrett
Signature	
Date (DD/MM/YYYY)	28th June 2022



Department
for Education

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