



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: Andrew Marsh, andrew.marsh@derbyshire.gov.uk 01629 538080

Financial / Accounting Officer: Peter Handford, peter.handford@derbshire.gov.uk 01629 535837

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?

[See [spreadsheet](#)]

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)

The Council is proposing a development programme to upskill a range of community development workers, connectors and facilitators across Public Health, Thriving Community, employment advice and guidance, whose primary focus isn't numeracy learning, and who provide wider support to those people who are characterised through the interventions outlined in the summary spreadsheet.

These will be targeted with mentoring or AET qualification which will include a functional numeracy element as well as to undertake a maths skills check. They will be able to be numeracy ambassadors promoting and mentoring individuals and groups to assess their skills and sign-post people into appropriate Multiply programmes.

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)

Multiply provision is in addition to, does not duplicate or offset currently fully funded maths courses delivered through the Adult Education Budget (AEB). The context over eligibility and expectations, embedded within the current AEB Funding Rules, can be a barrier to participation for those employed, not on a low wage, intergenerational learning or those who have had a dysfunctional history with education, and in particular, maths.

Multiply will be able to bring a flexibility, responsiveness and focus around developing numeracy skills (through informal and non-accredited routes) rather than purely in taking a qualification by developing step-into, non-accredited activity. It will bring coherence to the learner journey, once offered by First Steps, which incrementally builds the personal and social capacity of an individual to achieve.

The traditional approach of numeracy learning is often interpreted as not for me and this too can be linked to the emotional memory of an earlier, dysfunctional relationship with education, making them fearful of maths. Multiply will bring added value by providing bespoke, relevant, and functional learning interventions - co-produced with communities and learners - that are:

- culturally sensitive,
- improve social functioning skills to improve confidence and self-esteem,
- help to address the wider cost-of-living challenges faced,

- support residents to understand their options and impacts of the choices they make.

Multiply is an opportunity to maximise participation by providing additional learning support for non-accredited learning where language skills, learning difficulties and financial circumstances may be a barrier to participate. This is challenging to provide under the existing financial rules and could include:

- support for childcare,
- access to loan equipment,
- mentoring
- small incentives.

There will be separate engagement activities, separate KPIs and outcomes from current AEB core provision.

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. (Approx. 250 words)

Multiply will utilise the latent capacity within the existing deployment of the further education workforce and resources as well as develop new and additional opportunities through taking numeracy learning into a wider community context with “touch points” within the community and employers.

There is a need to invest in the development of non-maths and numeracy champions within these new arrangements to become confident in emphasising numerical learning, its wider impact, and how they signpost residents into the benefits of better numeracy skills and onto formal qualification pathways. These opportunities will seek to develop learners to become numeracy champions to increase engagement, driving retention and achievement.

Investment in more virtual teaching content –self-paced, distant-learning and hybrid approaches – will be prioritised along with new, online resources which do not currently exist. This will provide flexible and responsive learning opportunities for those in work or have other responsibilities (e.g., caring duties) and who may struggle to engage with the more traditional approach to post-19 education. Though the competency and confidence in delivering teaching, learning and assessment online experienced a sea-change during the pandemic, there is still a need to build capacity, and this will be embedded within the planning to support effective delivery.

Due to the enhanced emphasis around the practical, functional application of learning within course design, there is a need to invest in the development of non-maths and numeracy teachers and learning support colleagues to become confident in emphasising numerical learning, and its wider impact, within subject planning and its implementation. Our approach to the workforce requirements of Multiply is a fully integrated one and is not a standalone intervention.

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 Interventions identified in our investment plan, and the prioritisation of the target parts of the Derbyshire community, will help to deliver priorities in a range of key local strategies. Our Local Enterprise Partnerships (D2N2) Local Skills Plan recognises the need to develop measures to arrest the worsening deprivation in education, skills, and training for most D2N2 districts.

Multiply will help Derbyshire County Council deliver three priorities found within its Council Plan, [Working for Derbyshire](#):

- ‘Resilient, healthy and safe communities’,
- ‘Effective early help for individuals and communities’ and
- ‘A prosperous and green Derbyshire’.

It will also help to deliver within its [Health and Wellbeing Strategy](#):

- ‘People in Derbyshire have opportunities to access good quality employment and lifelong learning’.
- ‘Support vulnerable populations within Derbyshire to live in well-planned and healthy homes’

The [Derbyshire Economic Partnership Covid Recovery Strategy](#) has enabled the Partnership to establish its priorities and to protect and grow Derbyshire's economy. This strategy is underpinned by a robust evidence base which provides deep understanding of Derbyshire's economy and labour market and identifies key actions to support people enter employment and support businesses attract the skills they need. Multiply will play a key role in supporting the delivery of these actions.

To co-ordinate and ensure our multiply programme links into and adds value to wider skills, employment and wellbeing provision, as well as the emerging local UKSPF Investment Plans, we will maximise the Council's strategic approach which governs how we work, as a council, with and for communities, and in collaboration with partners. Our Approach has three key areas:

- [Vision Derbyshire](#) is the strategic context by which the Council is committed to collaboration with the nine local authorities and key partners, such as the National Health Service and Department for Work and Pensions, in powerful ways. This collaboration manifest in a number of ways, such as the D2 Joint Committee for Economic Prosperity and the Derbyshire Economic Partnership, enabling the Council along with its partners to collectively address complex challenges, maximise existing opportunities and shape the deployment of future resources, such as Multiply and the UKSPF, and to deliver better outcomes for local people and places.

- [Thriving Communities](#) is how the Council supports greater collaboration across our communities, and those services committed to their support, to bring about change, ensuring people and places thrive and benefit from resources, funding and services delivered in local areas.
- [Enterprising Council](#) is an initiative within the local authority and is about how we transform our organisation to work as one council, ensuring we are prepared for the future and able to respond to the challenges and opportunities such as Multiply and UKSPF bring to our area. This means the Council is committed to working 'with' local people rather than 'to' them and valuing fairness, openness, and partnership in developing services.

Together these key areas place the Council in a strong position to understand, to adapt and respond to future challenges, bringing about the changes needed to ensure Multiply will be a success in Derbyshire.

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
	<i>Please enter each provision described in Section A</i>	<i>Please provide the details of the delivery partner (e.g., providers, employers) for each provision</i>	<i>Please provide major milestones to deliver your anticipated outputs with dates</i>		
1	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace	Chamber of Commerce, Union representatives, Vision Derbyshire Business Support Agency, Derbyshire County Council, DWP, independent providers and FE Colleges	Workplace Assessment days in collaboration with 200 employers to identify needs.	October 2022 – April 2025	
2	New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification	Financial Inclusion partnerships, DWP, Employers, DCC, independent providers and Fe Colleges	Steppingstones programme targeted at those currently employed without a Level 2 Maths. A combination of in and out of work (70 programmes)	October 2022 – April 2025	
3	Courses for parents wanting to increase their numeracy skills to help their children, and help with their own progression	Maths in early years/number fun targeted at parents and foster carers with pre-school children working in partnerships nursery and foster care team with lower achievements in numeracy in Years 1-3	145 short numeracy programmes to support parents/carer's numeracy and that of their children.	Oct 2022 – April 2025	
4	Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system	Derbyshire County Council Virtual School, Care leaver team	260 care leavers take part in short programmes to support everyday life	October 2022 – April 2025	
5	Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence	Numeracy for everyday life and money, in partnerships with Probation service and collaborating with community organisations/provider	260 learners take part in short programmes to support everyday life	October 2022 – April 2025	
6	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at	Housing associations, thriving communities' team, Public health, Welfare Rights Team and collaborating with community organisations/providers in years 1-3	320 individuals	November 2022 – April 2025	

	engaging the hardest to reach learners				
7	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners	Derbyshire wide campaign using social media, and Derbyshire comms to promote let's work it out, MOTs and learning gems, skills check and linking to wider numeracy opportunities. Working across Local Authorities and with Borough District Councils	Ongoing Motivational Maths Campaign activities using Social Media and community Ambassadors 5000 individuals engaged	October 2022 – April 2025	
8	Up skills Community Connectors and facilitators with numeracy promotion and assessment skills - complete AET /mentoring qualification	Public health Teams, Voluntary Community Organisations, thriving Communities Volunteers trained in mentoring or AET specifically to support numeracy in communities	240 individuals received mentoring / AET to promote and motivate and assess numeracy Skills in innovative way	October 2022 – April 2025	
9	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression	Care homes staff and foster carers with children at KS2/3. Working in partnerships schools with lower achievements in numeracy in areas across Derbyshire with lowest educational attainment	145 short numeracy programmes to support staff's numeracy and that of those they care for.	October 2022 – April 2025	
10	Courses designed to help people use numeracy to manage their money.	Housing associations, Food Banks, DWP, Thriving Communities' team, Public health, Welfare Rights Team and collaborating with community organisations/providers	320 individuals	November 2022 – April 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)

The correlation between an individual's qualification levels and future earnings and employment prospects is well documented. The skills and knowledge of employees, referred to as human capital, directly impacts on the value and productivity levels of an economy and is identified as one of the six drivers of economic growth in the Government's recent Levelling Up White Paper.

Improving skills, including functional literacy and numeracy skills in Derbyshire is fundamental to ensuring future economic growth and levelling up takes place.

Despite experiencing economic growth in the years leading up to the pandemic, there remains a significant gap in the overall economic performance of Derbyshire and that of England, compounded by Derbyshire's predominately low skill-low wage economy.

Fewer adults in Derbyshire are qualified to NVQ level 3 or above and workplace earnings are also well below the national average, reflecting the lower value occupations on offer across the county. The average weekly wage paid by a Derbyshire business is £564, 8.0% below the national figure of £613. Workplace earnings range from just £508 in Bolsover where they fall 17.3% below the England average to £576 in both Erewash and South Derbyshire where they are 6.1% below England.

Productivity levels in the county are 12.3% below the England average. Across Derbyshire there is considerable variation, in South Derbyshire's productivity levels are 37.8% higher than England average, whilst in Derbyshire Dales, Erewash, and High Peak, productivity is almost a third below the England average and the lowest ranking local authority areas across England.

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)

There is a need for improvement in numeracy locally. In more than half of small areas in Derbyshire the % of residents having level 2+ numeracy is lower than nationally (21.8%). The range is from 13.4% in Staveley and Cotmanhay to 30.5% in Quarndon. Bolsover has the highest proportion of areas (9 out of 10) with below average scores whilst Derbyshire Dales has the lowest proportion (1 out of 10).

This resonates with Levelling Up level 3+ skills data which shows that Derbyshire (58.6%) has a lower level of its working age population qualified to level 3+ than nationally (60.3%) and that Bolsover (45.5%) alongside Chesterfield and also Erewash (both 56.9%) have the lowest levels. Derbyshire Dales (64.9%) and High Peak (62.5%) have the highest levels.

National research has identified demographic groups having below average numeracy attainment. These include females, 20-24 year olds, people with a long-term illness/disability, BME residents, people from the most deprived localities and people from lower occupational groups.

Additionally, local data shows looked after children have significantly lower attainment in key stage four attainment at English and Maths than the national average, and there is lower attainment also for pupils with special education needs. Additionally, the Council's BME forum has identified adult education as a priority.

The current cost of living challenges place extra emphasis on numeracy to understand financial matters. Derbyshire has a lower level (30%) having a good knowledge of financial matters compared with 32% nationally.

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)

Areas where level 2+ numeracy in Derbyshire is lower than that nationally, and deprived localities reflect our Thriving Communities areas. Through voluntary/public partners within these localities, programmes of numerical learning will be delivered via community locations or through bespoke online resources which is different to existing approaches. This will result in new, eligible learners not currently engaged, leading to increased participation in formal qualifications by Year 3.

This resonates with residents having low-level of knowledge of financial matters in comparison with national data. Numerical interventions will be developed in partnership with key touch-points (PHTs, Housing Associations, Citizens Advice, Foodbanks, BAME, libraries) not currently part of the delivery framework to increase confidence, increase income, benefits, decline rent arrears and waste.

Local data shows children, including looked after and SEN, having lower attainment compared nationally. There is strong emphasis on courses for parents/carers aiming to increase numeracy skills to help those they care for and support their own development. There will be a partnership with SEND, Early Help, and the Virtual School, committed to improving numeracy outcomes for parents/carers leading to long-term impact on the attainment of children and young people.

Key skills sector areas targeted – social care/visitor economy - employ people from lower occupational groups (below level 2 numeracy). The use of maths audits, co-produced with employers, will identify skills needs and interventions that apply the functional, numeracy skills within their workplace. This will increase workplace participation, improve informal numeracy skills within this group and provide a steppingstone into formal qualifications.

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)

Evidence underpinning the Investment Plan has been produced by the Policy and Research Division. This has been drawn from most up-to-date data available within the Derbyshire Observatory; a snapshot of the current, local health and wellbeing, skills, educational attainment, employment status. This has identified of target communities and key interventions.

Interventions and target communities have been reviewed by colleagues within the Economic Development Division against the existing local and regional strategies (e.g., Council Plan, Health and Well-being Strategy, DEP) to ensure that these accord with identified priorities and complement current activity. These have been verified with over 45 local partners.

Indicative costings and volumes contained within the high-level delivery plan have been developed through engaging with other lead authorities, HOLEX/LGA networks, providers, and EMACL group. This has derived a consensus around cost values for content development, engagement and teaching with flexibility to recognise local variations.

Our multi-agency steering group that developed the Investment Plan will continue when the programme enters detailed planning and implementation stages, and will review and monitor outputs and milestones in line with the delivery plan, refreshing the plan in Years 2/3 as need changes. It will report into the Corporate Management Team, DACES Governance Board and Cabinet.

We will apply most economically advantageous tender (MEAT) criterion in the procurement of third-party delivery partners. This approach will make the process more agile, maximise the economic impact on residents and prioritise the use of local providers who are able to demonstrate knowledge of local need and priorities.

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)

Multiply will benefit from a high-profile marketing and awareness activity through social media, publicity, and events across the three years. Creative, participatory events will focus on key localities - reflecting Thriving Communities initiative – reaching those residents facing the greatest barriers in seeking support/resources. These opportunities will provide the platform to self-refer, influence and participate in creative and practical numeracy activities which signpost on.

Interventions within this Plan have been developed with regards to these following target residents:

- Family learning.
- Care leavers.
- Low-income households
- Vulnerable populations (offenders, travellers, disability, carers, BAME)

Those who fall within this cohorts will be reached through representative “touch-points” including:

- BAME groups,
- VCS,
- employment and skills networks (including Chamber, DWP, unions),
- locality health and well-being partnerships,
- financial action groups,
- Feeding Derbyshire/foodbanks,
- citizens advice and welfare rights,
- Derbyshire Homelessness Group/housing associations.

The project will also reach out through established services including:

- The Virtual School,
- SEND,
- Early Help
- Disability Employment Service.

Cohorts have been identified as those residents facing the impacts of low wages, poor education, unsatisfactory housing, victims of crime and life-limiting health issues (either directly or indirectly), which in turn limit opportunities. Improved numeracy will help to address by supporting residents to make/understand decisions about:

- Managing their money better;
- Maximising income;
- Healthy choices about their physical/mental well-being;
- Living more sustainably/minimising waste.

Interventions will be co-produced with residents, employers, and partners to promote the functional nature of maths and its impact on an individual to support:

- retention of numeracy knowledge.
- experiencing the positive affirmation of feeling more in control of their finances (e.g., paying rent, eating better on a budget, recycle/upcycle);
- creating approaches to reinforce maths, maximising the ability to sustain engagement with activities to achieve.

Key partners will offering information, advice, and guidance services, including NCS, will signpost learners onto next steps within Multiply and existing provision.

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 development of the Investment Plan has engaged relevant representative community organisations (e.g., the Black Asian Minority Ethnic Forum, Disability Employment Project, etc.) and sought advice and guidance from professional colleagues (e.g., SEND, the Virtual School, etc) to ensure proposals are designed to be accessible and can sustain participation within those parts of the community experiencing dyscalculia or have other protected characteristics.

In delivering Multiply, the Council will utilise its established policies and procedures to ensure it meets the requirement of the PSED. For delivery undertaken by other partners this requirement will be addressed as part of the procurement process.

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 Council currently submits data into the ILR in accordance with the ESFA's data collection maintenance schedule. The Service manages the submission and management of the complex data across a multiple range of funding sources including AEB, 16-18 funding, apprenticeships, loans, and ESF.

This is currently managed by a Senior Information Officer (SIO) who in turn is supported by a team of Management Information clerks which reflects the geographical and area of provision needs of the learning offer. The SIO is managed by the Business Effectiveness and Operations Manager who sits within the DACES Service Management Team and reports into the Governance Board.

DACES uses Tribal's ebs management information system to collect, collate, analyse, and share information into the ILR to record detail about its learners. This system facilitates the validation of data, including checking that indicative funding is correct, and is used to update and correct any data errors identified in a timely way. The Service uses the provider data self-assessment toolkit to track data issues and is part of the peer support forum.

DACES has an internal cycle of learner performance management to monitor the success of delivery through monthly data reports generated by the ebs system. These track and quality assure attendance, progress, and achievement. This is used to maintain the accuracy and currency of data being inputted into the ILR overtime.

The requirements and process for learners generated by third-party providers are set out within their funding agreement and submitted within the Council's ILR.

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)

DACES will use its initial and formative assessment processes, as part of the Individual Learning Plan, which captures progress, achievement, and satisfaction.

The Service uses the Warwick-Edinburgh Mental Well-being Scale as tool to assess impact by monitoring distance travelled between the start and conclusion of the learning activity in areas such as problem-solving, confidence and purpose.

As part of end of course evaluation, the Service captures and tracks the intended next steps of a learners to include employment, further learning or volunteering. This is used to sign-post learners to provision and activity that best meets their needs.

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)

Not applicable

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)

We have engaged LA partners, such as Derby City, potential delivery partners (e.g., FE colleges and ITP's) and referral partners (e.g., unions, Chamber, VCS and DWP) via individual meetings, established forums and through online surveys.

This has influenced the identification of the high-level interventions, outputs and priorities contained in our plan as well as providing an opportunity to express interest in being part of, or shaping, the three-year delivery plan and has also focussed the proposals on added value.

This will avoid duplication or offset to existing provision delivered through the AEB statutory entitlement and other government funded maths provision.

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)

The Council has engaged with our lower tier Local Authorities, as well as, Derby City Council, via the D2 Joint Committee for Economic Prosperity, and a subsequent number of workshop events. These discussions have been used to explore the adjacency of the interventions, priorities and timescales being considered as part of the of the local Multiply Programme.

The high-level assessment undertaken is to ensure our local offer will be complementary with neighbouring Multiply Investment Plans (including Derby City), and the wider Levelling Up Funding opportunities such as LUF2 and UKSPF, as well as avoiding duplication or detriment to other programmes.

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.	Failure to recruit sufficient participants	Dedicated Numeracy Champions and engage "touch point" community agencies	Possible Risk	Medium
2.	Failure to commission/contract third party delivery partners in a timely fashion to hit milestones	To work with legal and procurement to adapt existing arrangements for Levy and CRF procurement	Possible risk	Medium
3.	Failure to gather the evidence from delivery partners	Dedicated ILR MIS Clerk for Multiply to liaise with delivery partners	Unlikely	Low
4.	Failure to spend the funding for Year 1 with potential 'claw-back' to the DfE and reallocation to another area of England	Regular monitoring of delivery to ensure that eligible spend is on profile, including identifying 'at risk' spend prior to DfE confirmation of Derbyshire Multiply Investment Plan	Possible Risk	High
5.	Failure to recruit sufficient suitably qualified teaching and learning practitioners	Develop numeracy ambassadors within community activators to promote, signpost and mentor	Possible Risk	High

		individuals and groups to assess their skills and access appropriate Multiply programmes		
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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 detail of total FTEs in the high-level delivery plan is difficult to quantify at this stage as it requires significant, further, detailed development. However, the indicative costs are contained within the proposals.

The contract management, co-ordination and quality assurance of provision will be secured by the appointment of a fixed-term, 1.0fte Programme Development Manager – funded through the multiply programme. The role will be responsible for the implementation of the delivery plan, co-ordinate of the direct delivery by the Council, develop funding agreement with other delivery partners (including the collection of data) and ensure compliance with established quality assurance processes. The role will have oversight to ensure that existing provision is not displaced or duplicated by being part of the wider delivery team of DACES and through the monitoring of funding agreements. This post will be managed through DACES, reporting into the programme steering group.

The Council, through DACES, collects, monitors, and reports on learner data across a variety of FE Funding streams. This is done through the ebs management information system which is currently managed by a Senior Information Officer. It is proposed that the data collection for this programme will be managed through this function with the appointment of a designated MIS Clerk – funded through the multiply programme - to ensure timely data entry and accuracy.

The use of multiply funding will be used to fund the additional support needed from the Council's legal, procurement, communications, and IT services in the preparation of and implementation of the programme.

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 (e.g., 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)

Yes – to negotiate with Government.

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)

Attracting suitably qualified/experienced numeracy teachers and support staff is an ongoing challenge. Whilst there are existing interventions (e.g., ETF) to address this, the plan's focus is on development of non-maths and numeracy tutors to emphasise

numerical learning within subject planning as steppingstones into more formal numeracy qualifications.

The Council has some capacity within its core legal, procurement, digital and communications services to support the programme. Its intended to use part of the administration funding to bridge this, however, should there be existing templates/processes nationally - adapted locally - this would reduce the call on this and divert funding into delivery.

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)

The programme would benefit from a focus within the national engagement campaign around benefits, values and impacts of teaching within the post-19 FE sector with emphasis on community education. This will assist in recruitment by placing it on a parity with that of schools and colleges.

The reintroduction of “Get Help with Technology” initiative introduced by the DfE during the pandemic as this enabled providers to access effectively and efficiently IT kit and connectivity in a timely way. Its relaunch could help providers to access free, or significantly cheaper, resources to support those in specific need of post-19 numeracy education.

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

The Investment Plan has been developed with regards to the emerging plans of lead authorities in D2N2 and wider East Midlands region, with specific regard to Derby City.

Through the EMACL group, we are exploring potential synergies around interventions, shared communication, data, workforce and developing teaching resources. This builds on established ways of working manifest in the successful, local implementation of other nationally funded programmes (e.g., FEDPG).

Opportunities to partner with LAs, Chamber, DWP, Public Health and VCS will provide the foundation to work collaboratively with providers, employers, and voluntary sector on the detailed development of the local delivery plan.

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	Emma Alexander
Signature	

Date (DD/MM/YYYY)

24/06/2022



Department
for Education

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