



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: Sarah Carne – Head of Adult Education

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Financial / Accounting Officer: Els Willerton

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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?

Please see attached 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)

N/A

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)

In completing the Investment Plan, Gloucestershire County (GCC) in the first instance mapped out the existing provision across the county, GCC found that most of the local provision was being delivered through the Adult Education Budget (AEB) from the Education Skills funding Agency and focussed a great deal on accredited qualifications, where the main aim is to achieve a formal Functional Skills or GCSE qualification.

GCC have excellent links to local community groups and regularly use a wide range of accessible venues throughout the county for our other programmes, which we would use for our Multiply programme. Our distinct skill in inclusive practice enables us to develop tailor made provision to meet the specific needs of individuals, communities, and organisations; directly engaging people on their own terms and enabling wider participation. This means that we also deliver to existing groups that meet in venues of their own, promoting diverse classroom environments that people can easily access.

GCC have engaged and consulted with a wide selection of providers and key stakeholders to gain information vital to forming the investment plan. Time has been taken to question the need for the programme and to ensure that the offer that is built is going to enhance the current provision across Gloucestershire and not duplicate or offset the fully funded maths courses currently delivered through AEB.

The Multiply programme would provide non – accredited learning opportunities particularly designed for hard-to-reach learners to access through interaction with the organisations working in the most affected areas. This would therefore not duplicate fully funded accredited courses in the county such as Functional Skills and G.C.S.E provision. The overarching outcomes for non-accredited Community Learning programmes across the county are not solely focused on developing numeracy skills. Functional Skills are embedded within the content of a wide range of courses on these programmes however, learners do not enrol to specifically develop their numeracy skills. The Multiply programmes would enable them to do this. Multiply

provision will take an innovative approach by using creative courses to teach basic arithmetic and to develop numeracy skills relevant to people's everyday lives. This will enable learners to not only improve their numeracy skills but also their health & well-being. The Multiply programme will enable learners who do not have enough knowledge and understanding to complete an Entry Level assessment, to move closer to achieving that goal.

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)

Gloucestershire County Council and its partner organisations have an extensive portfolio of tutors that can deliver the programmes, including freelance professionals to allow them to adjust the size of the workforce in accordance with the delivery needs. GCC and partners have extensive experience of delivering large adult education programmes, enabling them to maintain a skilled and diverse team of tutors for highly effective and professional delivery. The rigorous recruitment and selection process means they can appoint experienced professionals with the specific skills needed to deliver programmes with learners that face barriers. This multi project approach enables them to work closely with a wide range of partners and as a result, they are adept at signposting learners to a wide range of progression opportunities. This approach enables them to work with tutors and learners across multiple projects where applicable.

The fulfilment and growth of the existing Adult Education Budget (AEB) contracts is important to GCC. To ensure that Multiply does not detract from or disadvantage the AEB offer, all partners have been asked to ensure that their Multiply offer does not impact negatively on their provision and that there is a focus on progression and support. This will be measured in the growth of enrolments and achievements in the years surrounding the Multiply programme.

Providers will be asked to declare staffing on current programmes and on Multiply and explore capacity within their traditional numeracy teams for the benefit of the wider partnership considering resource sharing. Should recruitment be challenged, solutions to bring staffing into Multiply will be explored across the county by the council for instance using Teaching Apprenticeships and coaching programmes that Gloucestershire deliver, to pass on best practice. Gloucestershire will identify individuals within their own workforce with development needs and will encourage its partners to do the same with their workforces as part of the Multiply programme.

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).

In building this programme GCC carried out a number of consultation exercises, the council met with training providers, colleges, GFirst LEP, local employers, local district leaders, local employers and representatives from the Voluntary Community Sector. The outcomes of these conversations suggested that Multiply would deliver an important pathway to enable individuals to develop skills in a contextualised manner either to their personal, work or employability journeys and that focus on numeracy in this way was not available under the current provisions across Gloucestershire and would in fact enhance and improve provision.

According to the Office for National Statistics, disabled people are almost three times as likely to have no qualifications (13.3%) than non-disabled people. Gloucestershire County Council possess an on-going commitment to inclusive practice and to providing high quality, creative learning experiences for individuals within the community, recognising and celebrating the social diversity of Gloucestershire.

The GCC aim is to increase participant self-esteem and to create opportunities that enable people to make a positive contribution to society that can be valued by all. This includes a commitment to provide opportunities that enable disabled people to move toward gaining qualifications and/or closer to employment. GCC are very well networked and as part of the GEM project have seventy, third sector agencies referring eligible participants to services within their partner network, many of whom have never accessed learning provision in the community. GCC's strategy 'Building Back Better' is to make sure that the skills, training, and education available across the county are directly linked to future jobs that will be created in Gloucestershire. The strategy is to support residents to develop new skills, careers, and job opportunities. They are committed to increasing workforce diversity; inclusive strategies and policies; collecting, analysing, and publishing workforce data; equality and inclusion, learning and development; improved health and wellbeing for all at GCC but also in the community. GCC believe that the Multiply programme will positively contribute to GCC's "Building Back Better" strategy over the next three years by increasing accessibility for disabled learners to opportunities to develop their numeracy skills. It would also allow those that have never traditionally engaged in learning before to consider other training options and potentially access more adult education support. Multiply will enable people to access other courses and progression routes as their confidence levels improve and they start to realise their full potential. GCC has recently set up an Employment and Skills hub which works with its Adult Education service to specifically support those people who need guidance to realise their career and personal goals. On average learners complete 4-6 courses with Adult Education in Gloucestershire prior to progressing into work, volunteering, or other education options. Once people start to learn new skills, they start to feel less fear and apprehension and will progress as happier and more confident individuals.

Section C: High level delivery timeline

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
Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.	<p><i>Delivered by Gloucestershire County Council, in association with GlosCol, PTS, Seetec Ltd, Cheltenham Borough House, Artshape, Artspace, Gloucestershire Gateway Trust (on collaboration with All Pulling Together, The Nelson Trust, GL Communities and Gloucester Services), Gloucestershire CAB, and other community based groups in and around Gloucestershire working directly with service users. Working with employers such as Gloucestershire NHS Trusts, Gloucestershire County and District Councils and more. Identifying employers using the Gloucestershire Growth Hub, DWP and other stakeholder organisations within Gloucestershire.</i></p>	<i>Grant signing with the DfE</i>	<i>September-22</i>	Timeline covers all activities
Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career		<i>Procurement Timeline</i>	<i>August - October 2022</i>	
Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace		<i>Recruit Staff to posts</i>	<i>July 2022 - September 2022</i>	
New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification		<i>Supply Chain mobilisation</i>	<i>October - December 2022</i>	
Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression		<i>Project Management set up</i>	<i>September-22</i>	
Courses designed to help people use numeracy to manage their money.		<i>Marketing and Comms Planning Starts</i>	<i>September-22</i>	
Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners		<i>Learner/Employer Recruitment and identification through partners and IAG</i>	<i>September 22 onwards</i>	
Additional relevant maths modules embedded into other vocational courses		<i>Start online builds</i>	<i>October - December 2022</i>	
Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system		<i>Cohorts commence</i>	<i>October 2022</i>	
		<i>Review Point 1</i>	<i>January 2023</i>	

Section D: Evidence of need and demand

7. 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)

According to GFirst LEP's Labour Market & Skills review, current models estimate that in 2020, nearly 12,000 adults in Gloucestershire have a learning disability, with those aged between 18 and 64 accounting for 75.4% (8,990 people) of the total. They suggest that by 2030 there will be 9,020 people aged 18-64 and 3,690 people aged 65 and over who have a learning disability condition in Gloucestershire. Their review also highlights that 13.5% of the population of Gloucestershire lack attainment and skills and that there are twenty-three areas of Gloucestershire in the most deprived 10% nationally for Education, Skills and Training Deprivation, the same number as 2015. These areas account for 36,118 people (5.8% of the county population).

The areas identified in the report, particularly for Cheltenham and Gloucester are those which we currently work and have had links with for many years. We intend to deliver the bulk of our Multiply provision in identified areas of deprivation/poverty/lower numeracy skills across the county. Multiply will provide opportunities for members of the local population to improve their numeracy skills in the hope that over the next few years, with this initiative, these statistics will change. GCC's aim is to enable people to grow in confidence and competency to use numbers and data to make good decisions in their daily lives. Gloucestershire Live recently reported that millions of Brits are 'burying their head in the sand over the rise in the cost of living - because they lack the number confidence to work things out'. According to them, a study of more than 3,000 adults found that 7/10 of the 40% that were avoiding topic, felt there was little they can do to help themselves; that it was out of their control. As many as 69% said their lack of mathematical ability had not been a massive problem for them in the past - until now because of the cost-of-living crisis. Our aim is to support learners to build skills that will enable them to understand how to cope with this crisis and to support them as they identify strategies that will help them to manage it.

Recent diagnostic data shared with us from our partners delivering the Restart scheme indicates that 22% of participants require support around numbers, maths and problem solving in Gloucestershire, this is significantly above the contract average of 18%, this is similar to the indicators in the Work and Health Programme.

8. 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)

The proportion of the population who are of working-age (20-64) is 55.94% in Gloucestershire. This is lower than the overall working-age proportion in England (57.94%) but slightly higher than in the South West (55.70%).

Gloucestershire has broadly the same representation of employment in higher skilled occupations, compared with the UK as a whole. The employment and unemployment rates in Gloucester have followed a similar trajectory to national rates during the

economic downturn and gradual recovery, although there remain persistent gaps in some rural areas of the county.

There is also a skills gap within the existing Gloucestershire workforce. For employers, the ability to recruit skilled staff is vital, staff who are not fully proficient in their roles can lead to quality issues, loss of business, increased operating costs and additional workload for other members of staff. Effective staff training and personal development is seen as just as vital as employers' attitudes toward recruitment. Gloucestershire has a higher incidence of firms reporting vacancies than nationally and regionally – with 28% of firms reporting at least one vacancy and 43% of these classed as 'hard to fill'. The main reasons for hard-to-fill vacancies are low number of applicants with required skills, as well as a lack of qualifications or work experience required by the employer.

Forecasting models show continued shift to high-level qualifications with 55% of those employed expected to be qualified at level 4 and above, whilst the proportion of those with level 1 or no formal qualifications expected to shrink from 14% to under 8% in 2027. This growing demand for formal qualifications going forwards is most clearly reflected in the net demand of jobs projected. According to a Local Government Association and Learning & Work Institute report, by 2024 there will more than four million too few high-skilled people to take up available jobs, two million too many with intermediate skills and more than six million too many low skilled.

9. 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)

The Existing entitlement is meeting the demands of those seeking to undertake a formal qualification to progress in their career or on a personal level, it is often driven by a necessity for a qualification rather than a need or desire to learn. Maths and numeracy are often a huge barrier for individuals who have had negative past experiences that have left them disliking and often fearful of the subject. Individuals with these barriers tend to not have a level 2 qualification and this can hold them back personally as well as professionally, often these individuals will use short term solutions and will not address the underlying issues to overcome them.

The proposals in Section A that GCC have outlined for the Multiply provision in Gloucestershire meet this demand by focusing on hard-to-reach learners that traditionally struggle to engage with mainstream learning opportunities. The difficulties people face is varied; however, it is often due to accessibility issues that deter people from participating. GCC and its partners are skilled at working with people to find ways of increasing access to opportunities whilst overcoming barriers to increase participation. Access barriers might include lack of suitable/relevant opportunities in the community, lack of transport, financial difficulties, long term health conditions, family commitments and responsibilities such as caring for others.

GCC aim to empower learners to take control of their numeracy learning. The Multiply program will support them to identify what it is they want to learn and what they need to do so successfully, to identify the barriers that they believe are preventing them from achieving their goals and working with them to overcome those barriers.

Success in the local area would be through increased participation across diverse communities in the county. It would be through the forging of new links with community partners and leaders to establish positive learning opportunities that can grow over the period of the three-year programme, and it would be through improved parent confidence to support their children's numeracy.

Success in the county will be measured through improved numbers of residents and employers accessing provision, presenting improved confidence in numeracy, leading to future success through improved qualification levels in future AEB cohorts, improved GVA and in employers and lower levels of claimants.

10. 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)

Gloucestershire County Council have reviewed the plan extensively with the finance team, experts from the HOLEX network and have worked with Worcestershire County Council's (WCC) lead to ensure that good value for money continues to be achieved throughout the lifetime of the programme. The costs have been calculated based on the known payments for delivery staff, venues, materials etc. GCC and its partners have been delivering programmes such as these; for over 20 years and therefore are experienced in working out budgets that will cover all costs whilst also giving the best quality offer for participants and learners. The costs shown for the three years of Multiply in this application contain a 3% uplift each year to combat an element of inflation; and although GCC realise inflation currently sits much higher than this, given the nature of the services and products being purchasing GCC are confident that this will enable them to run a good quality and good value programme for all three years.

The Multiply provision needs to offer flexibility to provide learning as needed by the cohort but must also recognise value for money. For this reason, minimum standards will be applied, and the expectation will be to reach at least 6 learning hours before counting an intervention and rates will be variable dependent on group size and hours.

Based on the current workforce in Gloucestershire County Council's Adult Education service and its operations and data management resources, the Council has decided to agree a funding model with its providers that offers continuity in year 2 of the contract and will utilise year 1 to explore the levels of intervention, tailoring and complexity of models, before applying controls that whilst in theory represent value for money will not deliver the necessary outputs and therefore not achieve the aims of Multiply.

Gloucestershire County Council to further the aim of achieving high levels of value for money is working with Worcestershire County Council on best practice in delivery but also with the aim of developing a payment model for Multiply.

Section E: Engaging learners

11. 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)

GCC have engaged with a wide spectrum of stakeholders including community groups/charities, local employers, other skills providers, DWP, National Numeracy, districts councils, housing associations, libraries, other council departments, Citizen's Advice Bureau (CAB), the NHS and members of the public. Gloucestershire County Council have hosted Multiply introduction workshops to raise awareness, explain the concept behind the programme and to gain insight into potential interventions.

The stakeholders that GCC work with work directly with the hardest to reach people across the whole of Gloucestershire. They are specialists in meeting the needs of the people that they work with people within their community settings by employing local people who know the area and the needs and challenges associated with each area. Many of the organisations GCC work with have niche areas of expertise such as domestic violence, substance, or alcohol abuse, physical or mental disabilities and challenges or those from high poverty and low skill areas. GCC have liaised with these organisations to ascertain their service use needs and these are reflected within our suggested interventions. It is important that we reach the whole of the community and not just those who are likely to take up an offer of training. Partners and learners support GCC to evaluate the provision and make improvements for future courses through surveys, group feedback discussions and 1-1 conversations. Their input is essential as GCC reflect on ways that they can further develop each provision.

GCC has engaged with National Numeracy looking at the numeracy levels of adults in the 6 districts (Gloucester, Stroud, Tewkesbury, The Cotswolds, Cheltenham, and the Forest of Dean). This study is up to date as it was compiled in 2021 in conjunction with Experian and gives a true reflection of the current numeracy levels in adults across Gloucestershire. The areas with the highest need for Maths and numeracy skills are those areas with the highest levels deprivation and poverty in the county and therefore, reflect the need to work with the organisations embedded within these areas to support communities from within.

GCC have discussed Multiply with large key employers such as the NHS and our own workforce within GCC to look at the various job roles that might be forgotten when it comes to upskilling or training. Many workers struggle to carry out tasks that would help them progress within their job role due to a lack of understanding of numeracy skills. GCC are keen to reach those employees to help them reach their full potential, this includes job roles such as cleaners, porters, gardeners, and other lower paid job roles.

12. 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)

When writing this investment plan, GCC have written an Equality Impact Assessment Statement. The Equalities Impact Assessment Statement will form

part of the routine Multiply Team Group and Strategic Operations meetings with partners/stakeholders. GCC are experienced in delivering a wide range of programmes for extremely hard to reach learners that face a range of barriers to accessing education and employment training. GCC have been delivering inclusive innovative courses that develop learner confidence and skills, for over 20 years, and continue to reflect on, develop and refine the provision through an ongoing dialogue with learners, tutors and partner organisations. Partners and learners support us to evaluate our provision and make improvements for future courses through surveys, group feedback discussions and 1-1 conversations. Their input is essential as we reflect on ways that we can further develop our provision.

Gloucestershire County Council is committed to providing an environment free from bullying, harassment, victimisation, or discrimination. Every individual involved in the Multiply contract will be always treated with respect and dignity. GCC embraces diversity and inclusivity and ensure that employees, participants, employers, partners are treated as individuals, fairly and in a consistent manner.

Section F: Measuring success

13. 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)

Gloucestershire County Council plan to manage the learner data for the Multiply programme in a similar manner to our current Community Learning grant. Gloucestershire County Council will ensure that all learners complete a registration process to gain the essential information needed for the ILR, all partners will be trained on the same paperwork to ensure a consistent approach to the collection of the data and to allow for effective quality management and reporting. The existing data team will work on the Multiply data collection along with the new administration staff until they are fully trained and able to use the TERMS learner management system correctly and there are no ILR errors or areas of concern.

Gloucestershire County Council will be setting up partner organisation quality review meetings to set standards and expectations from the outset of the programme delivery. This will ensure that the programme is high quality and Ofsted compliant to keep in line with the rest of our programme delivery of AEB and Community Learning Grant. The robust systems Gloucestershire County Council have in place for our standard delivery will be extended to encompass the Multiply programme to allow for consistency and high-quality data collection.

14. 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)

Gloucestershire County Council have a robust RARPA policy which enables us to track learner progression and their distance travelled from start to finish on their chosen programme, this system will be used to monitor and track learner progress and achievement throughout the Multiply programme. Gloucestershire County Council will also be analysing the adjacent years to the Multiply provision to measure the success of the programme. Gloucestershire County Council will engage with our partners to ensure this is a process that covers the whole county, our collaboration work with Worcestershire County Council will enable us to give context to our data and show how working in collaboration on this type of data can provide more extensive overall knowledge.

15. 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)

Gloucestershire County Council (GCC) will be setting up a partnership/stakeholder group to share best practice and encourage sharing of core resources. This will encourage other providers to build working relationships and to collaborate more with each other for the benefit of the learner. This is something that does not happen as often as it should, with learning providers all competing for the same learners. GCC have chosen their network of partners to ensure that the spread is even across the districts. GCC are keen to measure the success of this approach to delivering Multiply and how it benefits the learners across the County to have so many organisations working in collaboration with each other for their benefit.

Section G: Stakeholder management

16. 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)

GC have engaged with a wide variety of organisations across Gloucestershire to develop this investment plan. It has engaged with employers such as the NHS and those from the care sector, social enterprises such as the GEM project which was formed because of the work in the VCSE sector (this sector plays an important part in the skills delivery for people at risk of long-term unemployment and those that are the hardest to reach in our communities across Gloucestershire). GCC have also engaged with training providers within the private sector such as PTS (Prospect Training Services), Seetec who manage the Restart, Jets and Work and Health programme, GFirst LEP and all the Gloucestershire UKSPF leads in the district. GCC have engaged with these organisations through a series of workshops, webinars and individual face to face or virtual meetings to gain their insight and to understand the needs of the people they work directly with and/or who live in their delivery areas.

17. 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)

During the development of this investment plan, GCC contacted each of the Gloucestershire UKSPF leads to inform them of the Multiply programme. GCC subsequently attended webinars with the district leads and their partners. Expressions of Interests were sought and received from organisations within each district such as the Citizens Advice Bureau and local housing associations keen to support residents and customers. All districts were made aware of the Multiply programme and were given the opportunity to ask questions and to discuss with the Multiply lead to ensure any potential duplication within UKSPF is avoided.

Section H: Risks

18. 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	A risk arises from the reliance upon partnership agreements with local providers and stakeholders to support the delivery of the programme across the county. If any of the partners were to fail to attract the number of learners identified in their submitted proposals, or if they are unable to continue to trade, GCC would need to pick these targets up as a service or risk failing to deliver results. To mitigate this risk, regular monitoring will take place with all partners and learner engagement will be built into all aspects of the programme	<i>Grant signing Procurement Timeline Supply Chain mobilisation Project Management set up Marketing and Engagement Learner Recruitment Cohorts commence Review Point – January 2023</i>	40%	Medium
2	The delay in having the Year 1 allocation confirmed impacts on the full year delivery of the programme and funding allocation. GCC would mitigate this through ongoing discussions with the Department of Education during the funding year to monitor performance and raise concerns regarding grant spend and adjust the targets within the investment plan accordingly.		60%	Medium
3	The need for qualified maths tutors to help deliver GCC's Multiply programme, during a time when it is particularly hard to recruit this specialty. The Department of Education has stated that tutors do not need to be fully qualified maths		30%	Medium

	tutors. It is more important to have tutors that engage potential learners in the subject and can be from any background, provided they have a teaching qualification.	<i>Grant signing</i> <i>Procurement Timeline</i> <i>Supply Chain mobilisation</i> <i>Project Management set up</i> <i>Marketing and Engagement</i> <i>Learner Recruitment</i> <i>Cohorts commence</i> <i>Review Point – January 2023</i>		
4	Engaging learners to join the Multiply programme is going to be a challenge due to the barriers some people have to maths. To mitigate this, the Department of Education has agreed that a funded engagement role can be built into the GCC Multiply Investment Plan.		40%	Medium
5	Any delays that may occur in the national marketing and campaign to publicise this on a National as well as local basis		30%	Medium/Low
6	Potential delays in the internal contracting/procurement processes – Council red tape associated with these processes making it complicated and time consuming to enter into agreements with partners/providers.		60%	Medium/High
7	Loss of staff associated with the programme delivery and the difficulties associated with recruiting and training new staff		40%	Medium/Low
8	Low interest from local employers due to the constraints of allowing staff to attend training/workshops – coming up with a compromise around time allowed to study and staff using personal time to attend.		30%	Medium/Low
9	Uncertainty around Ofsted compliance requirements and extended costs for staffing. Need for greater technical guidance. Quality processes with regards to partners working with GCC on the contract.		30%	Medium/Low
10	Not managing risks effectively and in a timely manner		20%	Low

Section I: Capacity and Capability

19. 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)

Gloucestershire County Council has a standard project management, grant recipient & contract management process which has been in place since 2014 which meets our corporate and grant funding roles/responsibilities for DfE and ESFA provision. The Council also applies sub-contracting regulations and processes, in place to manage its provision for Community Learning funding which is partly sub-contracted this will be strengthened and applied to this contract.

The day-to-day management of the project will be managed by a Project Manager (full time) and supported by a Project Engagement Officer (full time), a Project Community Co-ordinator (Full-time), a Project Support Co-ordinator (Full-time) and a Business Administration Apprentice (Full-time) who will be managed by and report to the Adult Education department. The Project Manager and Project Support Co-ordinator will have the responsibilities of managing/running the project. The project will be supported further by a Finance Business partner to assure the claims processes, a Data Manager who will advise on the Management Information System requirements of the project and assure data returns and the Curriculum and Quality Managers for the purposes of Quality Assurance of delivery.

Delivery will be coordinated on a day-to-day basis by the Multiply Project Manager/Head of Adult Education, who will work with our trusted partners to ensure delivery is effective and that contractual requirements are met.

20. 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)

On this occasion Gloucestershire County Council would not have the capacity to take a leading role but would be happy to take part and share best practice.

21. 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)

Staff recruitment is an issue locally and nationally and can be a slow process, this will affect the delivery of the programme as lengthy processes need to be followed to recruit and start a new member of staff into a job role.

The contract procurement process to allow partnership delivery through local authority is complex and time consuming. As this programme was released at short notice and with a very short timeframe from release to submission it was not scheduled on the business support services calendars and may not take priority due to other business commitments.

22. 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 contract procurement process to allow partnership delivery through local authority is complex and time consuming. As this programme was released at short notice and with a very short timeframe from release to submission it was not scheduled on the business support services calendars and may not take priority due to other business commitments. Setting up partnership agreements is vital to the delivery of this programme, quicker and simpler processes to allow for this to happen without lots of form filling and cabinet decisions would make it a simpler and quicker process and allow for delivery to take place with the agreed start dates of September 2022.


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

Gloucestershire County Council have worked in collaboration with Worcestershire County Council on the financial modelling of the programme to try to guarantee value added and cost efficiencies across the two regions. Gloucestershire County Council have shared ideas, toolkits, and some resources to produce the investment plans, partners that work across both regions have been encouraged to submit similar expressions of interest to both county leads to widen the delivery areas and to ensure that the reach of the programme is as good as it can be.

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	Peter Bungard
Signature	
Date (DD/MM/YYYY)	29/06/2022

Investment plan clarifications:

- Please provide clarity on how your proposed Multiply interventions will coordinate and compliment the wider UKSPF programme (Q6)

GCC has consulted with the local districts to understand their priorities and how the Multiply programme can support the wider UKSPF programme in those districts. By doing this GCC has been involved with local discussions around supporting the Community and Place priority by supporting Mission 7 – it has been proven that by helping someone improve their numeracy skills, they have a better chance of improving job prospects and therefore their personal circumstances which then leads to a healthier life expectancy. GCC will be embedding multiply programmes directly within local communities, working with organisations embedded in the hardest to reach areas to help local people improve their circumstances through a variety of courses aimed at tackling the cost of living as well as job related numeracy skill courses. GCC will upskill multiply champions to work directly with local districts reaching all aspects of the community, this will aim to improve mission 8 and 11. GCC is working with the care industry within Gloucestershire to design interventions that will specifically support people within that industry to upskill in order to progress professionally – working towards the Supporting Local Business Investment Priority missions. All of the interventions are aimed also at supporting the People and Skills investment priority and preparing the districts for year 3 of the UKSPF priorities.

- Please provide further detail on how you will ensure your interventions are available and accessible to all those with protected characteristics (Q13) (I think this is Q12 not Q13)

Adult Education in Gloucestershire and GCC is an inclusive organisation which prides itself on providing an equal service for everyone, paying particular attention to ensure that it is accessible to all of those with protected characteristics. GCC achieve this through thorough training of all staff in equality and diversity, safeguarding and inclusivity. All learners are assessed fully prior to engagement to establish all of their individual needs and to ensure that any special measures required are put in place prior to them starting their learning. We only operate our services within accessible locations, carrying out risk assessments prior to using them. We engage with local providers with the same values carrying out due diligence to ensure compliance with our core behaviours and values. Social value is also taken into account at this stage as part of the council strategy to improve the lives of Gloucestershire residents through the delivery of our services and in this case the Multiply programme. We have specialist staff available to work with those needing extra support as well as learning materials to enhance learning experiences for anyone needing them. As part of the multiply programme design GCC has engaged with local organisations who are specialists in supporting people with extra needs to help us reach as many of the hardest to reach in our community as possible.

- **Off menu intervention:** please provide more information on what the roles will be doing and why this should fall outside your 10% admin allowance.

In order to run the project and ensure it's success we will be recruiting a Project Manager, Community Co-ordinator and Project Assistant . These are additional posts required for the duration of the programme to ensure high standards and that we are maximising the grant spend within the community. Current staffing capacity is not sufficient to deliver the entirety of this programme and additional support is required to ensure the monitoring, promotion, marketing, quality and compliance of the programme. We will maximise our existing staff support to ensure cost effectiveness of the programme but we need to be realistic with the manpower required to run such a programme to a high standard across the whole of Gloucestershire. The 10% admin will be spent of the administration of the ILR and learner paperwork but is not enough to cover all other project management expectations.

It has been noticed that your spend, including your admin spend, in Y3 is in excess of your Multiply allocation. Please confirm that you intend to fund the difference. If not, please revise the spreadsheet to bring spend within your allocation for that year. – Please find the revised spreadsheet attached to this email.



Department
for Education

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