NORTH OF TYNE COMBINED AUTHORITY

Multiply

Specification

Published on 23/09/22

Contents

Appendix 1 – Individual Learner Record

North of Tyne Multiply Programme Specification

This specification should also be read in conjunction with NTCA's Multiply programme Grant Application Document and associated annexes.

1   The Multiply Programme

1.1   Multiply is the new national programme focused on improving adult numeracy skills. Whether that be improving household finances, helping children with homework, making more sense of the facts in the media, or improving numeracy skills specific to a line of work. It is targeted at adults aged 19+ who need to improve their numeracy (up to and including Level 2) and supports both the employed and the unemployed.

2   Regional Need

2.1   Our regional Multiply approach has been designed based on consultation and joint working with a wide range of organisations and stakeholders. Through this work we have compiled a range of evidence, information and intelligence to demonstrate our regional need. Key elements of this are detailed below:

2.2   The NTCA region has large numbers of adults who lack basic literacy and numeracy skills. Figures taken from the government's 2011 Skills Survey illustrate that 17% of the working age population were at Entry 3 or below for literacy skills compared to 12% nationally. For numeracy skills, 31% of the working age population were at Entry 2 or below compared to 24% nationally.

2.3   More recent data on literacy and numeracy skills deficit in our region can be found in the latest Employer Skills Survey. Workplaces with basic skills gaps amongst their employees report a range of costs to their business with efficiency related costs being most common. Employers with basic skills gaps reported an increase in the number of errors made by staff, a constraint on the introduction of new and/or more efficient processes, and/or a reduction in product or output quality.

2.4   Essential skills like numeracy are increasingly crucial for life and work, for business success, and for economic growth. To effectively target support through the Multiply programme we commissioned the Learning and Work Institute to carry out some local level modelling to help understand local need in our area.

2.5   The results across the North of Tyne Combined Authority and wider North East are consistent with around 294,698 (24.4%) people having low essential skills. Of these, 85% (249,618) are aged 25-64, with 38% (94,597) of these out of work. Some 15% (45,080) are 16-24, with 82% (36,764) of these being qualified to level 2 or below.

2.6   Participation in basic skills has fallen across the NTCA region with participation in Maths & English decreasing by 52% between 2011 to 2019. Our aim for Multiply activity is to provide informal, flexible engagement activities to address falling rates of participation by increasing residents confidence to progress to formal mainstream activities funded through the Adult Education Budget (AEB) or other government funded programmes. Large numbers of adults lack basic numeracy skills which are crucial for life and work, business success, and economic growth. Community based Multiply activity will provide practical and social support to help adults to persist with learning. This may include support with childcare, transport and travel assistance, and support from other agencies for more vulnerable learner groups if needed, to remove barriers faced to engagement with learning.

2.7   Over 25% of children in the North of Tyne are living in poverty (37% when housing costs are taken into account). More than half of those children are living in working households. The Multiply programme provides the opportunity to deliver Family Learning activities to help families manage

their money, signposting to welfare advice and increasing numeracy skills to support parents/carers into employment or to progress in work.

3   Key Requirements

3.1   The following outlines the key requirements for year 1 of the NTCA Multiply programme. For year 1 we are seeking provision which engages with and supports residents with numeracy (below Level 2) who also experience barriers to addressing these skills (such as a fear/phobia or low confidence). We are seeking provision which breaks down multiple barriers and increases numeracy confidence, supporting adults to move closer towards and ultimately onto mainstream maths provision at Level 1 and Level 2. This includes embedding numeracy into innovative activity which will support individuals to ultimately improve their numeracy skills.

3.2   Once a participant has been supported to address the individual barriers they face and are ready and willing to engage with mainstream maths provision at Level 1 and Level 2, then the provider should support them to identify suitable pathways which they actually use to progress onto this further maths provision.

3.3   Examples of this provision includes fully funded maths entitlement courses funded through the AEB, or other government funded maths provision. Through Multiply we are not seeking to fund the delivery of the formal maths qualifications that participants will progress onto. This further provision can however be with the same provider, or another provider in the region with a focus on face-to-face learning.

3.4   Through the Multiply programme we will fund providers to prepare and progress participants on to further provision, maximising the likelihood that learners will actually go on to achieve these qualifications. Therefore, the provider should have a high level of confidence in the provision they progress participants onto. As part of the programme, we will seek to monitor participants on the provision they progress on to. We may adjust the structure of payment for the programme for subsequent years if we consider this model is not delivering the desired outcomes for participants.

4   Multiply delivery themes

4.1   Our Multiply programme will focus on three delivery themes: Community Engagement; Family Learning; and Numeracy Skills for the Workplace. Providers may submit proposals for one or more of the delivery themes.

4.1.1   **Community Engagement:** Innovative, collaboratively designed numeracy skills that are related to participants everyday lives will be delivered through taster sessions and short courses providing progression through to formal numeracy qualifications. Delivery under this theme will also include longer interventions for individuals with 1 to 1 wrap around support to address barriers to learning and increase confidence to take the first steps to more formal skills training provided through AEB and/or wider skills offers.

4.1.2   **Family Learning:** Numeracy skills embedded into innovative Family Learning activities to support work being done to address poverty and exclusion in our region. Investment in these activities will support existing programmes which include NTCA's Child Poverty Prevention Programme and Education Improvement Programme.

4.1.3   **Numeracy Skills for the Workplace:** Numeracy skills for the workplace delivered through organisations that are currently engaged with employers and who recognise the need to offer numeracy skills to employees in order to improve confidence, address workplace skills gaps and address in-work poverty.

4.1.4   These delivery themes will be underpinned by interventions outlined below:

- Courses designed to help people use numeracy to manage their money

- Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression
- Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace
- Numeracy activities, courses or provision developed by community organisations and other partners aimed at engaging the hardest to reach learners

5 Target Participants

5.1 We wish to focus our investment on the individuals who would benefit most from the provision. We also want to ensure that clear progression pathways are available for those who take part in the programme.

5.2 As such, the first year of our regional Multiply delivery is targeted at adults aged 19+ who don't already have a full Level 2 qualification in maths and supports both the employed and the unemployed.

6 Co-ordination and progression

6.1 Once participants have been supported to address the individual barriers they face and are ready and willing to engage with mainstream maths provision at Level 1 and Level 2, then the provider should support them to identify suitable pathways which they actually use to progress onto this further maths provision.

6.2 Examples of this provision includes fully funded maths entitlement courses funded through the AEB, or other government funded maths provision. Through Multiply we are not seeking to fund the delivery of the formal maths qualifications that participants will progress onto. This further provision can however be with the same provider, or another provider in the region with a focus on face-to-face learning.

6.3 Through the Multiply programme we will fund providers to prepare and progress participants on to further provision, maximising the likelihood that learners will actually go on to achieve these qualifications. Therefore, the provider should have a high level of confidence in the provision they progress participants onto.

6.4 Projects should consider how they can co-locate with other relevant services to enable ease of access to support and progression. Examples include co-locating in community hubs (where they exist) and other venues.

6.5 As part of the programme, we will seek to monitor participants on the provision they progress on to. We may adjust the structure of payment for the programme for subsequent years if we consider this model is not delivering the desired outcomes for participants.

7 Geographical Coverage

7.1 We are looking for a spread of provision across the full North of Tyne Combined Authority geography. This includes the following Local Authority areas:

- Newcastle upon Tyne
- Northumberland
- North Tyneside

7.2 Providers may submit applications that deliver in one, two or all three areas

7.3 Multiply provision should be easily accessible to targeted participants. We will seek a balanced portfolio of delivery across the region including our rural areas to ensure an equality of access to all residents in the region.

8 Participant Eligibility

8.1 A key requirement of the Multiply programme, as set by the Department for Education (DfE) is that it cannot duplicate or destabilise AEB delivery. Therefore, Multiply can only support participants who are not engaged with Maths qualifications at Level 1 or 2.

8.2 Multiply participants must be eligible to access government funded education and skills provision.

8.3 NTCA funded Multiply provision should primarily support residents and employers in the North of Tyne Combined Authority region

9 Multiply Providers

9.1 To extend their delivery reach, providers may wish to consider forming consortia to create a portfolio of provision.

9.2 It is for providers to demonstrate that the provision they propose will deliver the outputs and outcomes we are seeking. They should also demonstrate how they intend to progress participants onto other forms of training and/or employability support and how they monitor this.

9.3 We are seeking providers that can demonstrate an understanding of NTCA residents, communities, employers and the economy at a local level. Therefore, evidence of successful previous, and recent, delivery is likely to be a distinct advantage.

9.4 Providers will need to demonstrate they have in place, and are using, the necessary joint working and progression pathways with other provision in the region.

9.5 We are seeking provision that has a strong element of face-to-face support. We are not seeking online only models of delivery.

10 Multiply Key Performance Indicators

10.1 Providers performance and that of its supply chain will be monitored against the Key Performance Indicators outlined in the table below:

Performance Indicators
Number of adult numeracy courses run in the local area through Multiply
Number of people participating in Multiply funded courses
Number of people engaging with outreach focussed events/provision
Number of people referred onto upskills courses
Number of people achieving a qualification
Participants reporting improved confidence in numeracy
Number of courses developed in collaboration with employers

Number of different cohorts participating in numeracy courses (e.g. unemployed, employed, parents etc).

10.2 In addition, we are keen to understand how the regional programme:

- Supports participants to progress onto other forms of support including employability and/or other forms of training
- Supports participants to progress within work (current role) or into more secure work (new role)
- Supports referrals between locally funded/delivered programmes and services (e.g. Local Authority/Welfare Support/DWP programmes)

11 Delivery Timescales

11.1 Multiply is a three-year programme. Delivery dates are:

Year	Start Date	End Date
Year One	1st April 2022	31st March 2023
Year Two	1st April 2023	31st March 2024
Year Three	1st April 2024	31st March 2025

11.2 The initial term of any Grant Funding Agreement is for year one only. Due to restrictions on the funding, we are unable to roll funding over financial year boundaries so **all year 1 direct Multiply delivery must be complete by 31st March 2023**. Providers should only apply if they can demonstrate they can deliver within the required timescales.

11.3 Grant funding agreements may, at the sole discretion of the Authority, be extended for 2 further periods of 12 months each. Any extension/s will be subject to funding approval in subsequent years and government priorities for skills.

12 Multiply Interventions and Available Funding:

NTCA Allocation	Year one	Year one project values	Year Two (subject to funding approval)	Year Three (subject to funding approval)
Courses designed to help people use numeracy to manage their money	£75,140	Minimum £37,570 to Maximum £75,140	£89,339,25	£89,339.25
Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression	£243,100	Minimum £48,620 to Maximum £243,100	£251,328	£251,328
Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners	£309,725	Minimum £61,945 to Maximum £309,725	£331,012	£331,012

13   Year One Delivery Volumes and maximum unit costs per participant

13.1   For the funding we have available (year 1 only), as a minimum we expect Providers to engage with the following volume of participants across the Multiply interventions set out below.

13.2   We have based our delivery numbers in Year 1 on an average figure of £831 per head/learner including 1-1 support. **Providers should note that NTCA will not exceed the average figure per head/learner of £831.**

13.3   Providers are required to explain how costs shown in section 5 of the application form for Multiply funding have been estimated, and outline how the proposal provides value for money.

	Year one Available funding	Target No of participants
Courses designed to help people use numeracy to manage their money	£75,140	140
Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression	£243,100	220
Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners (including 1 to 1 support)	£309,725	365 residents participating taster sessions & short courses 30 residents in receipt of 1 to 1 support

14   Data submissions and monitoring arrangements

14.1   The core monitoring information about each Multiply participant will be collected via a short-Individualised Learner Record (ILR) (see Appendix 1). It will be the responsibility of each provider to ensure every participant has completed an ILR.

14.2   Providers must register with UKRLP (UK Register of Learning Providers (ukrlp.co.uk)) and maintain contact details on an on-going basis. The Provider must return ILR data. NTCA will support providers, where required, with the technical ability to do so.

14.3   Monitoring for aspects of delivery that cannot be reported via the ILR will be completed via a Data Submission Sheet for manual completion. Providers will be expected to provide additional data to allow full monitoring of the programme.

14.4   The provider must supply the NTCA with data in accordance with the following:

- in line with agreed audit arrangements
- in adherence with the UK GDPR and DPA 2018
- to support payments to be made
- to enable reconciliation to take place
- to support the contract management process; and
- any written request from the NTCA

14.5 The Provider must:

- submit Individual Learner Record (ILR) and Data Submission Sheets monthly to reflect delivery
- report progression outcomes for Learners in the next monthly reporting cycle following successful referral to further education/training

14.6 Financial reporting for the programme will be completed via direct information returns to the Combined Authority.

15 Evaluation, Research and Data Collection

15.1 The evaluation of the Multiply programme is vital to the development of Multiply as it will help to inform the future direction and longevity of the policy. All participating organisations must commit to participate in research and evaluation by collecting and providing data, taking part in qualitative interviews, completing surveys and allowing their data to be processed and analysed for this purpose.

15.2 Any further questions about the NTCA Multiply Programme can be directed to: Multiply@northoftyne-ca.gov.uk

Appendix 1

NORTH OF TYNE COMBINED AUTHORITY

Multiply

1. Learner Information	
Title:	Surname/Family Name:
First Name(s) in full:	
Preferred name:	Previous name (if applicable):
Address Postcode:	
Date of Birth (dd/mm/yyyy):	Age:
Gender: Male ☐ Female ☐ Other ☐ (Please specify)	
Home Tel No:	Mobile No:
Email address:	
National Insurance Number:	

2. Please indicate your ethnic group: please tick ONE box	
White ☐ English/Welsh/Scottish/Northern Irish/British ☐ Irish ☐ Gypsy or Irish Traveller ☐ Any Other White Background **Mixed/Multiple ethnic groups** ☐ White and Black Caribbean ☐ White and Black African ☐ White and Asian ☐ Any other Mixed/multiple ethnic background **Asian/Asian British** ☐ Indian	☐ Pakistani ☐ Bangladeshi ☐ Chinese ☐ Any other Asian background **Black/African/Caribbean/Black British** ☐ African ☐ Caribbean ☐ Any other Black/African/Caribbean background **Other ethnic group** ☐ Arab ☐ Any other ethnic group ☐ Do not wish to provide

3. Emergency Contact Details	
Emergency contact name:	Relationship:
Mobile telephone no:	Home telephone no:

4. Previous Maths Qualifications

☐ Qualifications Level 1 for below
☐ Qualifications Level 2 and above (GCSE/A Level)

5. Employment Information

☐ In paid employment
☐ Not in paid employment, looking for work and available to start work
☐ Not in paid employment, not looking for work and/or not available to start work
☐ Not known/not provided

6. Disability, Learning Difficulty and or Health Problem – please tick all that apply, if no option is indicated the starred * option will be selected

Do you consider that you have a learning difficulty, disability or health problem?

Yes ☐   *No☐   Other ☐ *Please specify:*

☐ Allergy ☐ Asperger's Syndrome ☐ Asthma ☐ Autism Spectrum Condition ☐ Cystic Fibrosis ☐ Diabetes ☐ Disability Affecting Mobility ☐ Dyscalculia ☐ Dyslexia	☐ Epilepsy ☐ Hearing Impairment ☐ Diagnosed mental health condition ☐ Moderate Learning Difficulty ☐ Physical Disability ☐ Other Specific Learning Difficulty e.g. Dyspraxia ☐ Profound/Complex Disabilities ☐ Severe Learning Difficulty	☐ Social, Emotional & Behavioural Difficulties ☐ Speech, Language and Communication needs ☐ Temporary Disability after Illness or accident ☐ Visual Impairment-excluding glasses/contact lenses ☐ Prefer not to say ☐ Are you a wheelchair user?
If you have ticked more than one of the above, please state which disability, learning difficulty and/or health problem impacts most on your learning		

7. Contact and Marketing Information

How did you hear about us?
☐ Employer
☐ Job Centre
☐ Social Media

☐ Local Press
☐ Search Engine
☐ Friends / Family
☐ Other Source

8. How we use your personal information

We are collecting data on Multiply participants to help the DfE understand how well the courses are working and if they are achieving their outcomes. This is important because it allows us to be transparent about how government spends public money and measures the impact that policies are having, as well as helping us make improvements to future training courses.

More information about how the DfE handles personal information is published here:
https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter

More information about how NTCA handles personal information is published here:
Privacy Policy - NTCA (northoftyne-ca.gov.uk)

Your information may also be shared with other third parties for the above purposes, but only where the law allows it and the sharing is compliant with data protection legislation. You can agree to be contacted for other purposes by ticking any of the following boxes:

☐ About courses or learning opportunities.   ☐   By post.

☐ For surveys and research.   ☐   By phone

               ☐   By Email

I agree to visual images being used for marketing purposes.   ☐   Yes   ☐ No

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Learner Declaration: I declare that, to the best of my knowledge, the information I have provided on this form is correct. I have read the above Privacy statement on personal information.

Learner Signature:	**Date:**	

Provider Declaration: I declare that I have supported the learner in the completion of this document and to the best of my knowledge, the above-named learner is eligible for Multiply funding. I have seen evidence to support the residency criteria (where applicable)

Provider Signature:	**Date:**	

Multiply Programme Information (Please select)

Intervention type	Start date	End date	Guided Learning Hours	Duration *(weeks)*
Courses designed to help people use numeracy to manage their money				
Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression				
Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace				
Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners				