Multiply

Investment plan template (England)

May 2022

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

Contents

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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: Judy Gibbs

   jgibbs@worcestershire.gov.uk

   01905 843492

Financial / Accounting Officer: Caroline Fenwick

   cfenwick@worcestershire.gov.uk

   01905 843064

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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)

None

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

   In completing the Investment Plan, Worcestershire County Council initially mapped the existing provision available within the county. The majority of activity targeted in this space through local providers is focused on qualifications funded through the Adult Education Budget from the Education Skills Funding Agency. Provision predominately is targeted around gaining formal qualifications and is solely focused on achievement of an award either a Functional Skills or a GCSE qualification.

   As part of this process the Council consulted a number of local providers through the Training Providers Association, Further Education Colleges and through the collaborative group of Employment Support providers formed by the County Council and Worcestershire Local Enterprise Partnership. In these meetings, providers were consulted over their audiences and emerging needs in numeracy. The outcomes of these conversations suggested that Multiply would provide an important bridge to develop skills in individuals before they are likely or ready to take qualifications. Delivery would be in a contextualised manner either to their personal, work or employability journeys and that this focus on numeracy is not available as part of the current offer around the Worcestershire geography.

   Worcestershire's Multiply provision will be designed to offer developed bespoke courses for the project, this approach avoids duplication and creates either standalone or integrated offers to meet needs of the cohort. The providers will focus primarily on aiding numeracy development and contain no registration or qualification with awarding bodies and therefore ensure uniqueness of provision.

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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)

All provision has been fully costed using teaching time and resourced appropriately. In building the Investment Plan, partners have both been asked to consider their current workforce development to focus on non maths teaching staff as well as considering their recruitment needs to meet the volume of the Multiply programme. Worcestershire does not see this as a singular "Maths teacher" development but that its success will be in first steps approaches that require upskilling of other subject and vocational teams to provide approaches to those hardest to engage within community, job centre and other settings.

To assure that Multiply does not detract and be to the detriment of other provision, providers have been asked to ensure that current provision levels in accredited provision remain and that success will be measured in growth in enrolments and achievements in future years in the Adult Education Budget and its formal qualifications.

Providers will be asked to declare staffing on current programmes and on Multiply to explore capacity within their existing numeracy teams for the benefit of the wider programme including potential 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 to pass on best practice.

Providers will also be asked to identify individuals within their own workforces with development needs as part of the programme.

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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)

Worcestershire County Council's Corporate plan for 2022-2027 identifies the Council's Strategic Goals; the Council is passionate about enabling people to achieve their full potential, from having a great start in life, to living prosperous, independent lives in thriving communities. The Council aims to provide the conditions for businesses to grow and thrive to raise the County's Gross Value-added levels and skills base to enable future economic growth.

The Council measures its impact through a number of strategic performance indicators which focus around improving the levels of skills within the county and narrowing the gap between the UK and Worcestershire average salary levels.

Multiply provides links to the Council's goals addressing one of the fundamental barriers of upskilling and wider skills development though growth in individuals' numeracy ability. The programme is designed to support individuals to develop in their lives and to improve their ability to understand and use maths, which in turn leads to better employment prospects, higher wages, and improved wellbeing.

Worcestershire County Council working with Worcestershire LEP identify through their Local Skills report the need to grow skills to improve the productivity of employers. Low numeracy levels inhibit that growth as well as limiting individuals' opportunity. The partnership through its action plan focuses the need to work in areas of low social mobility where qualification and employment levels are low to improve the prospects of residents. Furthermore Worcestershire's action plan recognises the need to upskill its older workforce to retain skills in the county. The aims of Multiply contribute to the success of this plan, supporting residents and employers to unlock barriers to growth through the upskilling in numeracy, one of the pillars of education in our lives.

The plan also recognises post Covid the need to develop the digital literacy in Worcestershire's communities. The link between low levels of numeracy and digital ability is proven making the need to address numeracy greatly important and this project will be designed to affect change and impact communities for the better.

Worcestershire County Council embraces the Multiply programme and believes it can contribute effectively to our strategy for growth and ensuring residents reach their full potential.

Worcestershire County Council is in full dialogue with the six districts in Worcestershire around the UKSPF priority of People and Skills, conversations have occurred to discuss Multiply and the Skills and Investment Manager of WCC will work with the districts to ensure there is no duplication.

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Section C: High level delivery timeline

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

	Multiply provision	Delivery partners	Major Milestones	Date	Comments
1	Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.	*Delivered by Worcestershire County Council, in association with Heart of Worcestershire College , Warwickshire College , Kidderminster College part of NCG College Group, Herefordshire and Worcestershire Group Training Association, Seetec Ltd , Workpays Ltd and The Community Housing Group . Working with employers such as Worcestershire NHS Trusts, Worcestershire Hospitals , Worcestershire County and District Councils and many more. Identifying employers using the Worcestershire Growth Hub , Herefordshire and Worcestershire Chambers of Commerce , DWP and others.*	*Grant signing with the DfE*	*September-22*	Timeline covers all activities
2	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace		*Procurement Timeline*	*August - October 2022*	
3	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		*Recruit Staff to posts*	*July 2022 - September 2022*	
4	New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification		*Supply Chain mobilisation*	*October - December 2022*	
5	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression		*Project Management set up*	*September-22*	
6	Courses designed to help people use numeracy to manage their money.		*Marketing and Comms Planning Starts*	*September-22*	
7	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners		*Learner/Employer Recruitment and identification through partners and IAG*	*September 22 onwards*	
8	Additional relevant maths modules embedded into other vocational courses		*Start online builds*	*October - December 2022*	
9	Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system		*Cohorts commence*	*October 2022*	
			Review Point 1	*January 2023*	

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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)

    Worcestershire has a good overall level of skills and qualifications with high levels of residents with Level 4 qualifications, Malvern boasts the highest density in the UK, but Worcestershire also has significant levels of residents with no or low levels of qualifications. Census levels in 2011 identified around 26000 residents with no recorded qualifications around 14.7% and although recent Annual Population Surveys suggest a greatly improved picture of 4.7% there is still more to do.

    Numeracy skills map to employment and moreover it is the case that employment entry in Worcestershire predominately requires a level 2 qualification, Furthermore, to grow skills in careers, most Level 2 vocational skills entry requirements require a Level 2 in Maths. Therefore not having a level 2 qualification acts as a barrier to personal growth and higher wages, which then correlate to better wellbeing.

    Worcestershire has low levels of benefit claimants, compared to national average, although this has increased since the pandemic to around 3.2% of the population. Typically where there is high density of claimants in wards, where there is a correlation to low skills levels and low levels of proficiency in numeracy often reflected in their financial circumstances. Worcestershire is committed to enabling residents back into work and to reach their potential, therefore encouraging better personal financial management and higher levels of skills are crucial to the success of our county and our businesses.

    Multiply and the pursuit of numeracy empowerment will be used in the county as an enabler to progress individuals from this programme into higher levels and ultimately to secure qualifications that allow them to improve their personal and employment circumstances.

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)

    Worcestershire County Council reports on the attainment levels of young people at age 16 post education. In terms of Maths attainment at Level 2, Worcestershire is similar to National levels with around 70% of the cohort attaining their level 2 for the last five years. At 19 years old a further 20% of all young people over the last five years has gone on to attain their level 2 in Maths, totalling an overall level of around 76% of all under 19s over the last five years gaining qualifications in Maths. Whilst this is not dissimilar to national levels, this does effectively mean that around 1200-1300 young people do not achieve a level 2 in Maths by age 19 and the statistics show that the likelihood of them achieving rapidly declines from this point.

    Worcestershire's current cohort of DWP Restart participants and initial assessment conducted by the local employment support provider shows around 25-30% of those presenting have underlying needs in numeracy acting as a barrier to progression.

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This data informs the strategy to implement Multiply and to consider alternative methods of teaching to the traditional formal education methods to achieve improved results for this cohort.

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)

Existing entitlement is meeting demand for those that are ready to undertake formal qualifications in numeracy, it is driven by the qualification and not the learning, taken by individuals who are looking to progress in their careers. Maths and numeracy can be a real barrier to individuals and fear of Maths and ability to conquer is often presented in individuals who have no Level 2 qualification. Past education experiences and not being able to apply maths learning assists individuals to form a perception of the training around formal qualifications and individuals will often avoid, believing that having failed to pass previously the results would be similar. They then find short term solutions to underlying challenges as opposed to addressing the root cause of the issues in their numeracy skills.

Worcestershire's Multiply provision will be tailored to engage learners in innovative ways from the contextualisation of numeracy to both everyday life and tasks, to vocations in employers. Learning will be driven through cohorts to match their needs from benefit calculation support for claimants, supporting your child in their maths homework for parents, estimation skills for contract managers etc. providing the opportunity to view numeracy and maths differently and to intensively address, leading to an increase in learners.

Success in the county will be seen 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 in employers and lower levels of claimants across the county.

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)

As part of the investment plan process, local data around current provision and funding levels using the ESFA data cube and funding rules has been reviewed, looking at current levels of engagement through existing interventions and price per unit of formal qualifications.

Alongside this funding calculations have been completed across all current European programmes to look at both cost per intervention and funding levels by qualification and reviewing current and past value for money levels in our adult offer.

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.

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Based on the current workforce in Worcestershire County Council's Learning Services 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.

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

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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)

Hardest to reach learners will include those who are poorly engaged with statutory services such as those with low literacy levels, those with mental health barriers and those from the most deprived communities.

Worcestershire County Council working with Worcestershire LEP and its Growth hub team employs a partnership strategy in its Skills provision, the team employs a partnerships manager who is tasked with identifying and joining up the total skills offer for Worcestershire, of which Multiply would form part.

Worcestershire County Council will therefore commence a strategy to market and inform its various partners from community organisations, employment support providers, the Youth Hub offer from DWP and JCP teams, training provider partners and service teams in District and County Councils such as education, housing, health and schools of the offer. Multiply Worcestershire will run both generic Multiply and embedded Multiply (contextualised courses such as Cooking on a budget) marketing campaigns.

Worcestershire also anticipates some of the hardest to engage to be employers; Worcestershire will therefore utilise its employer representative bodies from the Growth Hub, Worcestershire Chamber of Commerce, Economic Development team and others to sell the benefits of improving numeracy levels again using contextualised offers and case studies where business can see demonstrable benefits such as lower improved material estimations leading to lower levels of waste as well as general better financial management in employer settings.

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).

WCC are committed to providing an environment free from discrimination, bullying, harassment or victimisation, where each individual involved in the project is treated with respect and dignity. WCC aim to create a culture of diversity and inclusivity within the project, where we treat all partners, employees, participants, and employers as individuals, fairly and in a consistent way.

Through our policies and practices, Worcestershire County Council will work to ensure that all partners review policies and practice and ensure that the provision is available to a diverse cohort.

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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)

Initially WCC will consider its learner data processes in accordance with the technical guidance for Multiply to ensure compliance and will work with its partners to assure provision and accompanying data. Learner data will be gathered by the individual partners using existing GDPR compliant enrolment processes with which they currently directly submit ILR data to the funding bodies.

WCC will request that shortly after ILR submission, partners submit an extract to WCC from their ILR which reflects Multiply activity (identified by the non-regulated learning aim codes and potential use of an LDM code) and that alongside the extract, contract managers confirm the correct learning aims and GLH have been used, and further confirm that the learners are on programme etc.

Data extracts will either be anonymised and/or submitted via secure WCC portals.

All delivery partners will be assigned guidance on ILR completion to meet the needs of the programme. WCC will set monthly deadlines for receipt of the ILR extract submission by partners.

Following submissions, the ILR extracts will be reviewed, and should further analysis be needed, further data will be requested by the council. Any concerns will be fully investigated by the MIS team within WCC and exception reports completed and distributed for response. The Multiply Programme managers will then complete the DfE reporting processes in line with the contract.

Contract management will include initial monthly meetings and performance discussions - all with minutes - with timescales changing as the programme progresses. All meetings will be noted and actions taken to feed into the wider DfE reporting.

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)

Worcestershire will monitor progression into education and employment, claimant levels and future years AEB enrolments in wards where targeted interventions for Multiply have occurred to assess lasting impact. Whilst this may not be in the timescale of Multiply project, it will provide useful insights to the council around targeted approaches and addressing the basic numeracy needs of the residents in Worcestershire.

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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

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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)

Worcestershire County Council has engaged with multiply stakeholder groups to assess both their ability to deliver and their views on embedding Multiply successful into the fabric of Skills within Worcestershire. The team has engaged and presented to the Training Providers Association membership, the three local Further Education colleges, network of Employment Support providers, the Employment and Skills Board for Worcestershire, Senior Council members in both County and District Council, Worcestershire Childrens First (care leavers function), the Worcestershire Chamber of Commerce and Growth Hub management teams, the Neighbouring County Council in Gloucestershire and both local Jobcentre Plus engagement managers and regional leads.

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)

As part of the investment plan process, Worcestershire County Council has engaged at both a senior level in all six of its district councils and with those teams responsible for the UK Shared Prosperity Fund Investment process. All districts have been made aware of Multiply and discussion has occurred over potential duplication within UKSPF planning.

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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	Recruitment of Learners	Improve working relationships with providers, employers, DWP and local provision to ensure learner numbers can be achieved. Meet regularly with providers. Map out point of access in county of potential learners and ensure new and fresh marketing is completed. Ensure course delivery is targeted to meet needs.	Possible	Medium
2	Recruitment of Staff – Project and delivery teams	Identify needed posts and ensure maximum exposure through recruitment methods using social media and local jobs site to publicise vacancies. Use the summer period to recruit hoping to start ahead of timescales	Possible Possible	Medium Medium
3	Procurement delays	Work on procurement via digital portals over the summer months to be ready to start programmes following plan sign off	Possible	Medium

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4	Delays to contracting	Working with delivery partners to ensure any delays to national contracting have limited impact and able to assure delivery day one	Unlikely	Minor
5	Delayed national marketing	Working with partners to create local level materials that do not duplicate but compliment national messaging to ensure impact of national messaging is not felt in early stages delivery	Unlikely	Minor
6	Risk with subcontractors – Quality Assurance Performance	Technical Guidance will be utilised over Summer as part of holistic assurance framework for providers and internal delivery Provider board will be established, on-going monthly meetings including performance reviews, identifying challenges and providing guidance and support.	**Unlikely**	**Minor**

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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)

Worcestershire County Council has an experienced Learning Services and Skills team that has delivered a range of programmes from Adult Education, 16-19, DWP provision such as Kickstart, ESFA European Social Fund and most recently DfE Bootcamps. The team uses a mix of contracted sub-contractor and employed staff to deliver programmes.

Alongside this WCC has a standard project management, grant recipient & contract management process which has been in place since 2013 which meets our corporate and grant funding roles/responsibilities for DfE and DWP provision. The Council applies the sub-contracting regulations and has processes in place to manage its provision which will be strengthened and applied to this contract.

The day-to-day management of the project will be managed by a Project Manager, a Project Support Officer, and a Business Administration Apprentice. The Project Manager and Project Support Officer will have the responsibilities of managing/running the project. The project will be supported further by an internal WCC Finance Officer to assure the claims processes, our Operations Manager who will advise on the MIS requirements of the project and the Curriculum and Quality Manager to assure Quality.

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

Delivery and Teaching Staff will be employed to meet the needs of the contract by partners and as part of the project initiation this will be discussed to meet the needs of their individual contracts.

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)

At this point, WCC do not feel that we would be able to take a leading role, however would be willing to engage in regional peer to peer networks and are keen to share best practice and approaches with other authorities, with this in mind Worcestershire County Council has already met with and is working with Gloucestershire County Council discussing our

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approaches and our understanding of the Multiply contract and how to move forward in our geographies.

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)

Currently in Worcestershire, there are significant challenges in recruiting staff to the local authority, which is adding to delays in contracts commencing, wage rates in the private sector are affecting public sector recruitment and therefore existing resources are stretched to meet a number of competing priorities. Having said this Worcestershire has commenced the process to recruit its Multiply project team and hopes to be ready to commence following the DfE's investment plan process. This impact is also then being felt not just within the direct project management but in communications, finance, and procurement.

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)

Support would be welcomed on procurement guidance and expectations of DfE around Multiply to both ensure compliance and support the process to be delivered in a timely fashion to meet the contract needs and ensure a lengthy procurement process doesn't delay delivery.

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

WCC are committed to working with Gloucestershire County Council to consider financial models that will work for Multiply provision in Years 2 and 3, this modelling will help to consider sustainability and ensure both equality and value for money across the regions.

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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	Paul Robinson
Signature	
Date (DD/MM/YYYY)	30.06.2022

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