



Multiply Rotherham

2023/24

2024/25

Specification

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INTRODUCTION - MULTIPLY METHODOLOGY

The Government wants everyone to have the opportunity to learn and develop the essential skills that they need to succeed at any age. We know that numeracy is universally important for an individuals' life chances, and for the United Kingdom's economy. Multiply aims to see meaningful participation that boosts people's ability to use maths in their daily life, at home and work – and enables adults to achieve formal qualifications that can open doors for them (such as into a job, progression in a job, or progression to further study).

Poor numeracy skills have an impact on people's ability to function in life and work, as well as their ability to perform domestic and work-based tasks with accuracy and confidence. The pandemic has highlighted additional challenges, such as the ability for parents with low skills to support their children with homework. Improved skills should have a positive impact on family lives and on productivity at work.

On 13th April 2022, the Department for Education (DfE) published the Multiply Investment Prospectus allocating funding for up to 3 years to local areas across England to deliver courses that improve adult numeracy (for adults aged 19 and above). The prospectus invited the Greater London Authority, mayoral combined authorities and upper tier and unitary local authorities outside of these areas in England, to develop investment plans for bespoke adult numeracy courses, against the national menu of interventions as set out within the Multiply prospectus.

Rotherham Council received initial grant funding for year 1 in December 2022 from the South Yorkshire Mayoral Combined Authority (SYMCA) to administer and develop Multiply in Phase 1 delivery across the borough. The Service is now looking to commission year 2 and 3 activities and interventions through an open and competitive Council grant awarding process.

The Council are therefore seeking expressions of interest through the competition for engagement activity/short courses that can take place during the period up to 15th March 2025. Activity will be delivered across two financial years with an agreed financial allocation for each year, covering the delivery periods 1st August 2023 and 15th March 2024 and 1st April 2024 to 15th March 2025. Grants and spend must be fully defrayed within the agreed financial year to be eligible, with no roll over of unspent grants into the subsequent year permitted.

Part 1 – Specification Requirements

1. KEY PRIORITIES/ PROGRAMME REQUIREMENTS

- 1.1 Interventions should not displace, replace and / or duplicate any existing adult numeracy provision, such as activity funded through the existing Adult Education Budget (AEB) statutory entitlement for maths qualifications or funding for any other projects.
- 1.2 Funding must not be used for **any activities** that are **not related** to the provision of **basic numeracy skills provision**; and/or any activities that the provider would otherwise be able to access free of charge.
- 1.3 The grant shall be used on behalf of the Authority to deliver the activities that it has set out in its approved investment plan for the Multiply programme. These may, in principle, include proposals for a wide variety of activity that:
 - a) increases the number of adults achieving maths qualifications (up to, and including, Level 2 – with GCSEs and FSQs as our qualification of choice in England); b) improve labour market outcomes; and c) increase adult numeracy across the population
- 1.4 To add value locally in building a coherent skills system that creates opportunities for all adults aged 19 and over to progress into a positive destination.
- 1.5 To create progression pathways that will enable economically inactive or unemployed residents to gain the numeracy skills they need to enter the workplace.
- 1.6 To support those in work to gain numeracy skills that will raise their aspirations and provide a pathway for career progression.
- 1.7 To remove barriers, that prevent adults from entering basic numeracy skills provision, and support them to progress into further learning.
- 1.8 To provide impartial Careers Information, Advice and Guidance (CIAG) that will enable adults to make informed decisions on basic numeracy skills provision, identify learning or employment opportunities, and most importantly celebrate all that Multiply has to offer.

2. VISION & VALUES

- 2.1 The vision for adult learners in Rotherham accessing Multiply provision is to provide innovative, high quality, engagement/learning activities that will improve the life chances of Rotherham adults and their families.
- 2.2 We will ensure equality of opportunity, address social exclusion, and widen participation in learning new basic numeracy skills, raising confidence, and facilitating personal achievement.
- 2.3 We believe that our learners should feel safe to explore new basic numeracy skills provision to allow them to access education, at any stage of their adult life.

3. COMMISSIONING PRINCIPLES

- 3.1 To secure value for money for the public purse, with best possible outcomes for all learners, and optimum social value by working in collaboration with others.
- 3.2 To comply with the grant agreement and principles of funding as outlined by SYMCA.

4. COURSE DELIVERY AND DESIGN PRINCIPLES

4.1 Delivery of learning from subcontracted providers will fulfil one or more of the following criteria:

- 1) Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.
- 2) Courses designed to help people use numeracy to manage their money.
- 3) Innovative numeracy courses delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace.
- 4) Courses aimed at people who cannot apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy to access a certain job/career.
- 5) Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners – for example, those not in the labour market or other groups identified locally as in need
- 6) Courses for parents wanting to increase their numeracy skills in order to help their children's achievement at school and upskill themselves to access further learning and / or employment opportunities.

4.2 Successful engagement activities/courses will encourage engagement in new basic numeracy skills and knowledge, promoting the spirit of enquiry in learning activity.

4.3 Successful engagement activities/courses will demonstrate innovation and creativity that encourages participation in basic numeracy skills and embeds aspiration.

4.4 Successful engagement activities/courses will embed effective recruitment approaches that encourages adults to join a pathway of basic numeracy skills that takes them to a positive destination in further learning, personal development, or employment.

4.5 Successful engagement activities/courses will meet the agreed outcomes of the project.

4.6 We want providers to have the flexibility to determine what provision is needed to deliver high quality, innovative numeracy interventions that meet the needs of local people and the national aims for Multiply. This will be decided with the Programme Manager.

5. PROVIDER REQUIREMENTS

5.1 Providers will demonstrate in their submission that they have:

- The capacity to deliver their offer to ensure that the engagement and learning activity meets, the needs of every learner on the course, to enable them to achieve a successful outcome.
- The infrastructure and resources to deliver any of their specified engagement events or courses in such a way to ensure access and inclusion for all Rotherham 19+ residents.
- The necessary Quality Assurance processes in place that will guarantee a positive learning experience for all those participating in Multiply provision. All providers will be required to have at least one session visit as part of the quality assurance process. Providers are required to submit evidence in line with RARPAP expectations.

- Staff and teachers/tutors in their employment that have the expertise, skills, and knowledge to deliver the best teaching, learning and assessment for every programme specified as part of their application.
 - A positive track record of learning delivery and/or activity that meets the requirements of Multiply Funding and Performance Management Rules (FPMR)¹.
 - Consider the Public Sector Equalities Duty (PSED) in any provision they develop through Multiply, including but not limited to gender, age, disability, and race. This will also include promoting equality through their recruitment processes; offering information, advice, and guidance; ensuring that the structure and content of the activities delivered are suitable and appropriate; and ensuring that provision is accessible and flexible where necessary.
- 5.2 All learner activity must be identified as Multiply, the learner must be eligible for funding as stated in the Multiply Funding and Performance Management Rules (FPMR).
- 5.3 It is mandatory that all project documents include the recognised Multiply project logo, this includes teaching and delivery plans, marketing of all kinds, including social media, and case studies. Providers will receive the Multiply branding book, and tool kit, that embeds equality, diversity, and inclusion for all residents
- 5.4 Safeguarding practices² are explicit in both process and practice to ensure learners feel safe and always protected.

6. MULTIPLY SUCCESS MEASURES

- 6.1 The overall objective of Multiply is to increase the levels of functional numeracy in the adult population across the UK. The following success measures have been identified for the whole programme at a national level:
- More adults achieving maths qualifications, courses up to, and including, Level 2 and an increase in participation in numeracy courses.
 - Improved labour market outcomes e.g., fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education.
 - Increased adult numeracy across the population – this overall impact, which goes beyond achieving certificates or qualifications, will track both the perceived and actual difference taking part in the programme makes in supporting learners to improve their understanding and use of maths in their daily lives, at home and at work - and to feel more confident when doing so.
- 6.2 All providers will be expected to meet agreed standards in the following areas:
- Learner engagement.
 - Achievement of learning.
 - Learner progression at every stage of learning.
 - Learner destinations – intended and long term sustained.
 - Successful suppliers will be expected to align their delivery performance to the agreed project targets.

¹ Multiply Funding and Performance Management Rules [SYMCA-Multiply-Funding-and-Performance-Management-Rules-22-23.pdf](https://www.southyorkshire-ca.gov.uk/sites/default/files/2022-03/SYMCA-Multiply-Funding-and-Performance-Management-Rules-22-23.pdf) ([southyorkshire-ca.gov.uk](https://www.southyorkshire-ca.gov.uk))

² [RMBC Adult Care Safeguarding Policy](#)

7. QUALITY ASSURANCE

- 7.1 All provision will be subject to a Quality Assurance cycle of activity to ensure that the delivery of learning meets an approved standard.
- 7.2 All engagement activities/courses of learning will have a clear design of delivery that demonstrates basic numeracy skills within the design.
- 7.3 All engagement activities/courses will implement appropriate initial, and ongoing assessment tools, and demonstrating best practice throughout the delivery.
- 7.4 All deliverers must embed approved practices to fully evidence all learning and support activity using tools such as an individual learning plan, including detailed feedback and learner response. Any feedback or complaints must be shared with the Multiply Programme Manager.
- 7.5 Contribute to the improvement of lower-level learning/non-regulated learning through RARPA (Recognising and recording progress, achievement and progress)³ evidence, moderation, and standardisation.
- 7.6 Safeguarding practices are explicit in both process and practice to ensure learners feel safe and always protected.
- 7.7 All provision embeds Equality, Diversity, and Inclusion at the core of the offer and adheres to the Equality Act 2010 strands of protected characteristics.
- 7.8 Premises, delivery, and resources comply with Health and Safety requirements set out by Rotherham Council, including detailed risk assessments, e-safety, and safeguarding .
- 7.9 All providers will be required to submit venue risk assessments.
- 7.10 All providers adhere to and embed the legislation for General Data Protection Regulations (GDPR)⁴.
- 7.11 All providers will have the required public liability insurance, employer's liability insurance, and professional indemnity. Providers will submit copies of these documents as part of the due diligence process.

8. OFSTED

- 8.1 Elements of the Multiply offer sit within the Further Education and Adult Skills Ofsted Framework⁵.
- 8.2 Individuals and organisations that deliver learning as part of this contract have legal requirements to provide information to Ofsted as part of inspections.
- 8.3 RMBC expect that any partners align all programme activity to the standards set out by the service to meet the requirements that always maintains an inspection grade of good or outstanding.

³What is RARPA? Education and Training Foundation [RARPA \(ET- Foundation.co.uk\)](https://www.rarpa.co.uk/), [RARPA Guidance March 2017 \(kirklees.gov.uk\)](https://www.rarpa.co.uk/guidance/march-2017/)

⁴ GDPR – General Data Protection Rules [RMBC GDPR Policy](#)

⁵ Ofsted Further Education and Skills Handbook [\(gov.uk\)](https://www.gov.uk/government/publications/ofsted-further-education-and-skills-handbook)

PART 2 – MARKET BRIEF

1. PURPOSE

To offer easy access to free numeracy courses and initiatives where learners can build their confidence in using numbers at work or in everyday life. Numeracy support and learning for Rotherham residents 19+ who did not achieve a grade C/4 at GCSE.

2. AVAILABLE MULTIPLY INTERVENTIONS

Outcomes are measured on two types of provision.

Engagement	Less than two hours learning time. A short learning experience, activity, or 'hook' to encourage learners onto a longer course. Promotion of Multiply courses. Targeted at those in the local area who would benefit from Multiply funded learning.
Substantive	Learning opportunity that is two hours or more and evidences a progression in learning. Learner skills/ knowledge improve during the course.

Providers are encouraged to include both engagement and substantive learning in applications, so that learners can progress from an engagement session onto a longer substantive course as part of the providers' proposed offer.

It is expected that the unit cost per learner for engagement will be considerably lower than that for substantive learners.

Three intervention areas are available:

	<u>Intervention</u>	<u>Type</u>	<u>Learners¹</u>	<u>Funding</u>
<u>1</u>	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners. Maths Skills for Life	Engagement	293	£69,800
		Substantive	68	
<u>2</u>	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners. Preparation for work, disadvantaged learners.	Engagement	293	£69,800
		Substantive	68	
<u>3</u>	Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.	Engagement	230	£35,500
		Substantive	74	

These are **minimum** output requirements and proposals will be scored on value for money. Outputs **must be delivered** per year, as funding and outputs cannot be rolled over to the following year.

Please note, awarding a full intervention to one provider would be reliant on the ability to deliver to a wide range of learners and across a range of geographical areas which include the listed priority areas and groups.

3. PRIORITY AREAS

3.1 Using ward level data, we have identified key areas to target with Multiply to ensure the programme is available to those who need it most. Below outlines the priority areas of Rotherham to be targeted in Years 2 and 3.

Priority Areas

Brampton	Herringthorpe North	Rawmarsh North East
Canklow North	Herringthorpe South	Rawmarsh South, Thurgroft
Dalton	Kimberworth Park	South West
Dinnington central	Kimberworth Park East	Rockingham West
Dinnington East	Kimberworth Park Central	Roughwood
East Dene East	Kiveton Park	Swinton Central & Bridge
East Dene North East	Maltby East - Birks Holt	Swinton North
East Dene North West	Maltby East - Muglet Lane	Swinton South
East Dene South	Maltby East - Town Centre	Thrybergh East
East Herringthorpe	Manor Farm	Thrybergh North South
East Herringthorpe East	Masbrough	Thurgroft Central
East Herringthorpe North	Meadowbank	Town Centre
Eastwood Central	Munsbrough	Treeton West
Eastwood East	Newhill	Wath Central
Eastwood Village	Parkgate	Whinston East
Ferham	Rawmarsh North	Wingfield
Flanderwell		

4. MULTIPLY REPORTING CYCLE

	<u>Required Paperwork</u>	<u>Submit to</u>
No more than two weeks after learner enrolment date	Submission of learner enrolment form	Programme Manager RMBC
Weekly	Attendance records & weekly delivery overview	Programme Manager RMBC
Monthly	submission of learner evidence	Programme Manager RMBC
Quarterly	Performance Review Meetings	Programme Manager RMBC
End of Financial Year	TBC	SYMCA via Programme Manager RMBC

Submission of all paperwork, accurately completed, is required for payments of grants.

PART 3 – INTERVENTION SPECIFICATION

		Per annum (23/24, 24/25)		
<u>1</u>	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners. Maths Skills for Life	Engagement	293	£69,800
		Substantive	68	
<u>2</u>	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners. Preparation for work, disadvantaged learners.	Engagement	293	£69,800
		Substantive	68	
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		Substantive	74	

These are **minimum** output requirements and proposals will be scored on value for money. Outputs **must be delivered** per year, as funding and outputs cannot be rolled over to the following year.

Please note, awarding a full intervention to one provider would be reliant on the ability to deliver to a wide range of learners and across a range of geographical areas which include the listed priority areas and beneficiaries.

Intervention 1

Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners. Maths Skills for Life

All courses will be at least 3 to 4 Guided Learning Hours covering courses that support the development of Maths life skills such as but not limited to:

- **Money Management** - focus on everyday costs of living, looking at how to make the most of the money and resources. The aim is to build confidence around budgeting. This will focus on accessing additional resources such as food banks, as well as looking at issues around debt management.
- **Energy Costs** – supporting learners to understand costs around energy fuel, how to understand utility bills and ways of reducing costs in the home.
- **Smart Shopping** – supporting with shopping to make money go further, understanding price comparisons and making the most of offers
- **Cooking Classes** – combining everyday maths skills such as weight, measurement, time, ratio with practical skills like feeding a family, making food go further, using frozen food to cut costs.
- **Health and Wellbeing** – classes linking exercise and Maths. This could be calculating macros, exploring math through calculating scores, weights.
- **Language of Maths (ESOL)** - overcoming barriers to mathematical language that makes it difficult for ESOL learners to access maths provision.

Other innovative courses would be considered.

Indicative value of the total funding and outputs per annum

Funding – £69,800

Engagement - 293

Substantive - 68

Intervention 2

Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners. Preparation for work, disadvantaged learners

As part of a wider community learning programme, this could be seen as reengaging people into numeracy learning with the intended outcome that learners progress towards employment opportunities, Entry Level Maths or Level 1. Provision can be delivered alongside other partners such as key worker support.

Indicative value of the total funding and outputs per annum

Funding – £69,800

Engagement - 293

Substantive - 68

Intervention 3

Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.

Engagement Activities

Engagement activity should focus on supporting parents/carers to undertake a taster activity, (shorter activities up to 2 hours).

Substantive Learning

We wish to invite providers to deliver courses that are 3 to 4 hours long, that are School based delivery programmes or provided by organisations who specifically work with families. Courses should aim to give parents, grandparents, and other carers the numeracy skills needed to inspire children's interest in Maths and to support their learning. Builds on the role that many parents played during lockdown.

Indicative value of the total funding available – £35,500

Engagement - 230

Substantive - 74

PART 4 – CONTRACT REQUIREMENT

1. PAYMENTS

1.1 As this is an outcomes-based model, payments will be made on results. Payments will only be made where outcome evidence is fully provided, in relation to paperwork and reporting systems as requested by the authority.

2. OPERATIONAL REQUIREMENTS

- 2.1 Recruitment and marketing must adhere to the guidelines set out by Multiply branding book, and tool kit, that embeds equality, diversity, and inclusion for all residents.
- 2.2 You will demonstrate demand and your ability to recruit, retain and progress learners.
- 2.3 Initial assessments will be used to identify learner starting points and subsequent learning will meet individual needs.
- 2.4 Ongoing assessment strategies will be used to support learner progression. This will include the completion of an Individual Learning Plan for learners engaging in substantive learning (provided by the authority).
- 2.5 All providers will incorporate IAG support into their Multiply offer so all learners are supported in finding their next best step post Multiply.
- 2.6 All providers must appropriate representatives to attend all briefing sessions/ training set up by the authority.
- 2.7 All providers must actively contribute to any service inspections such as Ofsted, and Funding Audits (this is not an exhaustive list).
- 2.8 All providers must make a monthly return demonstrating outcomes so that performance can be monitored, and payments released.
- 2.9 All providers must provide end of year reports.

3. CONTRACT AUDIT REQUIREMENTS

- 3.1 All providers must be registered on the UK Register of Learning Providers (UKRLP) and hold a valid UKPRN⁶ to be eligible to receive Multiply funding.
- 3.2 All providers will ensure they meet the RMBC policies for Health and Safety, and Risk Assessments, ensuring they meet any new or reviewed national regulations at any point during the contract, for example, Covid Secure until further notice
- 3.3 All providers will be compliant with the Disability Discrimination Act (DDA).
- 3.4 All providers will agree to General GDPR and ensure all personal and sensitive data meets the security guidelines set out by RMBC.
- 3.5 The supplier must ensure that evidence for each learner is collected as directed and recorded accurately within the engagement or enrolment form process.

⁶ UKPRN – United Kingdom Provider Reference Number - <https://www.ukrlp.co.uk/>

- 3.6 All providers will be subject to Performance Management Reviews that will review all aspects of the contract management and the associated Quality Assurance activity.
- 3.7 All providers will provide documentation requested in contribution to promoting quality improvement, this will include but is not limited to, Individual Learning Plans for the RARPAP⁵ process.
- 3.8 All providers will be required to collate and share learner case studies, undertake learner, and staff voice surveys and act swiftly upon any concerns raised.
- 3.9 The authority reserve the right to terminate any contact with a provider, if there is evidence that there has been a serious breach of the contract.

4. SUBMISSION OF DATA AND EVIDENCE

- 4.1 All providers must ensure that all course paperwork and evidence requirements are completed accurately and returned to the Council within the appropriate timescale.
- 4.2 Providers will need to have the systems in place to capture data in the learning environment.
- 4.3 All returns must follow the Council's GDPR guidelines and use the agreed method of return.

5. GRANT PAYMENT PRINCIPLES

- 5.1 Programme enrolment forms will be returned within 2 weeks of the start date of the course. At the end of the programme/course the final evidence paperwork will be returned within 2 weeks, including final register, ILP and associated learning evidence. All courses for Year 2 (23/24) must be completed before 15th March 2024 and for Year 3 (24/25) must be completed before 15th March 2025 as this is the end of the funding and grant agreement.
- 5.2 All registers must be completed for the course as part of the ongoing service performance monitoring.
- 5.3 The unit cost per learner includes all associated activity needed to deliver a high-quality learning activity that supports every aspect of the learner journey, including engagement & marketing; IAG; recruitment; venue hire; tutor costs; embedding best quality practices; and associated administration.
- 5.4 Payments will only be made following the receipt and checking by the service of all the required paperwork and supporting evidence. As payments are outcomes based, payments will be received on completion of engagement or activities.

6. PAYMENT SCHEDULES

- 6.1 Standard payment of delivery on all Multiply activities with Rotherham Council are made within 30 days of receipt of invoice.
- 6.2 Potential providers should note that all SYMCA funding is subject to both internal and external audit. Any overpayment identified, due to non-compliance, will be subject to financial claw back and/or a reconciliation of outstanding due payment.

Appendix 1 Overview of Multiply data collection approaches DfE, Multiply, Technical Guidance England, April 2023

Purpose for data collection	Details	Data vehicle and owner
<p>Performance monitoring</p> <p>This data will provide the bulk of the monitoring and performance data for the Multiply programme and will be used by both the DfE team and local commissioners to inform and report on overall programme delivery.</p> <p>Over time, this data will also be matched with information on employment and earnings (e.g. in the Longitudinal Education Outcomes database) in order to track the impact on labour market outcomes on Multiply learners versus a control group. This analysis will also be fed back to local areas.</p>	<p>We are working to ensure that core monitoring information about each learner will be collected via the ILR. We are aiming for data to be collected monthly and reported back to MCAs/Upper Tier authorities within a reasonable period.</p> <p>Learner data to be collected</p> <ul style="list-style-type: none"> • Contact details (current postcode and address, telephone number, email address, homeless code) • Contact preferences • Learning difficulties, disabilities and health problems • Demographics (sex, ethnicity, date of birth) and household situation • Employment status; employer identifier and employment status monitoring • Learning aims: we are working with ESFA on the best way to identify Multiply funded courses. Those not leading to an established qualification will be identified via the non-regulated learning aims section • Planned learning hours plus actual start and end date • Achievement data and outcomes • Completion status and, where needed, withdrawal reason 	<p>Local areas to be responsible for ensuring this data is submitted via the ESFA Individualised Learner Record (ILR)</p>

	<ul style="list-style-type: none"> • Destination and progression • Prior attainment, including A and AS levels • Breaks in learning, transfers and restarts 	
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