

Multiply Funding Application Guidance

1. Background

Multiply is a £559 million national **Government investment** that forms part of the UK Shared Prosperity Fund. The funding is primarily aimed at adults who have not achieved a maths GCSE grade 4/C or equivalent.

Applicants are invited to request funding to deliver formal and non-formal provision that inspires and motivates adults to develop their maths skills and knowledge.

The emphasis is on changing attitudes towards maths using a variety of learning opportunities that will develop confidence in maths, improve life skills, develop employment opportunities and help parents and carers to support their children's learning.

2. Funding Available

Multiply funding is allocated by financial year up to March 2025. Applications are on a per organisation basis and a typical funding allocation is around £25,000 per annum. All provision must be completed by March 2025.

3. Target Audience

Multiply programmes must be aimed at adults aged 19 plus who live, work or volunteer in West Berkshire and have not achieved a GCSE grade 4/C (Functional Skills level 2) or above.

Applicants are expected to work with local partners to reach the target groups. These can include:

Employers interested in upskilling its workforce
Organisations such as the DWP/Job Centre or Job Support groups who work with adults who are unemployed or under employed
Adults with no qualifications or low levels of skills
Vulnerable older adults
Adults with disabilities and learning difficulties
Adults with mental health issues
Parents/carers who need help to support their children's learning and development
Ex- offenders and probation clients
Adults with or recovering from drug or alcohol dependency

4. Types of Provision:

Multiply funding can support a wide range of provision and is flexible depending on the needs of the learners and the requirements of the programme.

- a)** Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications. This includes using best practice to engage new learners such as a cross-agency / partnership approach, working with local employers (for example, to deliver in-work confidence building courses), or the design of new teaching material.
- b)** Courses designed to help people use numeracy to manage their money. This includes focussing on people who are in serious debt (for example through linking with debt advisory services), but may also be an element built into broader numeracy courses where appropriate.
- c)** Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace, with employers committing to offer career progression conversations for those achieving a qualification / completing a course.
- d)** 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 in order to access a certain job/career. This could, for example, be done in partnership with job centres and large employers in your local area, such as NHS Trusts.
- e)** New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification. FSQs are specifically designed to provide skills for work, study and life and can be delivered flexibly throughout the year.
- f)** Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression
- g)** Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence. The emphasis is on ensuring that people are equipped with the numeracy skills and qualifications that help increase their prospect of finding work on release and contribute towards reducing reoffending
- h)** Numeracy courses aimed at those aged 19 or over that are leaving, or have just left, the care system – given that we know these young adults are more likely to be not in education, employment or training (NEET)
- i)** 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.
- j)** Additional relevant maths modules embedded into other courses. Adults often learn best when they can see the practical application of their learning- for example, ratios for mixing paint, or assessing roof angles, or calculating the number of bricks needed.

5. Timescale for delivery

Multiply funded projects are for delivery up to 31st March 2025. Funding allocations will be by financial year and must be delivered in the agreed timeframe. There will be no carry over of funding across the financial years.

6. Quality Framework

All funding is subject to Ofsted inspection and West Berkshire Council will support organisations to work within the Ofsted [Education Inspection Framework](#). Smaller organisations that do not have their own quality framework will be supported with the Community Learning Toolkit.

7. Funding Adjustments

West Berkshire Council reserves the right to withdraw or adjust the funding under the following circumstances:

- Any evidence of financial irregularity issues
- Failure to comply with ESFA [funding rules](#) requirements
- Non-compliance of contractual requirements
- Non-delivery of agreed programme by the agreed date.

8. Applications Process

- **Stage 1** Complete and submit the Multiply Application Form to acsteam@westberks.gov.uk
- **Stage 2** Meeting of the Multiply Monitoring Panel to review proposals and award funds.
- **Stage 3** Successful applications to be announced within 2 weeks of receipt.

9. Assessment of Applications

Section A (questions 1-6) will be scored as follows

Section A questions	Rating of Response	Weighting factor	Maximum Score Available
1. Programme aims, target groups and description	0- 10	X 3	30
2. Identifying local need	0- 10	X 2	20
3. Partnership working	0- 10	X 1	10
4. Delivery plan	0- 10	X 1	10
5. Programme Outcomes (Success and Progression)	0- 10	X 2	20
6. Value for money	0- 10	X 1	10
Total			100

Scoring System

10 = Full response, fully addresses the question with extensive detail

7 = Mostly addresses the question with sufficient detail

4 = Partially addresses the question but with little detail

0 = No response/does not address the question

Applications will be ranked by total score to support the awarding of funding.

The Council may require additional information prior to agreeing any funding and reserves the right to negotiate changes with the applicant. The Council reserves the right to annul the application process at any time prior to contract award, without incurring any liability to the responding parties.

10. Information required for the application form

Section	Question	Guidance note
Cover Page	Organisation and Contact	<p>The contact name will be the person responsible for reporting on the project to the Community Learning Team. They are responsible for:</p> <ul style="list-style-type: none"> • Submission of all required data by the due dates to the Community Learning Team • Quality assurance using the Toolkit if applicable. • Health and Safety issues • DBS checking of relevant people involved in the project • Compliance with all relevant legislation. • Reporting on any changes that need to be made to the project to the Community Learning Team. • Promotion of the project to target groups (providers are encouraged to use Community Learning social media and newsletters to support activity) • Forming relationships with organisations in the community who can help support learners or families to progress
	Name of Programme/ Course/Activity	The name of the Multiply programme, courses or activities
	Funding Requested	<p>Funding is allocated by financial year (end March). Please show the amount of funding by each financial year.</p> <p>The typical amount per organisation is around £25,000 per annum.</p>
Section A (Questions 1-6)		
A1	Programme Aims	Identify what you aim to achieve with this Multiply programme. This can include soft aims/outcomes such as confidence building or specific aims such as gaining a particular skill or qualification.
A2	Target Audience	Identify the groups you are planning to work with. See guidance pages 2-3 for further information on specific groups and types of provision.

A3	Programme Description	Provide a full description of the programme you are planning. To include format, content, reach, learner engagement and support.
A4	Planned Programme Outcomes (success and progression)	<p>Providers will be supported to determine the success of a funded course or programme against the programme aims identified on A1. There are a number of tools available to support this process including Individual Learning Plans to monitor achievement and end of course learner and tutor evaluations.</p> <p>Tutors are expected to support learners to identify progression opportunities by signposting to the National Careers Service or other IAG services for unbiased, learner focused information, advice and guidance.</p>
A5	Identifying local need and working in partnership	<p>Explain how you have identified the need for the Multiply programme and, where relevant, how it complements existing provision.</p> <p>Explain how you will work with partners to identify and reach your learners or to help them progress. Partners may be able to:</p> <ul style="list-style-type: none"> • identify a need to be addressed • provide advice on attracting learners • refer their clients or members to the learning programme • promote the project to other interested groups • share expertise on programmes that they have run • provide a progression opportunity • deliver advice sessions on progression opportunities • provide a venue or specialist resources/support • co-deliver the programme
A6	Delivery Plan	<p>1. Provide details of where and when the programme is being delivered. You do not have to specify actual dates, an indication of the month or term will suffice. A risk assessment of the venue will be required. Consideration should be given to the following accessibility: whether the building has adequate access for wheelchairs (doorways are wide enough and ramps rather than stairs), whether the building has a disabled toilet, if any steps have colour contrasted edges for poorly sighted learners, if mother & baby groups are users, whether the building has adequate nappy changing facilities.</p> <p>2. Include an estimate of learner numbers.</p>

		<p>3. Complete the funding required for each course/activity. This should reflect the amounts shown in the Proposed Spending Profile (Q7).</p> <p>4. For accredited courses please provide all requested details of the qualification you plan to deliver. You should check on the Find a Learning Aim database that the qualification is current and fundable.</p> <p>5. For the majority of provision providers will be expected to apply the RARPA process (Recognising and Recording Progress and Achievement) to address learner needs and monitor achievement. Support will be available through the community learning team and the Multiply toolkit.</p>
A7	Proposed Spending Profile	<p>1. Tutors are normally paid per hour of teaching; the teaching rate will include payment for preparation. The Community Education Fund does not pay travelling expenses for tutors unless they have to collect resources from a college or office base.</p> <p>Additional payments for attending meetings can be paid at a meeting rate and should be included under other staffing costs</p> <p>2. Administration and project management should not exceed 35% of the total cost of the project.</p> <p>3. Other staffing costs will include the costs for any other people’s time such as head teacher’s time, supply teachers, learning support staff, caretakers</p> <p>4. Travel to meetings can be claimed and, in some cases, for transport costs so that learners can attend courses.</p> <p>5. Resources can include essential equipment including relevant software, publications, the production of learner diaries, worksheets, and for display material and the costs of celebrating learning e.g. producing recordings, videos, exhibitions, articles etc.</p> <p>6. Learner support costs may also be claimed e.g. transport, crèche and resources. Please contact the Community Learning team for advice.</p>

Section B: Due Diligence

B1-3	Due Diligence	<p>1. UKPRN No. It is compulsory for all projects and providers in receipt of Multiply funding to register on the UKRLP website and obtain a UKPRN registration number. The UK Register of Learning Providers is a ‘one-stop’ portal to be used by government departments, agencies, learners, and employers to share key information about learning providers. The UKRLP allows providers to update their information in one place and share this across agencies such as the Education and Skills Funding Agency, the Higher Education Statistics Agency (HESA), the Higher Education Funding Council for England (HEFCE) and UCAS.</p> <p>To register as a provider you must access the website via the link http://www.ukrlp.co.uk and select “Register” on the left hand side of the screen. The registration requests basic company information, the ESFA must be able to verify the provider through some external registration (eg. through Companies House, charity or school registration). The 4 step process takes approximately 5 minutes. In order to ensure registration is successful, you will need:</p> <ul style="list-style-type: none">• your organisation’s registration number• a valid email address, used to contact you• a registered legal address for the organisation <p>If you have any problems, please ring the UKRLP help desk on 0345 2021600</p> <p>2. Tutor Qualifications and Experience Tutors delivering Multiply funded provision may wish to register with the Education and Training Foundation (ETF), a professional membership body providing support and advice. Where appropriate, tutors are expected to hold a recognised teaching qualification for the further education (post 19) sector or be working towards a relevant qualification to deliver funded provision. For further information on qualifications please access the ETF website. Tutors should also provide details of subject specialism qualification levels.</p> <p>3. Health and Safety Organisations need to demonstrate that learning will take place in a safe, healthy and supportive environment and there are suitable arrangements for learners’ health and safety.</p> <p>Equal Opportunities Organisations will be expected to comply in all aspects with the Equality Act 2010.</p>
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		<p>Safeguarding Tutors and Project managers must have an awareness of safeguarding and know how to report incidents and who they should report the incidents to within an organisation. Smaller organisations who do not have these procedures in place will be supported to follow our safeguarding procedures in our toolkit and develop appropriate policies.</p> <p>Radicalisation Organisations need to ensure their staff develop an awareness of the PREVENT anti-terrorism agenda and know how to report concerns on learners becoming radicalised. Smaller organisations will be supported with staff training. For more information and links to training see http://www.preventforfeandtraining.org.uk</p> <p>Data Protection Organisations will be expected to comply with the Data Protection Act 2018 (covers General Data Protection Regulation- GDPR).</p> <p>Insurance Public liability of £5 million is normally required (in special circumstances a reduced amount may be allowed). Employers' liability of £10 million and professional indemnity of £5 million may be required (where relevant).</p>
Section C: Declaration		
	Statements of Declaration	<p>All funding applicants must sign the declaration at the end of the application form.</p> <p>Electronic signature can be used.</p>