



Department
for Education

Multiply

Multiply

Investment plan template (England)

May 2022

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

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About this document

In conjunction with this template, please refer to the Multiply investment prospectus and technical guidance for England available here

<https://www.gov.uk/government/publications/multiply-funding-available-to-improve-numeracy-skills>

Investment plans are invited from the Greater London Authority, all Mayoral Combined Authorities, and upper tier/unitary authorities outside of these areas in England. Scotland, Wales and Northern Ireland should refer to the [wider UKSPF investment framework](#)

Please ensure you complete this template in full and submit by 30th June 2022 by emailing Multiply.investmentplans@education.gov.uk

Once investment plans are approved, provisional allocations will be signed off, grant agreements will be put in place incorporating information included in this investment plan and first payments made in autumn 2022.

At the end of the 2022-23 and 2023-24 financial years, areas will submit an annual progress report, and a revised investment plan for subsequent years of Multiply provision. This should take on board learning achieved through local delivery, peer to peer support networks and engagement events. It should align with the updated menu of interventions and any new guidance issued each year by the Department for Education.

For further information or to discuss a proposal ahead of submission please contact DfE at Multiply.investmentplans@education.gov.uk

Please note that information provided on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

We have suggested word counts for questions as an approximation but will allow some flexibility and will not apply the word count rigidly. We don't anticipate investment plans to be longer than 25 pages. We won't accept additional attachments beyond the return of this document and the accompanying Excel spreadsheet.

1. Who are the local authority representatives for Multiply (name, email, telephone)?

Multiply lead:

Overall strategic lead for UKSPF Core and Multiply

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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?**

See attached spreadsheet – Please refer to **Appendix 2** table for headline detail at this stage which will be worked up in to the required DfE spreadsheet in collaboration with Local Authority colleagues prior to submission to Government.

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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)

The following provision has been included as ‘off-menu’ provision:

- *Training subject specialists in maths to embed numeracy into vocational curriculum (FE and Training provider programmes)*

Consultation with the sector voiced a lack of capacity for vocational specialists (i.e. tutors who specialise in their sector deliver e.g. construction, health and social care, business) to deliver numeracy in the context of their sector. Multiply funding will be used to invest in the sector, upskilling staff to meaningfully embed numeracy into vocational programmes, and contextualise modules that can be taught alongside vocational programmes to boost numeracy skills. Materials will be developed and shared across the network.

We cannot expect the existing maths specialists within the FE system to undertake this activity, as it would displace work already delivered through core provision.

- *Sector training for front line staff (e.g. employment hub advisors, student services, PAs for Care leavers, careers teams, community tutors) to be numeracy ambassadors and/or numeracy mentors*

Multiply allows a level of flexibility in delivery, stepping outside the mode of traditional courses and teaching programmes. Front line staff can support our most disadvantaged residents in tackling misconceptions and ‘fear’ of numeracy and highlighting opportunities where numeracy skills feature and can be developed through everyday interactions.

We will look to develop a programme which supports front line staff to address their own preconceptions regarding numeracy, develop a positive culture of reference, and a framework for supporting customers to recognise and address their own skills needs. This will increase capacity of support services to provide positive messaging and signpost proactively.

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)

West Yorkshire CA recognises that the wider menu of interventions has considerable potential to duplicate AEB provision. As an MCA with devolved responsibility for commissioning and assuring AEB in West Yorkshire, we have clear visibility on what is procured and delivered in the area. We have analysed AEB participation data in selecting the interventions we will commission.

The interventions proposed will therefore:

- Be specifically aligned to 'feed' existing provision, increasing awareness and appetite for training opportunities already available through AEB and other available funds (e.g. UKSPF).
- Be targeted to act in areas where AEB is currently not prevalent, e.g.
 - capacity building activity – training professionals in the sector will enhance the delivery of other Multiply interventions, but also add value to future AEB activity/sector capacity to advise and support
 - employer focussed interventions which are not the traditional focus of AEB.
- Be predominantly non-accredited programmes. The Level 2 entitlement is a clear deliverable for AEB, and Multiply affords the flexibility to reach further out into communities to engage those who are not traditionally supported through AEB – bringing them in through flexible funding to finally access AEB.
- Wrap around existing commissioned AEB activity.

In line with our ethos of devolution to the most appropriate level, we intend to directly grant fund community focussed activity to Local Authorities who plan and commission Community Learning on a hyper-local level. This will additionally ensure that community focussed interventions funded through Multiply will align and provide a pathway to AEB, rather than duplicate provision.

As part of ongoing review and impact analysis, we will consider how the work and success of Multiply may enhance future delivery models funded through AEB and gainshare.

5. Please briefly set out how you have considered the FE workforce needs (e.g. classroom, tutoring) for Multiply. How will you ensure Multiply workforce needs will not be at the detriment of other programmes you are delivering (eg under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention. (Approx. 250 words)

We have been careful to ensure that planned activity complements and creates pathways to AEB provision, rather than duplicating the existing numeracy offer in West Yorkshire. As such, we anticipate a different set of skills needs from the professional that will be required to deliver Multiply Interventions.

We have included in our investment proposal activity that specifically addresses the capacity issues within the sector that will need to be overcome in order for Multiply to succeed:

- *Training subject specialists in maths to embed numeracy into vocational curriculum*

This workforce support is intended to directly upskill those who will go on to deliver Intervention 4 outlined in Section A2 (numeracy programmes contextualised to vocations/sectors). We cannot expect the existing maths specialists within the FE system to undertake this activity, as it would displace work already delivered through core provision.

- *Sector training for front line staff*

This workforce support will enhance the delivery of community interventions (e.g. supporting community tutors, whose specialism is engagement and the ability to engage with key client groups – to develop their numeracy skills and confidence in delivering numeracy ‘stealth’ programmes.

Likewise capacity building with wider sector ‘professionals’ will support them to become positive numeracy ambassadors, avoiding negative connotations with the subject when advising potential learners, and upskilling their ability to signpost to the correct programme and/or provide buddying/mentoring support at point of access.

The planned capacity building does not duplicate central government programmes which are designed to increase the recruitment and retention of specialist maths/numeracy tutors (a.g. FE Workforce package or Taking Teaching Further programme).

Section B: Strategic fit

6. How does the proposed Multiply provision strategically fit with your local priorities, coordinating where possible with wider skills and employment interventions in local areas (for example through Local Skills Improvement Plans), and interventions funded through the broader UKSPF (e.g. in district council investment plans) or other programmes? (Approx. 500 words)

While Multiply offers a considerable opportunity and resource to the area, its specific focus must be utilised in harmony with other programmes to provide a holistic package of provision, that collectively meets West Yorkshire's strategic aims and key objectives.

The West Yorkshire *Employment and Skills Framework* sets out 5 key priorities:

- **Quality Technical Education;** Technical education is a choice with clearly developed pathways that meet the needs of employers;
- **Great Education Connected to Business;** Locally-rooted careers information and learning, informed by employers, that inspires and enables informed choices to support personal ambitions and progression in work;
- **Accessing and Progressing in Good Work;** Everyone has the skills to be able to access good work and is supported to take up training in the workplace that enables progression and development of transferable skills;
- **Creating a Culture of Investment in Workplace Skills;** Every employer has a skills plan and invests in the workforce at all levels leading to reduction in skills gaps and increased productivity;
- **Driving Innovation and Productivity through High Level Skills;** To increase the qualification levels, particularly in STEM, of working age adults, foster a culture of enterprise and innovation and widen the talent pool for employers;

It also has 3 cross cutting themes: Inclusive Growth, Digital Skills and Green Skills.

The activity proposed in our Multiply Local Investment Plan clearly aligns to priority 3, with the potential to contribute to priorities 1 and 4. There is clear alignment to the cross-cutting themes for inclusive growth and digital skills, given the proposed multiply digital platform.

The framework sets out a plan, which includes a series of indicative actions for key stakeholders in the Region and provides flexibility for a more targeted response to key issues identified in the plan in subsequent strategies, such as a *Digital Skills plan* and *WY AEB Strategy*.

The activity we have proposed for Multiply aligns well to the WY AEB Strategy, supporting our intention to protect community learning values and focus funding on the most disadvantaged communities. Specifically, Multiply aligns to our first three priorities:

- Support the unemployed to gain and sustain employment
- Unlock progression opportunities and career adaptability through skills, particularly for those on low wages and with insecure work
- Make learning more inclusive to support disadvantaged Residents

The *West Yorkshire Investment Strategy* builds on the CA's policies and strategies to identify the key areas of investment during a Mayoral investment period, and is reviewed at least annually.

The Investment Strategy has six Investment Priorities which are used to guide investment, development of pipelines and guide commissioning activities. The priorities intersect and projects may align to more than one priority

- Priority 1: Good Jobs and Resilient Businesses (including entrepreneurialism)
- Priority 2: Skills and training for people
- Priority 3: Creating Great Places and Accelerated Infrastructure
- Priority 4: Tackling the Climate Emergency and Environmental Sustainability
- Priority 5: Future Transport Investment
- Priority 6: Culture and Creative Industries

Multiply clearly sits within Investment Priority 2.

Please note the WYIS is currently being reviewed however the present strategy can be found here <https://www.westyorks-ca.gov.uk/media/8428/west-yorkshire-investment-strategy.pdf>

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	Awareness raising campaign and collateral to support all streams with engagement	Local Authorities, provider to be procured	Procurement of provider and/or recruitment of staff	Aug 22	Led by CA, with LA input. Revision to continue throughout programme to keep case studies live
Develop initial campaign, case studies and initial marketing campaign and collateral			Sept-Oct 22	Will be afforded through management fee	
Revise and refine campaign based on progress to target			Mar 23		
2	Consultation / qualitative work with the adult education sector to explore and unpack key issues around numeracy and to map / assess existing provision	Local Authorities, Providers, VCSOs consultant to be procured	Scope work and procure provider	Sept 22	Led by CA, with LA input. Will be afforded through management fee
Undertake research			Nov 22-Feb 23		
Share findings to inform activity and year 2 planning			Mar 23		
3	Courses designed to help people use numeracy to manage their money	Local Authorities, Providers, VCSOs	Programmes developed and commissioned	Sept 22	Led by LAs
Delivery commences			Oct 22		
4	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners	Local Authorities, Providers, VCSOs	Programmes of activity developed and commissioned	Sept 22	Led by LAs
Initial Delivery commences			Oct 22		
Review and re-commissioning based on lessons learned			Jan 23		
5	Courses for parents wanting to increase their numeracy skills in order to help their	Local Authorities, Providers, VCSOs	Programmes developed and commissioned	Sept 22	Led by LAs

	children, and help with their own progression		Delivery commences	Oct 22	
8	Training subject specialists in maths to embed numeracy into vocational curriculum	FE Colleges and ITPs	Design scope and procure training provider(s)	Sept -Dec 22	Led by MCA
			First cohort delivered	Jan – Feb 23	
			Subsequent cohorts	Sept 23	
6	Additional relevant maths modules embedded into other vocational courses	FE Colleges	Programme development and embedding begins (following first complete cohort of intervention 8)	Feb 23	Led by MCA
			'bolt-on' course delivery commences	Mar 23	
			Accredited modules included	Sept 23	
7	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace	Training Providers, Employers	Design scope and procure training provider(s)	Sept -Dec 22	Led by CA, with LA input.
			Pilot courses developed and delivered with employers	Jan – Mar 23	
			Programmes rolled out and subsequent courses developed	Mar 23 onwards	
9	Sector training for front line staff to be numeracy ambassadors and/or numeracy mentors	Local Authorities, Community Services, DWP teams	Design scope and procure training provider(s)	Sept - Dec 22	Managed and assured by MCA, developed in partnership with LAs.
			Pilot courses developed and delivered with LAs	Jan – Mar 23	
			Subsequent programmes developed with VCSOs and community focussed organisations	Mar 23 onwards	

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)**

West Yorkshire generally underperforms on most measures of skills and qualifications and this has a negative impact on the area's productivity and living standards. This issue extends to a deficit of numeracy skills among the adult population. According to the Skills for Life Survey (small area estimation data) 746,000 adults (52% of the total) in West Yorkshire are estimated to be at entry level and below in terms of numeracy, compared with 49% nationally. All of our local authorities face a similar incidence of numeracy needs, ranging from 49% in Leeds to 55% in both Wakefield and Bradford.

Young people leaving full-time education are less likely to have a maths qualification than in other parts of the country. Only 77% have achieved a level 2 maths qualification by the age of 19 compared with 79% nationally, whilst in Bradford the figure is only 74%. This makes it all the more important to target funding and activity to improve numeracy among adults.

Numeracy issues impact on the workplace. Employers in West Yorkshire identify a lack of proficiency in numeracy skills among their staff which impacts on meeting business / organisational objectives. A quarter of organisations in West Yorkshire with an identified skills gap indicate that they need to improve proficiency of their staff in basic numeracy.

Improving numeracy skills is also key to tackling deprivation. Almost a half (47%) of learners in West Yorkshire who have enrolled on a numeracy course via devolved AEB in the current academic year (2021/22) live in a neighbourhood classed as among the 10% most deprived nationally. There is a strong correlation in the IMD between neighbourhoods that are "skills deprived" and those that face wider forms of deprivation.

We recognise that improvements to numeracy skills are not just about performance in the workplace but also confer benefits in terms of personal development with regard to money management, helping children with their school work and general day-to-day activities.

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)

The figures referred to in Section D9 demonstrate the needs across West Yorkshire.

Aside from this, the main evidence of need and demand comes from data relating to take-up of numeracy provision via Adult Education Budget and other programmes.

- There were close to 5,500 starts on AEB-funded basic numeracy provision in West Yorkshire in the 2020/21 academic year. However, this represents a substantial reduction on the pre-pandemic (2018/19) level of nearly 7,700.

A small sample survey has been undertaken with businesses as part of consultation to better understand workforce needs. Initial findings show that:

- 50% do not have a mechanism in place to train staff on numeracy
- 65% identified specific skills requirements for their workforce
- Of support offered, 60% of businesses were keen to engage, particularly with advice on assessing skills needs, planning training and information on what is available

The survey has helped to shape thinking, but the sample size was too small to draw significant conclusions.

It is intended that as part of the management and administration, we will undertake further qualitative consultation with the adult education sector to explore and unpack key issues around numeracy and to map / assess existing provision.

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)

The activity outlined in Section A seeks to address the underlying issue which surrounds take up of numeracy provision – essentially that need does not immediately translate into demand and participation. Consultation with the sector has provided significant anecdotal support for numeracy delivery ‘by stealth’- given the stigma and barriers associated with maths and numeracy.

The activity planned within communities seeks to address low level numeracy needs through flexible and non-traditional means, which will convert the latent ‘need’ into demand, by raising awareness, increasing aspiration, and providing clear pathways to provision. Through this activity we seek to increase the uptake of the Level 2 Entitlement through AEB (including entry and level 1 pathways to the final entitlement).

Provision planned with employers seeks not only to address individual skills needs, but employer competence in understanding and addressing skills deficit. Recognising its value within the workplace.

Alongside the outputs and impacts illustrated at Section A2, success for our local area will be an increase in adults undertaking ‘core’ maths provision through AEB and realising their level 2 entitlement.

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)

To ensure good value for money from our proposed Multiply interventions we have benchmarked the costings for those interventions against the costs associated with existing numeracy provision delivered in West Yorkshire through the devolved Adult Education Budget. This benchmarking exercise draws on the current cost of numeracy provision delivered through Community Learning and Adult Skills funding models. In our comparison of costings we have taken account of our proposed investment in capacity building within our estimated unit costs for Multiply.

Controls will be put in place through the contracting process with providers to ensure that value for money is achieved within the learning delivery process. The performance management systems we have put in place for AEB through our Key Account managers will be extended to Multiply provision to ensure ongoing monitoring of delivery in line with contractual objectives.

We are currently undertaking an independent review of our local Community Learning provision, which will provide further insights around value for money that we can feed into our approach to Multiply.

At an early stage of the project economists within the Combined Authority will undertake a full ex-ante appraisal of our Multiply proposals to forecast the potential economic benefits and value for money of this investment. Underpinned by a detailed logic model this appraisal will consider estimated delivery costs, forecast learner outcomes, economic impacts (including wage benefits) and estimated value for money (including benefit-cost ratio). This will provide a firm basis for our planned ex-post evaluation.

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)

Critical to the success of Multiply will be comprehensive campaigns to raise awareness of provision and opportunity. We have built the cost of this into our management fee, as we see local engagement as central to the success of this programme. We will use existing local brands and identities from an MCA level (e.g. Future Goals careers platform which has a reach of 3 million p/a) to provide digital collateral (e.g. case studies) and cascade this through Local Authorities.

While campaign collateral and case studies that resonate with the target audience will be key – the most powerful engagement tool will be 'boots on the ground'. This ties in considerably to our planned capacity building work with front line staff. We need support staff who regularly engage with our most disadvantaged residents to provide positive support and referrals onto multiply provision (employment hub advisors, care leaver personal advisors). Community focussed delivery will be planned and procured at a Local Authority level to ensure that delivery and engagement is conducted through trusted groups.

In all levels activities and training provided will be contextualised to ensure immediate relevance to the target audience – this includes e.g. for communities, relating numeracy to e.g. family budgeting and money management – particularly resonating with the escalating cost of living. For other adult learners this involves contextualising learning for their current vocational programme of study, or for the job role and/or sector they are currently employed in.

Numeracy training (particularly that funded through AEB) is not traditionally targeted through employers – while this represents an opportunity to engage with individuals through a common route, it presents different barriers to engagement - e.g. time, shift patterns, work/life balance, understanding long term benefits. This will require our campaign to provide different messages and case studies to ensure relevant to this target group.

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)

Inclusivity is at the heart of West Yorkshire's ambitions. At the mid-point of the first year of AEB devolution in West Yorkshire we can see that our approach to contract management is targeting funding to those that most need it:

- 72% of participants are from a disadvantaged area
- 48% are unemployed and seeking work
- 25% of those now studying a qualification have no previous qualifications
- 58% of learners are from the Asian, Black, Mixed and Other ethnic groups

For Multiply, we will adopt the same Key Account Management into all commissioned work and be clear on the target groups and funding priorities through any procurement or grant arrangements. In our value for money assessment of the funding and outputs, we have weighted funding to ensure that additional support can be provided to individuals where e.g. learning support may be needed, additional materials (i.e. translation).

The capacity building training programmes outlined in Section A2 will provide professionals with the skills themselves to support diverse cohorts and ensure accessibility for all as part of their support work and referral process.

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)

We anticipate that our approach to management information will build on the capacity and capability we have developed through the implementation of devolved Adult Education Budget in the course of 2021/22. Our systems will be tweaked to take account of changes to the ILR that will be made by DfE to accommodate Multiply (e.g. introduction of additional funding models / lines).

As per the guidance from DfE, we expect that contracted providers will input learner data directly into the ILR, as per current arrangements. We believe this is the most secure and efficient approach. Appropriate support will be provided to smaller, community-based organisations that lack the capacity and capability to work with the ILR (including through sub-contracting arrangements).

We anticipate that ILR data for West Yorkshire will then be shared with us via a Multiply occupancy report each month.

Based on existing practice, we will conduct validation checks on this data and then use it to populate a set of interactive Power Bi dashboards that are designed to support provider performance management, audit and financial functions. Dedicated high level performance dashboards will be used to inform governance processes and stakeholder engagement. This includes a specific Mayoral dashboard that will allow the Mayor of West Yorkshire to oversee the overall progress of the programme.

We will also develop our monitoring approach to align with any reporting requirements stipulated by the Department for Education.

We have the required data governance and data security arrangements in place to support working with sensitive learner data, as reflected in our data sharing agreement with DfE for devolved Adult Education Budget.

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)

We will track the number of Multiply learners progressing into mainstream numeracy provision funded through Adult Skills and Community Learning funding streams using matched ILR data.

We also tap into local results of analysis produced by DfE at national level based on the Longitudinal Education Outcomes database in order to understand the impact of the programme on labour market outcomes.

We note that DfE plans to collect data to measure learner progress over the course of a Multiply intervention and understand how much of this progress is sustained after the intervention has ceased.

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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)

We propose to employ the following additional success measures:

- Number of employers and employees engaged through targeted Multiply interventions
- Number of numeracy champions / mentors trained – within employer organisations and in front line and community roles
- Number of subject specialist teachers trained in maths.

We also propose to draw on the survey data to be gathered through DfE’s impact and progress evaluation that we understand will provide representative data for each local area.

- Learners – satisfaction with Multiply, impact of programme on confidence in use of maths plus other attitudinal data
- Employers – perceived benefits of the programme
- Teachers and providers – experiences of delivering numeracy support through Multiply.

We will boost sample sizes for these surveys at local level where appropriate.

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)

This investment plan has been co-developed between West Yorkshire MCA and the constituent Local Authorities of Bradford, Calderdale, Kirklees, Leeds and Wakefield. The development has involved colleagues from all authorities that oversee employment and skills strategy within their locality alongside those with expertise in Adult Education Budget and its deliverables within West Yorkshire.

The following additional consultation has taken place with the sector and stakeholders:

- Webinars regarding UKSPF and Multiply developments to share updates (900+ attendees)
- Focussed consultation webinar on Multiply (100+ attendees – including Training providers, VCSOs Colleges, Universities, wider stakeholders)
- Survey of local business needs
- Focussed discussions with e.g. College Principal's, DWP

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 above – this Local Investment Plan has been co-developed between West Yorkshire MCA and the constituent Local Authorities of Bradford, Calderdale, Kirklees, Leeds and Wakefield.

The development has been overseen and approved through established UKSPF governance arrangements. A working group of officers from all authorities has been established, to develop the detail and consider provision gaps/potential for duplication based on needs assessment, including those responsible for employment and skills strategy within their locality alongside those with expertise in Adult Education Budget and its deliverables within West Yorkshire.

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	Failure to deliver against annual values in timescales	Range of activities commissioned and staged based on readiness and preparedness Early engagement with stakeholders	Possible	Medium
2	Duplication of provision that already exists given the target group matches AEB	Carefully targeted programmes outside of planned AEB activity (either by provision type, or target group)	Unlikely	Medium
3	Failure to convert participation to progression into AEB	Portion of management fee used for targeted work which links Multiply programmes and participants to AEB provision	Possible	Low
4	Misuse of funds at a provider level	Audit and Assurance activity undertaken over and above ILR data submission	Unlikely	Medium
5	Resubmission of Investment Plan requirement at yr2 and 3 from DfE affects committed procured activity	Ensure contracts have sufficient profile and break clauses to reflect DfE changes	Possible	High
6	Failure to align Multiply with the rest of UKSPF Pillar 3 People and Skills pillar	Governance will ensure alignment between the two strands, maximising potential alongside other key funding	Possible	Low

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)

West Yorkshire Combined Authority has considerable expertise and capacity to oversee and deliver the Adult Skills Interventions outlined in this investment plan, including, but not limited to:

- Employment and Skills Department - responsible for programme delivery including ESIF, gainshare, Adult Education Budget and Free Courses for Jobs
- Strategy and Policy Directorate – setting strategic direction, overseeing impact of programmes and expertise in strategically managing key funding programmes eg ESIF, UK Community Renewal Fund, UKSPF overall etc
- Research and Intelligence team providing robust data, analysis and evaluation support
- Designated audit, legal and procurement functions

[Governance structure TBC – as a minimum there will be adoption of the CA approved AEB delegations and a need to report into UKSPF Local partnership Group. Multiply will not run as an isolated initiative. Overall lead for UKSPF will sit within the Strategy function of the Combined Authority to ensure strategic alignment from Core SPF to Multiply and vice versa.]

On a day-to-day basis, the programme will be managed through the Employment and Skills Department, nested with the AEB team. The established AEB Performance Group will provide advice on decision making, given their oversight of aligned programmes.

The established AEB team includes contract management function, key account (provider) manager and ILR - data management and reporting resource.

It is anticipated that management of Multiply will be nested within this team, drawing on and supplementing the existing resource, to make the most efficient use of existing resource and expertise. Managing the teams together will enable close monitoring to avoid duplication throughout management of funds (not just in the targeting of provision).

[Staffing TBC – it is anticipated that a discrete team will be employed to manage and coordinate Multiply, but nested with the AEB team. This structure is built on the assumption that providers will submit their own data through the ILR]

Similarly, on a Local Authority context, the Multiply function is expected sit within the existing AEB and/or Adult Learning structures, with additional resource employed to deliver the project activities. We'll be working with our LA colleagues to understand their management function for Community aspect of the delivery as part of the codesign of programmes

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)

We would like to understand more about the capacity requirement, but would be prepared to lead this work.

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)

The Key challenge will be the timing of delivery to meet the funding requirement for Year 1, given the shortened delivery timescale.

As with all new project and provision, an element of lag time is expected before the full momentum is gained, therefore we will need to plan and stage interventions carefully in order to maximise on activity which can be delivered early.

Within this is an overarching concern that our procured and contracted delivery commitments could be adversely affected by yearly funding allocation

Wider challenges include staffing with the sector who have a numeracy specialism, however our capacity building programmes aim to address this issue.

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)

Flexibility regarding payment timescales, including defrayal/commitment.

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

We would be happy to explore this option, and are liaising with other MCAs regarding their provision.

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	Ben Still
Signature	
Date (DD/MM/YYYY)	

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