



Department
for Education

Multiply

Multiply

Technical Guidance (England)

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Introduction

1. This document sets out the technical details for local allocations of Multiply funding in England.
2. The provisional funding allocations available [on the Multiply web page](#) are the maximum amount available to each local area over the three-year funding period (22/23 – 24/25) and not necessarily the amount each area will be paid.

You should read this document together with the Multiply prospectus available [on the Multiply web page](#).

Allocations

3. In England, Multiply local allocations are worth up to £270m over the period 2022-25. Multiply funding will be distributed to the Greater London Authority, all Mayoral Combined Authorities, and upper tier / unitary authorities outside of these areas in England.
4. **Provisional** maximum allocations to local areas in England for Multiply, over the three years of the programme, are available [on the Multiply web page](#).
5. A confirmation of maximum allocations, grant agreement and Year 1 payments will follow in September when the Department for Education is satisfied with your investment plan. To access your allocation, each area's investment plan should include an indicative spend profile across each of the three years of Multiply in line with the yearly allocations as published, alongside measurable outcomes and outputs against the overarching success measures for Multiply set out in the prospectus.
6. Allocation statements are not legally binding. They do not create any legal obligation against the Secretary of State for Education.
7. As this is a three-year programme, we expect local authorities to ensure that there are suitable legacy arrangements in place for interventions funded through Multiply.

Allocations methodology

8. The key objective of the Multiply allocation methodology is to ensure funding is targeted towards areas with the greatest skills need. That means allocations are determined by three key factors: local authority skills level, total population size and an area cost uplift.
9. **Local authority skills level:** We look at the proportion of the 16-64 population without Level 3+ qualifications – using the [data published by DfE on Local Authority Skills Levels](#) - as a measure of the overall skill level in each upper tier local authority. This aligns with the data used to identify the lowest skilled areas for the skills and training mission in the Levelling Up White Paper. Note that this is not based on maths qualifications specifically - we do not have data available on the level of maths

qualifications held across the adult population, hence we use this measure of overall skill levels.

10. Data is based on Annual Population Survey (APS) data¹ where a three-year average was taken to account for sampling variability, which generally increases with smaller sample sizes. Data is available for 2020 but the survey was impacted by the Covid-19 pandemic², so the 2017-19 is used for robustness. Data is not currently available for 2021.
11. Data is not available for the Isles of Scilly, here we assume the proportion of the working age (16-64) population qualified to Level 3 is equivalent to that observed in Cornwall. Isles of Scilly and Cornwall are treated as one upper tier local authority in this modelling and receive one combined allocation quantity.
12. **Population:** Poor numeracy is a national issue, and all regions and local authorities regardless of skills performance have individuals with poor numeracy skills. Weighting the allocation based on population ensures each local area gets a sufficient scale of funding to meet the needs of their local authority. In the modelling, these two factors are taken together to provide an estimate of the 19-65 population without a level 3 qualification.
13. This is based on ONS mid-year 2020 population estimates³. These are the most up to date population estimates from the ONS, the next release is expected in September 2022.
14. **Area cost uplift:** The area cost uplift reflects the higher cost of delivering training provision in some parts of the country, such as London and the South East.
15. This is based on 2021-22 area cost uplift factors⁴. These are the most up to date area cost uplift factors available and have been aggregated to local authority level. If required the uplift factor is between 1.01 and 1.20, otherwise we default the factor to 1. The uplifts are at district level, so they have been aggregated to upper tier. Where districts within upper tier authorities have different values the most commonly occurring value has been chosen. Multiply area cost uplift methodology is in line with ESFA 'formula-funded' AEB provision.

Payments

16. The Department will provide funding for Multiply as a Section 31 ringfenced grant under the Local Government Act 2003. The purpose of the grant is to support the Government's Multiply programme and deliver targeted interventions that support improvements in adult (19+) numeracy up to and including Level 2 provision, as set

¹ [Local authority skills levels \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

² <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/coronavirusanditsimpactonthelabourforcesurvey/2020-10-13>

³ [Population estimates - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk)

⁴ [Funding Rates and Formula \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

out in the Multiply prospectus for England. Funding must only be used to deliver Multiply interventions agreed with local areas in accordance with approved investment plans.

17. In all years, payments will be made on a profile across the financial year. This means allocations will be paid in instalments, the first of which will be in September 2022. Details such as frequency will be confirmed through your Grant Determination letter.
18. Payments in Year 1 (FY2022-23) will be based on predicted spend outlined by each local area in their investment plans, up to a maximum of a local area's indicative allocation for year 1. In 2022-23 (Year 1) first payments will be paid in September once the local investment plan has been assessed and approved. We expect most investment plans to be high quality and therefore approved with payments made for September 2022. However, if investment plans require further work, this may lead to delays in payment and delivery.
19. In Years 2 (FY2023-24) and 3 (FY2024-25) Multiply payments may be subject to adjustments in year. Updated investment plans, including spending profiles, will need to be submitted and approved at the start of each financial year. First payments will then be received in April. There will be a review point in August/September to align with the academic year, with future payments being adjusted where appropriate. This review point will be based on performance against projected spend profiles, and the outcomes and outputs in line with indicators set out below and detailed in a local areas' investment plan.
20. At year end the Department will recover any net underspend below 100% of the total ring-fenced grant provided in that financial year, by reducing the ring-fenced grant for the next financial year by the same amount. At year end the Department will recover all net underspends where spend is less than 100%.
21. In the event that the Department is unable to transfer the funding by the agreed dates, it will notify the local authorities as a matter of urgency.

Assurance and Grant Management

22. A Memorandum of Understanding and grant determination letter setting out Fund requirements and obligations, accompanied by a Memorandum of Understanding will be issued annually – likely in September in Year 1, and for April in advance of Years 2 and 3 of the programme.
23. The local authority is permitted to spend this grant solely for the purposes of the Multiply programme: to improve adult (19+) numeracy up to and including Level 2 provision. Whilst you may choose how to spend the money in order to best meet local need, we expect local authorities to draw down from the menu of interventions set out in the Multiply prospectus for England. Local spending profiles will be agreed when investment plans are assessed and approved.
24. Interventions funded through Multiply must not displace, replace and / or duplicate any existing adult numeracy provision, such as activity funded through the existing Adult Education Budget statutory entitlement for maths qualifications.
25. Common indicators must be used to measure key outcomes and outputs that local

areas are expected to achieve against Multiply's overall success measures as outlined in the prospectus. These indicators are set out below and should be detailed in each area's investment plan. Local authorities will submit monitoring and performance data (as detailed in Annex A), to enable performance review against these agreed indicators and make decisions on future payments.

26. We recognise that some local authorities may wish to start work from April to be ready to deliver in the coming academic year. It must be noted that whilst local authorities can invest in interventions, such as administrative and preparatory costs, where they fit with the requirements set out in the prospectus, any such activity will be at risk prior to sign off of local investment plans. However, if investment plans are agreed, local authorities would be able to use Multiply funding to cover those costs. This is subject to provisions on the use of the Fund set out below.
27. We require funding to be ringfenced for Multiply purposes in the relevant financial year by the local authority. Pursuant to section 31(4) of the Local Government Act 2003, the Secretary of State determines that the grant will be paid subject to the conditions in the grant determination letter and Local Authorities should comply with the [National Local Growth Assurance Framework](#).
28. Local authorities will be required to submit a statement of expenditure validated by S151 accounting officers and forecasts of spend at mid-year in Years 2 and 3 (September 2023 and September 2024). DfE will review this financial information, alongside monitoring and performance data and will adjust funding for future payments in Year 2 and 3 as needed.
29. Local authorities that have under-delivered at mid-year point could receive a reduced amount for the second half of the year. Funding could then be re-deployed to meet the wider aims of Multiply. That could include re-deploying to local areas that are on track and are performing well, towards building capability, or to specific cohorts of learners.
30. Local authorities will also be required to submit an assurance statement at the financial year end to confirm spend was used wholly for the purposes for which it was given. Where local authorities underspend by the end of the financial year, we will reduce payments in future years. At the end of year 3 we expect underspends to be returned to the Department for Education.
31. The local authority will ensure that appropriate arrangements are in place for the receipt and disbursement of Multiply funding. That includes ensuring appropriate due diligence is in place to establish which providers and / or organisations will deliver Multiply funding, complying with the Public Contracts Regulations 2015, as appropriate; as well as day-to-day monitoring of performance.
32. Local authorities may wish to use a mix of competitions for grant funding (which is the default approach set out in Cabinet Office Grants Standards), procurement, commissioning or deliver some activity through in-house teams.
33. There are some costs that cannot be covered through Multiply funding. Please see the [UKSPF prospectus](#) for a list of these costs.

Reporting Framework and Data Collection

34. Local authorities will be responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR). Additional non-regulated learning aims will be added to the ILR to support this, and Multiply funded qualifications will also be able to be recorded in the ILR. Compliance with this reporting is an expectation of participation in the multiply programme
35. A narrative reporting schedule and template will be circulated with grant determination letters. This will include limited quarterly narrative reporting against the agreed performance measures outlined in grant determination letters.
36. At mid-year in Years 2 and 3 local authorities will be required to submit a progress report against agreed performance indicators, alongside the financial statement of expenditure. This report, statement of expenditure and learner information captured through the ILR will be used to assess spend and progress and determine the quantum of second tranche payment to be made to each area.
37. 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 DfE.
38. At the end of the 2024-25 financial year, areas must submit a final progress report and record of expenditure. As this is a three-year programme we expect local authorities to ensure that there are suitable legacy arrangements in place for interventions funded through Multiply. There is no commitment of future funding for Multiply beyond the 2024-25 financial year. The Department will discuss legacy arrangements with authorities in due course.
39. The Department will engage an independent third party to undertake an evaluation of the Multiply programme against the national success measures set out in the prospectus. As part of this, information will be sought from a sample of learners, teachers, providers and employers. In relation to any such activity, local authorities will be expected to provide all reasonable assistance, respond to all reasonable requests, and provide any information reasonably required.
40. Annex A provides more details about the different types of information that may be sought, from whom and what it will be used for as part of the Multiply programme. It is hoped that by making what information will be collected and provided back to local authorities through the ILR and the national evaluation explicit, local authorities will be able to focus any additional evaluation and research on activity that supplements and complements the national evaluation, thus avoiding duplication of effort and allowing local authorities to focus their resources on their local priorities.
41. Information on sample sizes for the national evaluation programme is still being worked through, but it is the Department's intention to collect representative data for each of the local authorities in each year of the programme. Anonymised raw data tables with survey responses from these learners will be provided to local authorities. However, it will not be possible to achieve representative responses across learner subgroups, employers and teachers in every delivery area and so local authorities may want to consider 'boosting' research with these groups at a local level as part of their local evaluation plans.

42. To support local areas that wish to boost sample sizes to gather robust results on groups of particular local interest, the national evaluation team will share, on request, the numbers of anticipated and achieved survey responses, plus the survey questions. The Department will also explore with the independent evaluation contractor how, within data protection regulations, it might be possible to support local authorities in identifying and approaching individuals for further research in a way that aligns with national evaluation sampling activity.
43. Through the online platform we intend to signpost to Multiply courses in local areas and would welcome your support in ensuring this by letting us know about the courses available in your local area.

Fund indicators

44. Each local area must use common indicators, to measure outputs, outcomes and impacts. This ensures that we can compare similar interventions in different places, and undertake and synthesise evaluation activities.
45. Indicative indicators for Multiply, based on the overarching success criteria for the Fund, are set out below. These should be used by local authorities as a guide when drafting local investment plans. We expect local areas to evidence improvements in functional numeracy, rather than purely participation in Multiply interventions. We will continue to refine these indicators through engagement with local areas over the course of the programme and will advise of any changes to indicators in future years.
46. Indicative Outcomes:
- a. Increased number of adults achieving maths qualifications up to, and including, Level 2.
 - b. Increased number of adults participating in maths qualifications and courses up to, and including, Level 2.
 - c. Increased number of adults participating, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning.
 - d. Improved labour market outcomes.
 - e. Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work).
47. Indicative Outputs
- a. Number of adult numeracy courses run in a local area through Multiply.
 - b. Number of people participating in Multiply funded courses, broken down by ethnicity, sex/gender, age and disability to enable Public Sector Equality Duty monitoring
 - c. Number of people achieving a qualification, broken down by ethnicity,

sex/gender, age and disability to enable Public Sector Equality Duty monitoring.

- d. Number of courses developed in collaboration with employers.
- e. Number of people referred from partners onto upskill courses.
- f. Number of different cohorts participating in numeracy courses (e.g. learners in prison, parents etc).

Non-learning spend

48. While we expect the majority of Multiply funding to be spent directly on Multiply interventions that best support learners across England, we recognise that it will require some non-learning spend to deliver the programme.
49. Administrative Expenditure: Local authorities will be permitted to use up to a maximum of 10% of their Multiply funding allocation for administrative expenditure, in order to build the necessary capacity for successful delivery of the Multiply programme. For example, this may include development of the investment plan, procurement, contract management, data collection and monitoring and evaluation. Local authorities may begin to spend at risk from April 2022. All administrative expenditure must be to support with costs directly incurred in the delivery of the Multiply programme. Separate guidance is available in the prospectus on workforce capacity building for Multiply.
50. The percentage of funding permitted for use on administrative expenditure will be reviewed by the Department for Education ahead of Years 2 and 3 and may be subject to change in future years. You must document your process for managing your administration costs over the current funding year and record, report and retain evidence on spending for each of the categories.
51. We expect local authorities to carefully consider their administrative spending. If they do not require the full 10% a smaller amount should be used, with the balance being used to deliver Multiply interventions.

Branding and publicity

52. We expect that local authorities and project deliverers use the appropriate Multiply and Skills for Life branding, where applicable – including print and publications, through to digital and electronic materials – including for any preparatory activity linked to Multiply. Further guidance on branding and publicity requirements will be shared in due course.

Public Sector Equalities Duty

53. All local areas and providers directly delivering Multiply interventions will be required

to consider the public sector equalities duty and have equality policies and implementation plans as well as processes in place for learners to raise any issues or complaints about unfair practices or treatment. Much of this will be available through existing provision and can be applied or used for Multiply.

Support available

54. We recognise that some local areas may require support to deliver Multiply.
55. From late April 2022, we will hold a series of engagement events with local authorities and mayoral combined authorities to answer questions on Multiply and the investment plan process and understand how we can best support you to deliver the aims of the programme.
56. We will facilitate peer-to-peer networks to share good practice and provide links to sector experts, employers, and providers. Local authorities interested in leading networks may use part of their administrative expenditure allocation to support this work; please indicate your interest in the investment plan. In Years 2 and 3 we will also share learning from randomised controlled trials and national interventions.
57. Please notify us of any current or emerging operational or financial risks, or issues, and any contingency measures put in place. This will help us determine the level of support we may provide.
58. Please let us know by 30th April 2022 if you do not currently have the capacity to develop an investment plan by emailing Multiply.investmentplans@education.gov.uk.

Annex A: Overview of Multiply data collection approaches

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 	
<p>Financial monitoring</p> <p>This data will be used to monitor spend, to inform assurance activity</p>	<p>Areas will be asked to submit quarterly narrative monitoring reports against agreed outcomes as per their grant determination letters, and S151 validated spend reports and forecasts at mid-year in years 2 and 3 that provide an accurate record of how money has been spent in line with Multiply's aims. This is to determine whether they are on track and should receive future payments.</p>	<p>Quarterly narrative reports, using a DfE supplied template, to be submitted by local areas</p>
<p>Learner progress</p> <p>Data will be used 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.</p>	<p>This process is still being worked through and we will engage with local areas on how best to approach it.</p>	<p>To be confirmed</p>
<p>Impact and process evaluation</p> <p>Information collected will be used in both the process and impact evaluation of the Multiply programme.</p> <p>Information on sample sizes for the national evaluation programme is still being worked through but it is our intention to collect</p>	<p>Surveys of a randomly selected sample of learners, teachers, employers and providers in each year of the programme, to gather information on satisfaction with different aspects of Multiply, what was liked/disliked, suggestions to improve etc.</p> <p>Specific survey questions, plus some follow up qualitative interviews, with...</p>	<p>Surveys, with some follow up interviews, led by the DfE research team (via the Multiply programme evaluator)</p>

<p>representative data for each of the local areas in each year of the programme. Anonymised raw data tables with survey responses from these learners will be provided to local areas. However, it will not be possible to achieve representative responses across learner subgroups, employers and teachers in every delivery area.</p> <p>To support local areas to boost sample sizes to gather robust results on groups of particular local interest as part of local evaluation plans, the national evaluation team will share, on request, the numbers of anticipated and achieved survey responses, plus the survey questions. We are also exploring , within data protection regulations, how we might be able to support local areas in identifying and approaching individuals for further research to support local follow up work.</p>	<ul style="list-style-type: none"> • Learners, with questions on how they found out about Multiply, their satisfaction with the programme, their confidence with and the use of maths in everyday life, attitudes towards learning, perceived numeracy skills, barriers to learning and, where relevant, job satisfaction, thoughts on maths in terms of career progressions etc. Follow up interviews, including with learners who dropped out to understand reasons and what might re-engage them • Employers, with questions on reported skills gaps, expected and perceived benefits of the Multiply programme etc • Teachers, with questions about their teaching experience and qualifications, confidence in teaching maths, views on learners' barriers to learning, views on effective approaches to learner engagement, preferences on receiving information on what works in teaching adult numeracy • Providers, with questions on the number of adult learning courses run in a local area through Multiply; number of courses developed in collaboration with employers; number of people referred by partners onto upskill courses and the number of different cohorts participating, e.g. learners in prison, parents etc 	
<p>Value for Money evaluation</p> <p>Information will help understand Multiply cash flows in delivery areas and help the</p>	<p>Value for money case studies with a randomly selected sample of providers to understand the details of how services are</p>	<p>Provider case studies, led by the DfE research team (via</p>

evaluation team derive the mean costs per learner per type of intervention, which will be important in deriving the cost:benefit ratio of the programme.

The case studies will also provide researchers with some assurance on the completeness of ILR data entry.

commissioned, data collection and monitoring and relationship to AEB delivery.

programme evaluation contractor)



Department
for Education

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