

Appendix 5: Multiply Programmes

N/A

Context

- LCC's Multiply programme is provided through 19 sub-contracted partners as shown in the table below. Between September 2022 and March 2023, a total of 962 unique learners were engaged on Multiply Programmes.

Provider Type	Names
Third Sector and Community Interest Companies	Abbey Access Training Centre; Community Learning in Partnership (CLIP); Riverside Access and Training Centre Gainsborough; Voluntary Centre Services
Trusts	Lincoln Pelican Trust; Children's Links; Lincoln City Foundation; Lincolnshire Community Health Services NHS Trust;
Training Organisations	Three Counties Accounts Training Services (3CATs); East Lindsey Information Technology Centre (First College); Skills 365; LAGAT College; Steadfast Training
FE Colleges / Secondary Schools	Boston College; Grantham College; Lincoln College; Inspire Education Group (Stamford College); TEC Partnership
Other	Greenborough Management Ltd.

- LCC's Multiply programme is delivered alongside its AEB programme to maximise progression opportunities.
- A wide range of Multiply courses are offered, via nine of the Multiply interventions:
 - Courses designed to **increase confidence** with numbers for those needing the first steps towards formal numeracy qualifications
 - Courses designed to help people use numeracy to **manage their money**
 - Innovative numeracy programmes delivered together **with employers** – including courses designed to cover specific numeracy skills required in the workplace
 - 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 (**supporting job skills**)
 - New intensive and flexible numeracy courses targeted at people without Level 2 maths, **leading to a Functional Skills Qualification**
 - Courses for parents** wanting to increase their numeracy skills in order to help their children, and help with their own progression
 - Numeracy courses **aimed at prisoners**, those recently released from prison or on temporary licence
 - 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
 - Additional relevant maths modules embedded into other vocational courses (**modules for Vocational Courses**)

- Courses are delivered in venues across the county including schools, colleges, libraries, children's centres, community venues and on employers' premises

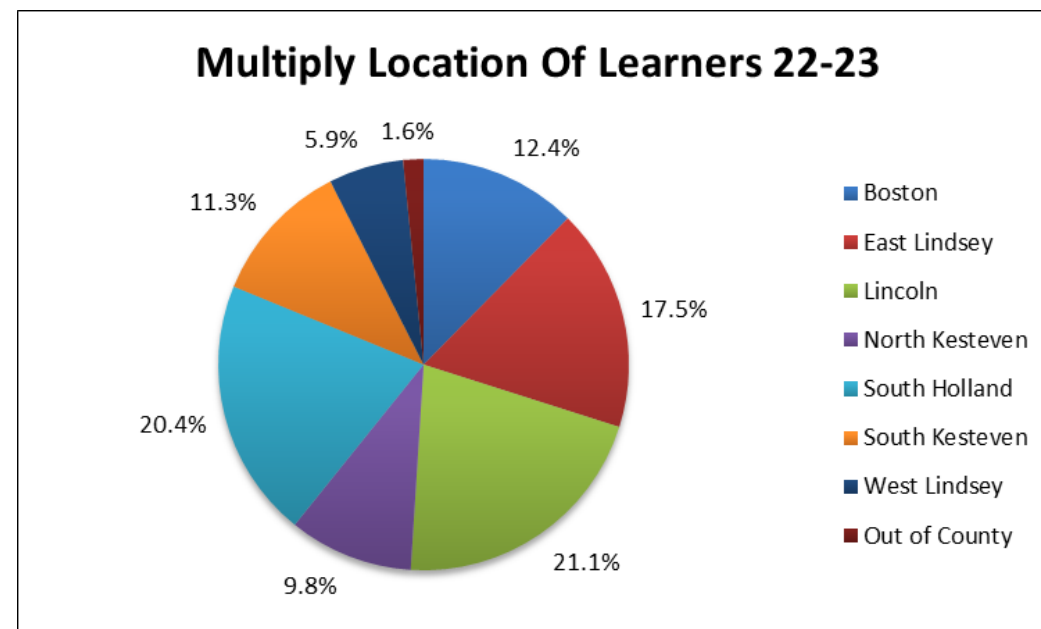
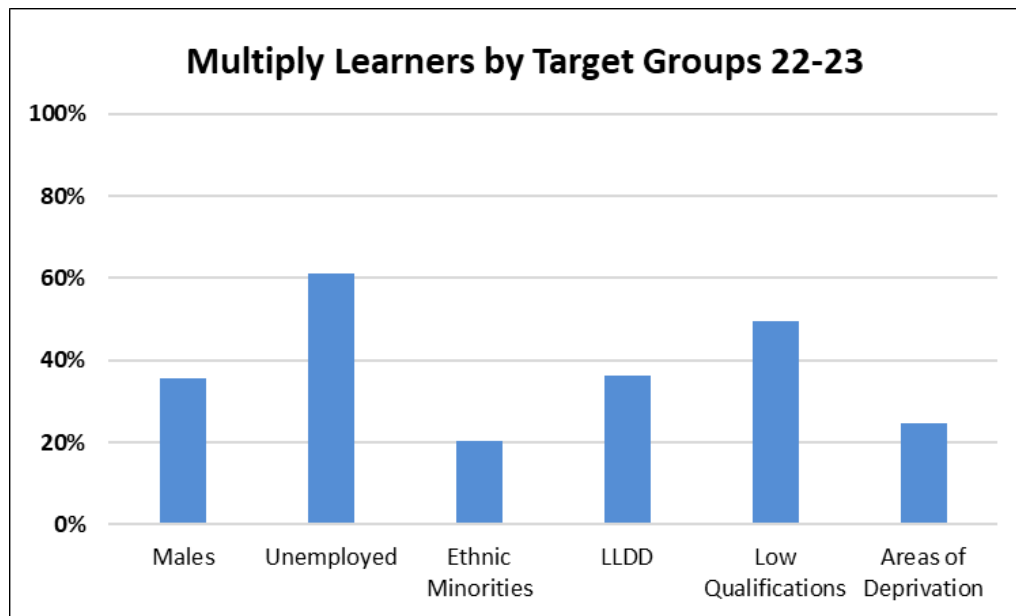
Multiply programmes are good because:

- A wide range of partners are involved to maximise participation as well as opportunities for learners to progress to other funded programmes
- Range of innovative activities in place to test new ways of reaching the '*seldom heard*' who would best benefit from this investment
- Training Providers and their Tutors, and Family Learning Tutors directly employed by the council are highly skilled in teaching practice and subject specialism, planning and delivering high quality learning opportunities with a blended delivery option to maximise participation
- A culture of learning, aspiration and positive progression is provided in communities where there are traditionally low attainment and employment prospects.
- Learning takes place in a range of accessible venues across the county, many of which are in relatively disadvantaged rural and coastal regions, that maximise opportunities for people in these communities to participate in learning.
- A good range of partnership and referral agencies help to widen participation and reach under-represented groups
- Attendance is good, with learners turning up well prepared, wanting to learn and in return being provided with opportunities that maximise their options for progression. This aids their enjoyment and motivation.
- Learners receive good verbal feedback as well as quality impartial and helpful careers advice and guidance to enable them to make informed decisions about their next steps.
- Learners have a clear grasp of how to remain safe, including when using social media, and online.

Multiply programmes need to improve further:

- To develop systems to access progression data to evaluate the full impact of the Multiply programme
- To increase promotion of the programme to extend its reach
- To increase hand holding opportunities to remove barriers to participation

Headline Data 2022/23



Arrangements	Evidence
<p>A key aspect of the Multiply funding is to be innovative and try out new ways to recruit learners and deliver maths provision to widen participation and reach those learners that aren't being reached through more traditional methods. An overview of the programme in place is provided below:</p> <ul style="list-style-type: none"> • An innovative curriculum, delivered in community and employer venues across the county, at a time to suit the learner/employer, providing free refreshments and incentives linked to attainment, etc. • Engagement workshops with employers that provide a unique approach to learner recruitment in terms of promoting new opportunities as the primary goal rather than straight to a qualification aim. • Fun, low risk, engagement sessions providing practical scenario-based learning • Prizes and pathways for the learners to increase the fun and engagement element of the programme through light-hearted competition and rewards • Innovatively delivered series of sessions in school on lunchbox challenges and the cost of Christmas alongside maths bingo and supermarket comparisons • Supporting entrepreneurship through crafting. Learners will be supported to learn a craft and sell their products in host cafes. While learning a craft, learners will also benefit from learning vital self-employment skills, e.g. forecasting, budgeting, taking payments, exploring different ways to sell their goods online, e.g. Etsy. • Careers-centred approach providing masterclasses based on specific numeracy skills required for: <ul style="list-style-type: none"> ○ Agri-Food & Manufacturing/Production ○ Health & Care ○ Warehousing & Logistics ○ Business Administration 	<ul style="list-style-type: none"> • Scrutiny Report • Learning Board meeting notes • Provider quarterly reporting • Contract monitoring meeting notes • Supporting Data (Appendix 7) • Learner feedback • Impact Report (Appendix 8) • www.2aspire.org.uk

The service provides a culture of learning, aspiration and positive progression in communities where there are traditionally low engagement, low attainment and employment prospects. Providers with a range of funding streams are carefully chosen to provide access points to other types of provision, both accredited and non-accredited, with stepping stones between levels to **widen participation**. The programme is integrated with Providers' other projects, ensuring that the funding reaches those who are least likely to participate without support. Courses are run in the daytime, evenings, at the weekend and online to help remove barriers to participation. Venues are picked specifically for ease of accessible via public transport.

The service works closely with a range of partners to develop referral and progression pathways which are accessible and appropriate for people who may have been out of education for a long time and/or had a negative experience of education previously, those who have additional needs, and those experiencing mental ill health. Targeted partnership working also supports disadvantaged learners, and learners with challenging backgrounds to encourage widening participation. Examples include the Princes Trust, EDAN, DWP, YMCA, Nomad Trust, Housing Associations, Shaw Trust, Jobs22, VCS, schools and academies and Ethnic Minority Travellers Education Team (EMTET).

Through strategic planning we carefully support learners across funding streams and Providers.

A Multiply Resident's Survey has been undertaken to support programme delivery and widen participation. The public were asked about:

- a) their views on maths
- b) the best ways for them to access available learning opportunities

- In total there were 315 responses, following a wide-ranging public campaign.
- The largest group of respondents were retired or in full-time employment
- The most chosen ways to take part in learning were short sessions online, once a week
- When asked what '*maths means to you*' the most common responses were:
 - a) Numbers
 - b) Difficult
 - c) Problem solving
 - d) Budgeting Fear
 - e) Everyday life

- Scrutiny Report
- Learning Board meeting notes
- Provider quarterly reporting
- Contract monitoring meeting notes
- Supporting Data (Appendix 7)
- Learner feedback
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- www.2aspire.org.uk

<ul style="list-style-type: none"> Nearly 50% of respondents said they would like to <i>'have a better understanding of things like: interest rates, mortgages, loans, APR fees and debt management'</i>. <p>The service's website, www.2aspire.org.uk, continues to be refreshed to provide learning at home advice and activities, careers, job hunting advice, information on Jobs Fairs and links to online learning to continue to engage with our learners.</p>	
<p>Partnership working across the county is outstanding. Links with regional jobcentres, including co-location, and other key partners ensure that targeted learners are routinely referred to the range of Multiply programmes offered, helping learners to develop their confidence in maths skills that equip them well.</p> <p>Providers are encouraged to work in partnership to increase the reach of the programme. Partners involved in the recruitment and delivery of the programme include employers, community organisations, District Councils, Housing Associations, churches, local social services, children's centres, citizen's advice bureau, food banks, YMCA, DWP, local libraries, Lincolnshire traveller initiative, Everyone Active (EA), Magna Vitae, Bishop Grosseteste University (BGU), University of Lincoln, International Institute for Rural Health, Shaw Trust.</p> <p>A range of employers are benefitting from Multiply provision. These include Gousto, Bourne Salads, Bakkavor Spalding, South Kesteven District Council, Grantham Hospital, Bluebird Care (across Lincolnshire), Lincolnshire NHS Trust (incorporating Lincolnshire wide GP practices and health clinics, Social Care (Domiciliary and Residential), Lincoln and Boston Hospitals, Mental Health NHS Trust and Community NHS Trust).</p> <p>Multiply funding has also been utilised to develop Multiply Champions. Grants have been awarded to 56 organisations including Magna Vitae, YMCA, Tonic Health, Community Maintenance Service CIC, Lincolnshire Action Trust, North Sea Camp, the Lincolnshire Travellers' Initiative, Lincolnshire Co-Op, ACTS Trust and Magna Vitae. This activity complements the work of our community training providers:</p> <ul style="list-style-type: none"> Lincolnshire Travellers' Initiative has been running small classes with women to understand credit and navigate debt more effectively. Learner incentives are used to reward travellers for their involvement and achievements. 	<ul style="list-style-type: none"> Scrutiny Report Learning Board meeting notes Provider quarterly reporting Contract monitoring meeting notes Supporting Data (Appendix 7) Learner feedback Impact Report (Appendix 8) www.2aspire.org.uk

<ul style="list-style-type: none"> • ACTS Trust are overcoming people's reluctance to talk about money and maths by putting conversation prompts around the building to encourage casual conversations. The ACTS Trust Multiply Champion is helping people to understand bills and income versus expenditure with powerful results and is boosting his colleagues' confidence. • Magna Vitae are supporting colleagues to link in with their child's school to get support from the teachers so that they can understand and help with what is being taught to their children – the Multiply champion gave them the confidence to engage with the school. <p>A strong programme is in place to support our network of Multiply Champions including newsletters and LinknLearn events.</p>	
<p>Good processes are in place, as well as quality assurance measures, to ensure learners' progress and achievements are recorded, by staff, to inform teaching and appropriate support programmes to help learners reach their goals, as well as support progression.</p> <p>All learners are assessed at the start of each course to ascertain what they hope to achieve and why they have chosen the course. The well planned and sequenced curriculum allows learners to develop the new knowledge and skills they need. Tutors use assessment well to determine further learning and support needs as well as to inform the setting of personal targets. In a small number of cases Tutors do not consistently use information about learners' starting points in their planning to demonstrate that learning is planned to meet individual needs. This is identified as an area for improvement in the 2022/23 Quality Improvement Plan and improvements will be monitored through quality assurance activity.</p> <p>Learner progress is recorded on individual personal learning records (PLRs) which track and map learners' progress against targets set. Learners receive feedback from their tutor on a regular basis to identify any key areas for improvement as well as recognising what progress has been made. At the end of the course, progress is evaluated, and next steps discussed.</p> <p>Learner case studies continue to be promoted via social media and on the 2aspire website to raise awareness of the impact of the programme.</p>	<ul style="list-style-type: none"> • Scrutiny Report • Learning Board meeting notes • Provider quarterly reporting • Contract monitoring meeting notes • Supporting Data (Appendix 7) • Learner feedback • Impact Report (Appendix 8) • www.2aspire.org.uk

<p>Highly effective arrangements for Safeguarding learners are in place and learner health and well-being is prioritised. Learning takes place in a culture which promotes the protection and safety of all learners and staff. Learners have a clear grasp of how to remain safe, including when using social media. Training venues are risk assessed and provide safe learning environments.</p> <p>Mandatory Safeguarding and Equality and Diversity training for all staff is undertaken, as well as mandatory training on recognising and supporting learners who are at risk of radicalisation or extremism. Staff training is recorded on the service's Single Central Register which is checked on a regular basis for compliance. Safeguarding is a standard agenda item at all provider monitoring meetings, Learning Board and team meetings, and included in the FL tutor newsletter.</p> <p>Tutors, and staff with access to learner data, are DBS checked as appropriate. Safeguarding information is provided in the learner handbook, on the 2aspire website and at course induction to ensure learners know how to raise Safeguarding concerns.</p> <p>Guidance on how to keep learners safe from on-line risks has been reviewed and reinforced in year in response to the increase in online learning resulting from the pandemic. Online training, buddying and mentoring is provided for Tutors and providers alike ensuring online delivery incorporates safe working practices throughout.</p>	<ul style="list-style-type: none"> • Scrutiny Report • Learning Board meeting notes • Provider quarterly reporting • Contract monitoring meeting notes • Supporting Data (Appendix 7) • Learner feedback • Impact Report • www.2aspire.org.uk • H&S reports • Staff training records • Safeguarding and near misses incidents log
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