

## **GMCA UKSPF Skills Delivery Specification**

### **Multiply Scheme**

**CONFIDENTIAL**

## Contents

1. Specification Overview
2. Strategic Background – National Overview
3. Greater Manchester Context
4. Scope, Design and Delivery
5. Eligibility
6. Organisational Experience
7. Reporting
8. Timescale
9. Budget
10. Payment Model
11. Performance Requirements
12. Data Collection and GM Individual Tracker (GMIT) System
13. Monitoring and Compliance
14. Evaluation
15. Governance
16. Marketing and Communications
17. Information Governance

## Annexes

	<b>Title</b>	<b>Contents</b>
<b>Annex 1</b>	Wider Multiply activities	Information on the wider Multiply activities as defined within the investment plan for Greater Manchester
<b>Annex 2</b>	Greater Manchester's Lower Super Output Areas	Information on areas within Greater Manchester to show where Multiply provision should be targeted.
<b>Annex 3</b>	Values and Standards	A description of the policies and plans Providers should have in place to meet required values of delivery.
<b>Annex 4</b>	GMCA Performance management and compliance framework	A description of how performance will be managed and improvement action to be taken if necessary.
<b>Annex 5</b>	Data Collection - ILR and GMIT	Data Collection guidance across the ESFA's ILR system and GMCA's GMIT system
<b>Annex 6</b>	Monitoring and Compliance	Description of the monitoring and compliance requirements for the programme
<b>Annex 7</b>	Information Governance	Information Governance requirements and guidance in relation to the specification.
<b>Annex 8</b>	Glossary of Terms	A list of terms used in the specification and annexes, and their definitions.
<b>Annex 9</b>	Data set requirements	A list of data items required related to individuals before, during and after delivery. Please note that this is draft and subject to change

## 1. Specification Overview

<b>Programme Name</b>	Greater Manchester Multiply Scheme – Pan Greater Manchester Multiply Skills Offer
<b>Chest Reference</b>	<b>DN641931</b>
<b>Contract Value</b>	<b>Total available funding:</b> £3,149,057.02 (Subject to continued funding from Department for Education in the 23/24 and 24/25 financial years)
<b>Contract duration</b>	<b>January 2023 – March 2024</b> (Subject to continued funding from Department for Education in the 23/24 and 24/25 financial years)  <i>With the option to extend for a further 12 months, subject to GMCA continuing to be the recipient of the relevant funding from Department for Education for this programme.</i>
<b>Summary of Activity</b>	
Greater Manchester Combined Authority (GMCA) is looking to procure a lead organisation to deliver activities in relation to the UK Shared Prosperity Fund (UKSPF) Multiply Scheme for Greater Manchester.  GMCA Education, Skills and Work team alongside wide consultation have developed an investment plan for how the Multiply scheme will operate in Greater Manchester and benefit all eligible residents. This was approved by the GMCA and Department for Education and details a number of strands to ensure all residents can access numeracy support. You can find a link to the report <a href="#">here</a>  This commission will cover the following elements of the investment plan (full wider multiply activities are outlined in Annex 1): 1. Strand 2 - Pan-GM community focussed activity (Part A) 2. Strand 3 - Link to wider skills offer This will be delivered as the Pan Greater Manchester Multiply Skills Offer.  <b>Further information about the scope, design and delivery of the activity can be found in section 4.</b>	

## 2. Strategic Background – National Overview

Around 17 million adults in England<sup>1</sup> – half of the working-age population – have the numeracy skills of primary school children. Poor numeracy skills can hold people back from having the confidence to get on in life and into work; and those who improve their

<sup>1</sup> [nationalnumeracy.org.uk](http://nationalnumeracy.org.uk)

numeracy skills are more likely to be in employment, have higher wages, and better wellbeing.

To address these challenges, in the Autumn Spending Review<sup>2</sup> and further outlined within the [Levelling Up White Paper](#), it was announced £559m would be allocated nationally from the UK Shared Prosperity Fund (UKSPF), to support numeracy skills for adults aged 19 and over. GMCA's Education, Skills and Work team, alongside other Mayoral Combined Authorities (MCAs), have been working with the Department for Education (DfE) and the Education Skills Funding Agency (ESFA) to understand how the funding for the Multiply Scheme can complement and support the existing Adult Skills maths offer.

The funds are to be used to support adults (whether in or out work) who do not already have a Level 2 in Maths. Key interventions should not displace, replace and / or duplicate activity funded through the current Adult Education Budget (AEB) including devolved which is part of resident's legal entitlement. All residents aged 19 and over regardless of their employment status or existing prior attainment are able to access courses available under the national and GM legal entitlement offer, for maths, English and ICT skills courses up to and including Level 2.

The Multiply Scheme will build on this by offering a range of free training options helping people to build their confidence with maths in their everyday and working lives. Businesses that develop their employees' numeracy skills can also boost productivity, increase profits and improve employee retention. Research shows that sectors with a high proportion of workers with basic or advanced numeracy skills have experienced the most rapid growth in employment over the last decade<sup>3</sup>.

### 3. Greater Manchester Context

Greater Manchester's Multiply Scheme is purposefully iterative in its development and commissioning, the aim of which is to put GM in a unique position to build a truly collaborative programme that shapes skills delivery and responds to emerging skills needs.

Skills underpin every facet of life in GM, from running the businesses our economy needs, to building the homes we live in and delivering the public services we rely upon. As set out in The Department for Education's January 2021 [Skills for Jobs White Paper](#) & subsequent [Skills & Post 16 Education Bill](#) both nationally and in GM, there is a pressing need for more highly skilled people than ever before, trained effectively to grow the economy and raise productivity.

Our underpinning strategies, the [Local Industrial Strategy](#) (LIS), [Greater Manchester Strategy](#) (GMS), and [The Next Level: Good Lives for All in Greater Manchester](#) recognise the critical role of effectively targeted and delivered skills investment in unlocking and enabling economic growth, with a system built with the employer voice and skills requirements at the heart. These strategies, together with the GM

<sup>2</sup> [Autumn Budget and Spending Review 2021: documents - GOV.UK \(www.gov.uk\)](#)

<sup>3</sup> [probonoeconomics.com](#)

Employment and Skills Advisory Panel's [Local Skills Report & Labour Market Plan](#), recognise the central role of skills in determining an individual's employment status and prospects, along with the necessity of a skilled workforce in driving overall economic growth and productivity.

In December 2021, the GMCA approved the refresh of the GM Adult Skills Programme, ensuring it continues to be a key part of an integrated system and one which, through alignment with our devolved employment support programmes and health and social care functions/funding, can deliver real change that is simply not possible at national level. GM's Multiply Scheme will work alongside the devolved AEB funded Adult Skills provision, complementing, and providing increased opportunities for residents to access essential maths and numeracy skills. The programme will have a flexible and proactive approach to delivery, with the core purpose of:

- **Improving adult functional numeracy** levels
- **Increasing the number of adults participating in, and achieving, adult numeracy qualifications** up to and including Level 2 (both GCSE Grade C/4 or above, and Functional Skills Qualifications)
- **Complementing existing AEB interventions**
- **Enabling access to maths / numeracy skills** for those who would not normally consider accessing the usual adult skills offer.

In June 2022, GMCA approved the Greater Manchester Multiply Scheme investment plan to be submitted to Department for Education (DfE). This was approved by DfE in September 2022. To ensure this activity is high quality and available to all who need it, there are 6x distinctive strands of activity to deliver the best quality outcomes for residents. All strands are different but will complement each other. GMCA will work with the contracted Multiply Providers in ensuring the full suite of activities can work together.

This specification will encompass Strand 2 (Part A) and Strand 3 of the plan, delivered as the Pan Greater Manchester Multiply Skills Offer with other parts being commissioned over the next 6-12 months and encompasses the following strands of activity

- Strand 2 - Flexible and responsive Pan-GM maths and numeracy provision (Part A)
- Strand 3 - Link to wider Adult Skills offer.

#### 4. Scope, Design & Delivery

**GMCA are looking to procure a lead provider, working with a wide range of delivery partners, to deliver the Pan Greater Manchester Multiply Skills Offer**

This package is ensuring the full journey is available from initial support at referral/enquiry stage, undertaking an appropriate Multiply funded course(s) to supporting with progression and next steps.

We are keen to ensure organisations who are not normally considered to be core skills providers but who work with the residents this activity will benefit the most will be involved in the delivery of this activity. This includes VCSE organisations, specialist providers, Local Authorities etc. This is to enable an increase in the engagement of residents who can be identified with a specific need i.e. parents of children struggling with maths at school; residents who need help and support with managing their income or debt management; residents who need assistance with benefits claims etc. and particularly those hardest to reach who are not engaged with mainstream stakeholders.

<b>Pan Greater Manchester Multiply Skills Offer</b>	
Objective	<p>This activity will provide numeracy and maths skills support to residents across Greater Manchester, in particular those hardest to reach and / or who have no or low qualifications across GM.</p> <p>To ensure GM residents are fully supported in engaging with Multiply, GMCA want to ensure all residents are offered the opportunity to obtain further skills relating to maths / numeracy by offering a clear action progression plan</p> <p>Residents should be supported to explore the full offer to encourage them to try another course, or workshop, which could inspire the residents to in time enrol on a more formal course and possibly achieve a maths/numeracy qualification.</p> <p>The support should also incorporate relevant level of assessment of residents' maths need as well as signposting them to a wider maths/numeracy offer.</p>
Suggested Programme Model	<p>This package will provide residents in Greater Manchester:</p> <ol style="list-style-type: none"> <li>1) The opportunity to find out more about Multiply, as well as support in accessing courses</li> <li>2) Provision of Multiply funded maths / numeracy skills courses</li> <li>3) Support and a personalised action plan to support progression and goals in relation to further learning &amp; development</li> </ol> <p><b><u>Opportunity to find out more about Multiply</u></b>  Support should be given to residents who want to undertake a Multiply course but are unsure where to start or require additional support.</p> <p><b><u>Provision of Multiply funded maths / numeracy skills courses</u></b>  Activity delivered as part of this Multiply programme should facilitate a maths / numeracy learning offer, which:</p> <ul style="list-style-type: none"> <li>• Ensures that all areas across GM have an <b>additional offering</b> of maths / numeracy.</li> <li>• Is bespoke and <b>does not duplicate / replicate</b> devolved AEB delivery / provision</li> </ul>

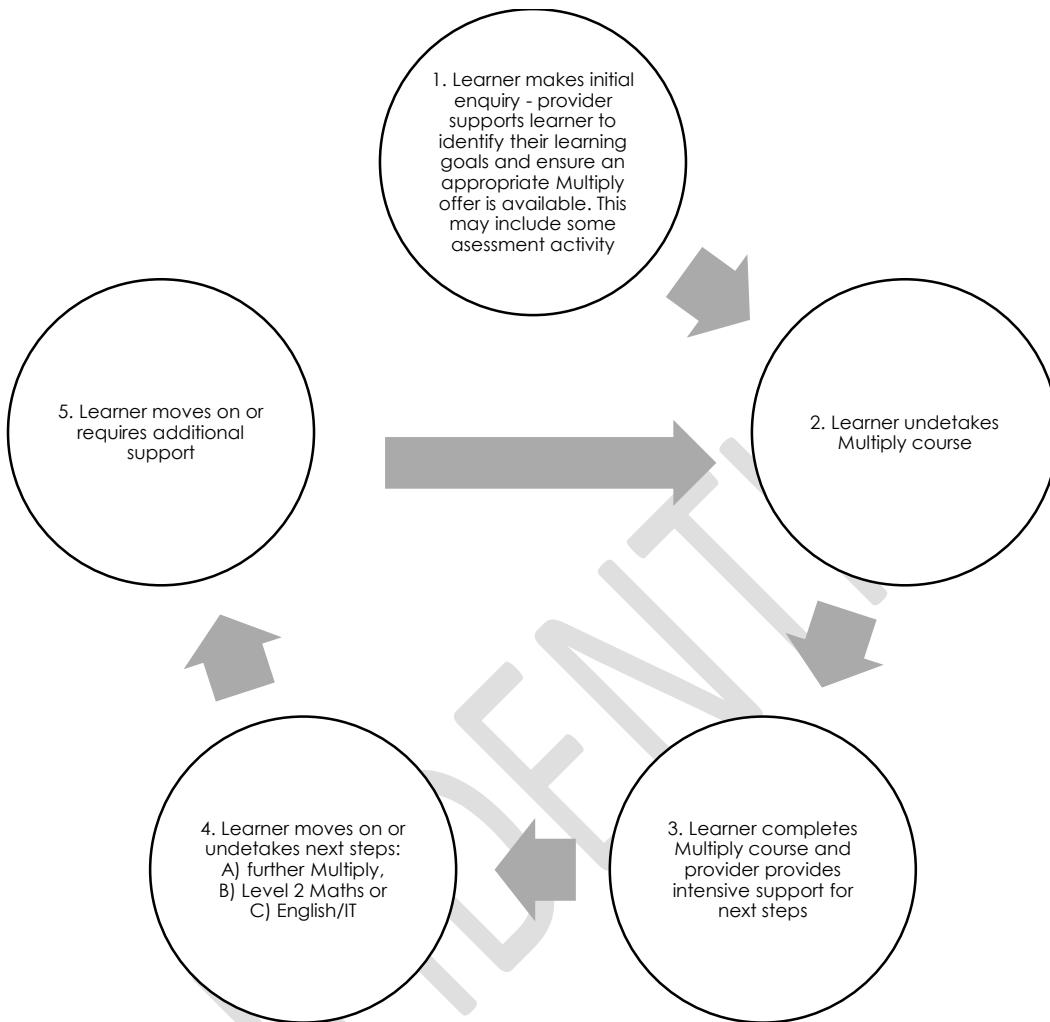
	<ul style="list-style-type: none"> <li>• Offers maths / numeracy courses / activity up to, and including Level 2, boosting resident's ability to use maths in their daily lives at home and work, including but not limited to:             <ul style="list-style-type: none"> <li>- Increasing individuals' confidence with numbers</li> <li>- Helping residents to use numeracy to manage their money</li> <li>- Supporting parents needs to increase their numeracy skills to enable them to support their children with school /college work</li> </ul> </li> <li>• Flexible and adaptable to meet the needs of residents             <ul style="list-style-type: none"> <li>- GMCA expects the majority of learning to be available as a face to face offer, in the community and at times that suit learners</li> <li>- GMCA recognises that online/blended learning maybe applicable for certain residents but should be the exception not the rule</li> <li>- Consideration for smaller or one to one delivery</li> <li>- Support for wider barriers e.g. caring responsibilities, childcare, travel, lunch should be available for learners (we expect to see this within the delivery and finance model)</li> </ul> </li> <li>• Have a GLH of 2 hours or more</li> <li>• Can be accredited or non-accredited</li> <li>• Offer relevant and contextualised courses involving maths /numeracy examples could include:             <ul style="list-style-type: none"> <li>- Money management</li> <li>- Healthy living including independent living</li> <li>- School key stage subjects</li> <li>- Maths / numeracy to support employability</li> <li>- Maths / numeracy as engagement</li> </ul> </li> <li>• Support learners skills and confidence to progress into higher level qualifications, particularly towards Level 2 Maths</li> </ul> <p><b><u>Personalised action plan to support progression and goals</u></b></p> <p>Once a learner is completing or nearly completes their course, they should receive support from the provider on their next steps. We expect this to take the form of a progression plan and should help the learner identify and support their next steps to by the Provider.</p> <p>Activity within this for residents may include</p> <ol style="list-style-type: none"> <li>1. Support to increase confidence to access Multiply provision</li> <li>2. Relevant and appropriate initial assessments, to identify needs</li> <li>3. Signposting to appropriate onward provision</li> <li>4. Progression and goal planning</li> </ol> <p>Potential bidders are encouraged to consider the legal entitlements available to residents via the devolved Adult Education Budget (Link:</p>
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	<p><a href="#">AEB Performance and Funding Management Rules</a>) when supporting with next steps, to offer a full basic skills menu to residents. We would expect to see this as part of a response within the proposed delivery model. Legal entitlements available to GM residents include:</p> <ol style="list-style-type: none"> <li>1. Maths (up to Level 2)</li> <li>2. English (up to Level 2)</li> <li>3. ICT (up to Level 1 &amp; including the Greater Manchester flexibility to include Level 2)</li> </ol> <p>The successful bidder should use feedback gathered during this element to influence the ongoing delivery of this package to ensure it is continuously responsive to resident's needs.</p> <p><b>Supply Chain</b></p> <p>GMCA expect to see as part of the delivery model that includes a range of appropriate Supply Chain partners to ensure this offer is attractive and meets the needs of residents. Supply Chain partners should be chosen because:</p> <ul style="list-style-type: none"> <li>• They offer a maths/numeracy specialism;</li> <li>• They can engage effectively with a range of residents and key target groups;</li> <li>• They have a strong and demonstratable local footprint</li> </ul> <p>Providers must be able to effectively mobilise and manage a supply chain of partners.</p> <p>Lead bidders will be expected to apply the same payment terms to their supply chain. Lead bidders should provide information in their response to show how they will ensure that their supply chain providers are able to access contract funding to enable successful delivery from the start of the programme. GMCA reserve the right to verify supply chain payment arrangements via Open Book Accounting.</p>
Who is this training aimed at?	<p>Residents across GM, who are adults (19+) and do not have a prior Level 2 in Maths/Numeracy or equivalent.</p> <p>A key component of the approach for GM is that the provider should target residents who are hardest to reach and residents in GM's most deprived lower super outputs areas (LSOA) which have high levels of residents with no or low qualifications.</p> <p>GMCA requires the provider to ensure that specific LSOAs across GM are targeted and that at least 70% of residents who are benefitting from GM's Multiply Scheme are from these areas (Further details including LSOA breakdowns and postcodes can be found in Annex 2).</p>

	<p>GMCA expects to see an equitable split across all ten local authority areas and that this should reflect the percentage of the population with L1 or below qualifications</p> <table border="1"> <thead> <tr> <th>Area</th><th>% of population with L1 or below qualifications</th></tr> </thead> <tbody> <tr> <td>Greater Manchester</td><td>100</td></tr> <tr> <td>Manchester</td><td>21.6</td></tr> <tr> <td>Wigan</td><td>11.6</td></tr> <tr> <td>Bolton</td><td>11.2</td></tr> <tr> <td>Rochdale</td><td>9.2</td></tr> <tr> <td>Oldham</td><td>9.2</td></tr> <tr> <td>Salford</td><td>9.1</td></tr> <tr> <td>Tameside</td><td>8.8</td></tr> <tr> <td>Stockport</td><td>8.8</td></tr> <tr> <td>Trafford</td><td>5.7</td></tr> <tr> <td>Bury</td><td>4.8</td></tr> </tbody> </table> <p>The provider and its supply chain will be expected to market and engage with residents across GM themselves, as well as have strong engagement arrangements with key local stakeholders and other GM wide employment and skills programmes.</p> <p>The provider must work with a range of stakeholders to ensure the Multiply Scheme offer benefits residents with the most need. This must occur throughout the programme delivery.</p> <p>The provider must also recognise that stakeholder engagement comes in many different forms. They must ensure appropriate arrangements are in place and this could include (list not exhaustive):</p> <ul style="list-style-type: none"> <li>• Strong locality-based supply chain</li> <li>• Co-location</li> <li>• Signposting arrangements</li> <li>• Co-design</li> <li>• Referral arrangements</li> </ul> <p>Therefore, we expect the provider to have substantial experience in developing strong and collaborative working relationships with key stakeholders, particularly including (list not exhaustive):</p> <ul style="list-style-type: none"> <li>• Local Authorities (including Work &amp; Skills Leads, Troubled Families, Social Teams, Neighbourhood Teams etc.)</li> </ul>	Area	% of population with L1 or below qualifications	Greater Manchester	100	Manchester	21.6	Wigan	11.6	Bolton	11.2	Rochdale	9.2	Oldham	9.2	Salford	9.1	Tameside	8.8	Stockport	8.8	Trafford	5.7	Bury	4.8
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	<ul style="list-style-type: none"> <li>• Local Authority and other government commissioned partners (e.g., Working Well programmes, Skills Bootcamps, ESF / UKSPF funded programmes)</li> <li>• Local VCSE partners working with the priority groups</li> <li>• Jobcentre Plus</li> <li>• Housing Associations</li> </ul>
Link to wider investment plan	<p>This activity will directly contribute to the following key impacts in the GM Multiply Scheme investment plan</p> <ul style="list-style-type: none"> <li>• Increased number of adults achieving maths qualifications up to, and including, Level 2</li> <li>• Increased number of adults participating in maths qualifications and courses up to, and including, Level 2</li> <li>• Increased number of adults participating in, acquiring and evidencing skills through non-qualification provision, or towards a qualification, including online learning</li> <li>• Improved labour market outcomes</li> <li>• Increased adult numeracy by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work</li> </ul>

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### Minimum Quality Service Delivery Standards

GMCA expect the following to be the Minimum Quality Service Delivery Standards as part of this programme delivery:

Standards directly related to the Service Delivery Fee		Target
1	Make initial contact within 2 working days of referral/initial outreach engagement	100% of all participants
2	Initial assessment of needs to be completed	100% of all participants
3	All learners to be offered support with barriers for example: 1. Childcare 2. Travel 3. Lunch	100% of all participants
4	Learners to start on a Multiply Course within 5 days following referral/enquiry	75% of all participants

5	If a participant misses a class, provider to make contact within 2 working days	50% contact made and recorded
6	All learners to be offered a Progression Planning appointment	100% of all participants
7	Learners undertaking a Progression Plan	50% of all participants

### Critical Success factors

The below **minimum** targets are intrinsically linked, to ensure the full learner journey is established as part of the delivery model.

#### Reported Targets

- 70% of participating residents must be from one of the most deprived lower super output areas identified for the GM's Multiply Scheme purposes
- Minimum number of adult numeracy courses run in a local area through GM's Multiply Scheme (22/23 50; 23/24 100; 24/25 100)
- Minimum number of people referred from partners onto upskill courses (i.e. on to GM's Multiply Scheme courses) (22/23 52; 23/24 165; 24/25 165)
- Minimum number of people participating in GM's Multiply Scheme funded courses (22/23 750; 23/24 3500; 24/25 3500)
- Minimum of 85% of participating residents to complete their adult numeracy course.
- Minimum number of people achieving a qualification (22/23 75; 23/24 200; 24/25 200)

### 5. Key Principles for all Bidders

- Training should be **designed around individual needs** and consider what is appropriate for the individual.
- **Delivery models should be flexible and focussed on removing barriers to engagement.** Bidders should be creative about the duration, intensity, place/mode of courses/delivery to best meet the needs of individuals.
- Bids should show awareness of **inclusivity, accessibility**, and the importance of **diversity** in the way their training will be delivered.
- The successful applicant will be expected to make their **own links with stakeholders and local partners** and be able to provide existing evidence of links and partnerships to strengthen their delivery from the outset.
- Marketing activity should be designed to generate interest from the different groups which need to be targeted. This will likely involve **proactively running targeted activities and events** to reach the appropriate audiences and promote the importance of skills development.
- It will be expected that the successful applicant will continue to **share learning with GMCA through regular meetings and engagement**.

- Applicants are required to **consider existing GM initiatives** to prevent duplication.

## 6. Learner Eligibility

This offer is available to all Greater Manchester residents who are:

- Aged 19 or over
- Do not have a Level 2 or equivalent in Maths or Numeracy
- All standard residency requirements as referenced in the latest published GM AEB Performance and Funding Management rules will apply – these can be found [here](#)

## 7. Organisational Experience

**Bidders will need to ensure that they can demonstrate the following within their tender submission:**

- Readiness to deliver the service immediately when the contract starts from **January 2023** or earlier
- An understanding of the current skills offer and how their proposal avoids duplication of existing education and skills provision
- Ability to mobilise a supply chain of providers
- Capacity and capability for management and reporting of contract performance and their approach to mitigating any issues or risks
- Ability to engage with and deliver the needs of local areas
- An understanding of, and ability to address, residents' needs and provide appropriate additional targeted support as necessary
- Employees with responsibility for delivering any element of the provision have experience, skills and, where appropriate, qualifications that are relevant to the type and scale of the provision offered.
- The management structure is of sufficient size, is organised appropriately and is supported by administrative systems and any other infrastructure necessary to effectively manage and deliver the provision from the implementation phase of the contract.
- There is the capacity to operate flexibly, responding to emerging evidence as the programme progresses.
- Recruitment plans (for staff working on the proposed activity) are in place (these must be provided at regular intervals). The Provider must immediately inform the Programme Office of any staff absences with mitigation plans that will impact on the delivery of the programme.
- Bidders will need to ensure they meet GMCA's high-quality service requirements particularly in relation to Ofsted gradings. Bidders should, as a minimum meet the requirements below if they have a recent inspection report:
  - Overall grading is outstanding or good, and if applicable, with adult learning is outstanding, good or requires improvement. GMCA will not accept an inadequate grading.
  - or
  - Overall grading is requires improvement, and if applicable, with adult learning is outstanding or good.

or

- If no inspection report is available then GMCA would accept a good rated internal Self-Assessment Report (SAR).

The provider is expected to comply with GMCA's values and standards as described in Annex 3.

## 8. Reporting

To meet GMCA requirements, we will expect to see:

- Clear reporting mechanisms, particularly covering the Minimum Quality Service Delivery Standards (linked to payment of Service Delivery Fee) built into the programme at intervals in line with the payment model.
- Reporting against outputs outlined in payment model to the programme office monthly, in order to make the claims as per the payment model.
- Clear stakeholder engagement with regular engagement and reporting of delivery across GM.
- Continuous Evaluation: as part of the model the successful applicant will be expected to evaluate the support they have provided to the individuals and gather feedback that informs future delivery to improve their service.
- Quarterly qualitative reporting including but not limited to:
  - overview of feedback from learners on reasons for disengagement/non- starts, to support development of future services
  - minimum of 1 case study per Local Authority area to be provided each month to highlight good practice and areas for improvement
  - overview of impact of work with priority groups by Local Authority area with narrative to describe what is working well and where system wide barriers remain
  - report on participant feedback with narrative on satisfaction levels and areas to improve
  - report on Social Value targets and performance

## 9. Timescale

Delivery is expected to start during January 2023 and all activity should be completed and claimed by 31<sup>st</sup> March 2024

***In the event of extending for a further 12 months, subject to GMCA continuing to be the recipient of the relevant funding from Department for Education for this programme, activity will need to be completed and claimed by 31<sup>st</sup> March 2025.***

Bidders are expected to complete the financial template at Appendix A and profile their activity over the duration of the contract.

Bidders should reference the targets section above when completing Appendix A

## 10. Budget

The maximum budget for this package is £3,149,057 (Subject to continued funding from Department for Education in the 23/24 and 24/25 financial years).

The bidder is expected to complete the financial template provided at Appendix A to break this down in line with the payment model.

Capacity and capability considerations will apply to the totality of bids which might be submitted both as a lead provider and as part of any partnership/supply chain/subcontracting arrangements that bidders might be part of.

As part of GMCA's agreement with the Department for Education, any underspend and underperformance in year will be returned to DfE and cannot be carried across financial years. Due to this, GMCA will be applying the same principles to the successful bidder. If there is an over performance in year 1 for spend on starts and / or progressions GMCA will consider growth for that period only.

## 11. Payment Model

It is up to the provider as part of their submission to ensure the minimum targets within their delivery model, with the below payment

Type	FY 2022/23	FY 2023/24	FY 2024/25	TOTAL
<b>Mobilisation Fee (10%)</b>	£314,906	NIL	NIL	<b>£314,906</b>
<b>Service Delivery Fee (40%)</b>	£279,916	£419,874	£559,833	<b>£1,259,623</b>
<b>Start Fees (20%)</b>	Maximum £75 per start			<b>£629,811.00</b>
<b>Learner Outcomes and Progression (30%)</b>	<b>Progression</b>	<b>Unit cost</b>		
	Number of people achieving a qualification - (via Multiply must be EL 1-3; L1 or L2 maths)	£250 per outcome		
	Number of people supported on to further learning in maths (minimum level 1 qualification) post completion of accessing a multiply course	£250 per progression		<b>£944,717.00</b>
	Number of people supported into further learning post completion of accessing a multiply course	£150 per progression		

<b>TOTAL AVAILABLE FUNDING</b>	<b>£3,149,057</b>
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### *Mobilisation fee*

The successful provider will be paid the mobilisation fee based on an agreed checklist of actions being completed. An example of what this may look like is provided here.



Mobilisation fee  
checklist.xlsx

### *Service Delivery Fee*

The Service Delivery Fee will be paid to the provider quarterly to ensure successful running of this Multiply offer. Payment of service fee can be withheld following contract **cumulative** under performance on 3 or more of the Minimum Quality Service Delivery Standards and/or Critical Success Factors, reviewed at the quarterly performance point. This may be identified via reporting from the provider and/or sampling of learner paperwork by the Performance and Contracts team.

The Service Delivery Fee that has been withheld will be released back to the provider once the underperforming Minimum Quality Service Delivery Standards and/or Critical Success Factors are back at target, **cumulatively**.

If a provider underperforms within the quarter, but is still at target cumulatively (due to overperformance in previous quarters) the Performance & Contracts team will make a judgement on whether or not to withhold Service Delivery Fee based on level of service delivered for learners.

### *Start Fees*

To encourage good performance, part of the payment model has been split to include payment linked to the number of starts onto programme. GMCA will pay these in arrears for actual performance. We have stipulated the minimum expected numbers and the maximum expected unit cost per start.

Learners can access more than 1x Multiply course provision, although the provider will only be able to draw down funding for up to X number of starts and is subject to confirmation of progression of learning.

### *Learner Progression Outcomes*

To encourage good quality provision, part of the payment model has been split to include payment linked to number of Learner Outcomes and Progression payments. GMCA will pay these in arrears for actual performance. GMCA have stated the

minimum expected outcomes for some aspects and stipulated a fixed unit cost. GMCA would expect an overall progression rate of 30% or higher.

Only 1x Learner outcome or progression payment can be claimed per learner.

## **12. Performance Requirements**

The provider will be required to report performance to GMCA monthly. GMCA will also build in quarterly review points to assess the delivery and performance and reporting requirements.

The aim is to ensure the Provider meets the performance levels that make up the targets listed within this specification. This will be monitored through activities such as the monthly performance report, six monthly review, audits, and monthly claim.

More information on GMCA's approach to performance management can be found in Annex 4.

## **13. Data Collection**

As a lead authority, GMCA are responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR). Additional non-regulated learning aims have been 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. Therefore, the successful bidder will be expected to input their data via the ESFA's ILR system.

In addition, to capture more additional data relating to the learner journey, the successful provider will also submit data into GMCA's GMIT system. This data will also enable GMCA to produce payment reports to pay successful providers.

More information on Data Collection can be found in Annex 5.

## **14. Monitoring and Compliance**

Requirements for monitoring and compliance are laid out in Annex 6.

## **15. Evaluation**

As part of the ongoing monitoring of the programme, DfE will conduct its own evaluation activities.

DfE will undertake or engage a third party to undertake an evaluation of Multiply. In relation to any such activity, the provider will:

1. Provide all reasonable assistance.
2. Respond to all reasonable requests; and
3. Provide any information reasonably required

GMCA is currently confirming its own arrangements to add value to the national effort.

## 16. Governance

The accountability for the contract will be the responsibility of GMCA's Education, Work and Skills Director, via the internal governance group. Delegated authority sits with the GMCA Chief Executive and Treasurer. Regular reporting of this programme will be submitted to relevant local partnership groups. Performance and evaluation reports will be shared with the Department for Education.

A monthly performance review will be established between GMCA and the Provider with the purpose being to review delivery, performance, issues and risks.

## 17. Marketing and Communications

The Provider will be responsible for the production of all marketing and communications materials relating to their programmes. Materials must adhere to the GMCA & Multiply branding guidelines which will be supplied to the Provider alongside a communications protocol once a contract has been awarded. Providers should ensure their sub-provider networks are also using the branding guidelines and communications protocol.

The Provider will be expected to engage in regular communications activity with GMCA and other partners where appropriate. This will involve producing case studies and marketing materials upon request to promote the wider programme.

The GMCA Programme Office should immediately be notified of any issues relating to the programme that could lead to reputational risk. If providers receive media enquiries about their offers, the GMCA Programme Office should be notified. The GMCA programme Office and Provider will work together on any responses and will agree who is best to lead on the response.

Included for information are the current DfE branding guidelines for Multiply, and the wider Skills for Life guidelines.



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## 18. Information Governance

Information Governance requirements are laid out in Annex 7.