



**CAMBRIDGESHIRE & PETERBOROUGH**  
COMBINED AUTHORITY

# **Cambridgeshire and Peterborough Combined Authority**

## **Funding and Performance Management Rules for Multiply Grant Funding**

1 April 2023 to 31 March 2024

This document sets out the funding and performance management rules that apply to all providers of education and training for Cambridgeshire residents who receive Multiply grant funding from the Cambridgeshire and Peterborough Combined Authority

Version 1 – October 2023

## Multiply Grant Funding Rules

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## Contents

<b>Introduction and purpose of the document</b> .....	4
How this document can help you.....	4
Understanding the terminology.....	5
Contacting us.....	5
<b>Section 1 – General Funding Requirements</b>	
Principles of funding.....	6
Who we fund.....	6
Residency eligibility.....	7
What we will not fund.....	7
Subcontracting.....	8
Participant evidence.....	9
Starting, participating and achieving.....	10
Fees and charges.....	10
Breaks in learning.....	10
Leaving learning.....	11
Individualised Learner Record (ILR).....	11
Self-declarations by participants.....	11
Uploading course information.....	11
Branding guidelines.....	12
<b>Section 2 – Multiply funding</b>	
Provision we fund.....	12
Delivery plan.....	12
Learning aims.....	13
Participants with learning difficulties and/or disabilities.....	14
Partnership working.....	14
Participant support.....	14
<b>Section 3 – Payments and Performance Management</b>	
Multiply grant funding.....	15
Monthly reporting and funding claims.....	15
Increases and reductions in funding.....	16
Monitoring and managing performance.....	17
<b>Annex A – Monthly reporting template</b> .....	18
<b>Annex B - Glossary</b> .....	19
<b>Appendix A - Objective and Success Measures and Multiply Eligibility Criteria</b> .....	22
<b>Appendix B - Learner Self-Declaration</b> .....	24
<b>Appendix C - CPCA Fair Processing Notice</b> .....	26
<b>Appendix D - Department of Education Privacy notice</b> .....	29

### Introduction and purpose of the document

1. This document sets out the Cambridgeshire and Peterborough Combined Authority's Multiply funding rules (the Rules) for the financial year running from 1 April 2023 to 31 March 2024.
2. The Rules apply to all providers of education and training who receive Multiply Grant funding from the Secretary of State for Education acting through the Cambridgeshire and Peterborough Combined Authority. Section 31 Grant Determination (Ring-Fenced) Letter for Multiply Funding: No 31/6226 (DfE Grant reference: con\_15731) ESFA Agreement Reference: ESFA-23032 allows for funding to be subject to conditions in this way.
3. The purpose of Multiply is to enable local areas across England to deliver programmes that improve levels of functional numeracy in the adult (19+) population. Through the Multiply grant funding, the CPCA is able to provide support to providers in delivering targeted numeracy provision to adults aged 19 years and above, up to and including Level 2, boosting people's ability to use maths in their daily lives at home and at work – and enabling them to achieve a formal qualification.
4. The objective of Multiply is to increase the number of adults achieving maths qualifications up to Level 2. When designing Multiply provision, providers must respond to the priorities set by the Mayor in the [Employment and Skills Strategy](#).
5. This document forms part of the terms and conditions of funding of the agreement between yourselves (the Provider) and the Cambridgeshire and Peterborough Combined Authority (the CPCA), you must read these Rules in conjunction with your Multiply Grant Funding Agreement (Multiply GFA). You must operate within the terms and conditions of the Conditions of Multiply grant funding, these Rules, and the Individualised Learner Record (ILR) Specification and any supplementary CPCA guidance. If you do not, you are in breach of the Conditions of Multiply grant funding with the CPCA.
6. These Rules do not apply to the Adult Education Budget, apprenticeships, advanced learner loans or to education and training funded by the Education and Skills Funding Agency (ESFA).
7. The Department for Education (DfE) may vary the Multiply Conditions from time to time, and you must comply with any such variations. In addition, you will use all reasonable endeavours to comply with any further requirements specified by the DfE that we notify to you.
8. The CPCA reserves the right to make changes to these Rules. This may be to ensure we continue to comply with any requirements set by government, or to ensure Multiply funding continues to align to CPCA Mayoral priorities.
9. All information including hyperlinks was correct at the time we published this document.

### How this document can help you

10. We have divided this document into three sections that contain the general funding requirements, Multiply specific funding rules and payment and performance management rules.

## Multiply Grant Funding Rules

11. Each section may include:
  - a. the context of the rule in a box; and/or
  - b. the rule itself as a numbered paragraph
12. We have included a glossary to explain technical terms.
13. Where we issue new version of this document, we will include a summary of changes to explain new policy rules and amendments.

## Understanding the terminology

14. The terms 'CPCA', 'we', 'us' and 'our' refer to the Cambridgeshire and Peterborough Combined Authority.
15. The terms 'you', 'your' or 'providers' this refers to all Learning Organisations who receive funding from us to deliver education and training through the Multiply grant. We will use the generic term 'you' or 'provider' unless the requirements apply to a specific provider type.
16. We use the term 'grant agreement' to describe the CPCA Conditions of Multiply Grant Funding which has been issued to Multiply Grant Providers.
17. We use the terms 'individual', 'learner' and 'participant' to cover those whose education and training is funded by CPCA. Learner postcodes can be checked for eligibility at on the ESFA website using the [postcode checker data set](#).
18. We use the terms 'provision', 'education', 'training' or 'learning' to cover all learning or activities that we fund, whether it is a regulated qualification or other learning that is not a regulated qualification.
19. If we refer to a 'learning aim', we mean a single episode of substantive guided learning which lasts for 2 or more hours, and which could be a regulated qualification, a component of a regulated qualification or non-regulated learning identified by a Learning Aim Reference code, recorded, and reported through the national ILR data collection process.
20. If we refer to 'qualifications', either these will be from the [Regulated Qualification Framework \(RQF\)](#) or an Access to Higher Education Diploma recognised by the Quality Assurance Agency (QAA).
21. If we refer to 'programmes', we mean a coherent package of learning which may include regulated qualifications, components of regulated qualifications or non-regulated learning with clearly stated aims supporting agreed outcomes.
22. If we refer to 'activities', we mean all other delivery intervention activities that we fund, such as outreach focussed engagement event, where participation data is submitted to the CPCA each quarter, as set out in Annexe A.

## Contacting us

23. You can contact us by emailing your CPCA Skills Partnership Manager or the AEB Team at: [AEBDevolution@cambridgeshirepeterborough-ca.gov.uk](mailto:AEBDevolution@cambridgeshirepeterborough-ca.gov.uk).

## Section 1 – General Funding Requirement

### Principles of funding

24. These funding rules apply to all participants starting new learning aims or other eligible activities on or after 1 April 2023 on the CPCA's Multiply funded provision.
25. You may not transfer funding between your CPCA Multiply grant funding and any other education funding you may hold.
26. We will review and monitor whether the intervention that you provide represents good value for money. If we consider the funding that we have provided for an intervention is significantly more than the cost, you will be at risk of a reduction in funding by CPCA, and we may reduce the final amount that we pay you, after writing to you.

### Who we fund

27. If a CPCA resident aged 19 and over and does not have maths GCSE at grade C (or equivalent), they are eligible to access free numeracy courses through Multiply to build confidence with numbers and gain a qualification. You must check the eligibility of the participant at the start of each learning aim or activity and only claim funding for eligible participants.
28. Where we refer to a participant's age being 19, this relates to the participant being aged 19 or over on the 31 August within the 2023 to 2024 funding year they start a learning aim.
29. The age of the participant on 31 August in the funding year determines whether the participant is funded through Multiply funding (for individuals aged 19 and over). Individuals aged 19 to 24 with an Education Health and Care Plan will be funded by the ESFA through the young people's funding methodology and fall outside the scope of these Rules.
30. Where we refer to a participant's age being 19, this relates to the participant being aged 19+ by/at the start of participating in a Multiply learning aim or activity.
31. A participant's eligibility will not change during the learning aim, programme or activity.
32. Participants will be eligible for funding for the whole of the learning aim, programme or activity if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the participant for any further learning or activities they start.
33. If an individual starts a learning aim, programme or activity and is not eligible for funding, we will not fund their learning or participation while they remain ineligible.
34. You must not fund a participant who is unable to complete a learning aim, programme or activity in the time they have available. Any participant of learning delivery, of any age, must be able to achieve the learning aim or programme within the time they have available.
35. Providers must make sure an individual is eligible before claiming funding for them.

## Residency Eligibility

### Individuals who are eligible for funding

36. You must check the eligibility of a learner and their residency ensuring they reside within the local authority areas of CPCA at the start of each learning aim and only claim funding for eligible learners. Please refer to the devolution postcode checker data set.

- a. Non-UK Nationals who have ordinarily been resident in the UK for at least the previous 3 years on the first day of learning.
- b. Any individual with any of the statuses listed below is eligible to receive funding and are exempt from the 3-year residency requirement rule:

a) Refugee status	b) Discretionary leave to enter or remain
c) Exceptional leave to enter or remain	d) Indefinite leave to enter or remain
e) Humanitarian protection	f) Leave outside the rules
g) Ukraine Family Scheme	h) Ukraine Sponsorship Scheme (Homes for Ukraine)
i) Ukrainian adults and their family members through the Ukraine Extension Scheme (Apply to stay in the UK under the Ukraine Extension Scheme - <a href="https://www.gov.uk">GOV.UK</a> )	

### Individuals who are not eligible for funding

37. You must not claim funding for individuals who do not meet the eligibility criteria set out above. Examples of individuals who do not meet the eligibility criteria include the following. Please note this list is not exhaustive:

- a. Those who are here without authority or lawful status;
- b. Those who are resident in the United Kingdom on a student visa unless they are eligible through meeting any other of the categories described above;
- c. Those who are in the United Kingdom on holiday, with or without a visa;
- d. Those who are a family member of a person granted a student visa, who have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous three years on the first day of learning;
- e. Those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.

### What we will not fund

38. We will not fund:

- a. interventions that displace, replace and / or duplicate any existing adult numeracy provision, such as activity funded through the existing Adult Education Budget (AEB) statutory entitlement for maths qualifications.

## Multiply Grant Funding Rules

- b. qualifications, units or learning aims that are not listed on Find a Learning Aim, or on the DfE list of qualifications approved for funding (apart from engagement outcomes agreed through your Multiply Delivery Plan including Multiply specific aims).
  - c. provision to participants in custody. [The Ministry of Justice](#) funds prison education in England. Please note you can use your Multiply grant funding to fund individuals released on temporary licence as unemployed.
  - d. any part of any participant's learning aim or programme that duplicates provision they have received from any other source
  - e. education through Multiply, where a participant is undertaking or planning to undertake an apprenticeship and where that training will;
    - i. replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths
    - ii. offer career related training that conflicts with the apprenticeship aims
    - iii. be taking place during the apprentices working hours. Where an apprentice has more than one job, working hours refers to the hours of the job the apprenticeship is linked to.
  - f. a participant to repeat the same regulated maths or numeracy qualification where they have previously achieved GCSE maths grade 4 (C) or higher or Functional Skills Level 2.
  - g. a participant to sit or resit a learning aim assessment or examination where no extra learning takes place.
39. Under any circumstance, we would not expect to see multiple enrolments on similar level courses, or a repeat of similar learning aims unless this is of clear benefit to the participants' development.

## Subcontracting

40. We define a delivery subcontractor as a separate legal entity that has an agreement with you to deliver any element of the education and training activity we fund. A separate legal entity includes companies in your group, other associated companies and sole traders. It also includes individuals who are self-employed or supplied by an employment agency, including brokers unless those individuals are working under your direction and control, in the same way as your own employees.
41. Where you deliver Multiply funding provision through a subcontract, you must ensure that you comply with the arrangements published by the CPCA at the Subcontracting section of the CPCA [AEB Funding and Performance Management Rules 2023-2024](#) and subsequent versions where that document is updated.
42. You must submit a subcontracting declaration to us where you intend to subcontract Multiply. You must not begin a subcontract without our prior written approval.



## Participant evidence

43. You must hold and retain evidence to assure us that you are using the funding appropriately. Most evidence will occur naturally from your normal business process.
44. You must make sure enrolment evidence for CPCA Multiply funding supports your decision to claim funding and supports the individual's case for consideration as resident in the CPCA region, or any exceptions set out in the 'Residency eligibility' section.
45. In line with General Data Protection Regulations (GDPR), you must record in the evidence pack what appropriate documentation you have seen, rather than take photocopies to prove eligibility.
46. The evidence pack must contain evidence to support the funding claimed and must be available to us if and when we need it.
47. Evidence in the evidence pack must assure us that the participant exists, and that they are a resident in the CPCA region.
48. If the time spent in learning or activity is short, the level of evidence in the evidence pack would reflect this. Where you hold information centrally, you only need to refer to the source.
49. If a subcontractor delivers any provision to the participant, it must clearly identify who it is. This must match the information reported to us in the ILR or quarterly reporting.
50. The participant must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.
51. We accept electronic evidence, including electronic/digital signatures, where evidence is electronic, you must have wider systems and processes in place to assure you that participants exist and are eligible for funding.
52. Both electronic and digital signatures are acceptable, we do not specify which should be used, only that a secure process to obtain and store signatures is followed:
  - a. An electronic signature is defined as any electronic symbol or process that is associated with any record or document where there is an intention to sign the document by any party involved. An electronic signature can be anything from a check box to a signature and/or
  - b. A digital signature is where a document with an electronic signature is secured by a process making it non-refutable. It's a digital fingerprint which captures the act of signing by applying security to a document. Usually documents which have a digital signature embedded are extremely secure and cannot be accessed or amended easily
53. Where an electronic or digital signature is being held, from any party for any reason, you must ensure it is non-refutable. This includes the definitions of both wet and dry signatures. Systems and processes must be in place to assure to us the original signature has not been altered. Where any document needs to be renewed, and a new signature taken, it must be clear from when the new document takes effect, and both must be held.

54. You must keep effective and reliable evidence. You are responsible for making the evidence you hold easily available to us when we need it.

### Starting, participating and achieving

55. You can only claim Multiply funding when the directly related intervention starts. This would not include enrolment, induction, prior assessment or diagnostic testing.
56. For your direct learning delivery, and any subcontracted learning delivery, you and where relevant, your subcontractor(s) must ensure you have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering under Multiply prior to that delivery commencing. And, if any sanctions are applied you must inform the CPCA in writing immediately, including details and associated dates.
57. Delivery of the qualification (including participant registration with the awarding organisation) for direct delivery and any subcontracted delivery must be in line with the qualification specification and guidance set out by the relevant awarding organisation.
58. You must have and retain evidence that the learning took place, and the participant was not certificated for prior knowledge.
59. Where the learning is certificated, you must follow your awarding organisation's procedure for claiming the relevant certificate(s) and ensure the participant receives them. You must evidence this has happened in the evidence pack.

### Fees and charging

60. You must not make compulsory charges relating to the direct costs of delivering a learning aim or activities to participants we fully fund through Multiply. Direct costs include any essential activities or materials without which the participant could not complete and, for learning delivery, achieve their learning aim.

### Breaks in learning

61. You and the participant can agree to suspend learning while the participant takes a break from learning. This allows the participant to continue at a later date with the same eligibility that applied when they first started their learning.
62. We will not fund a participant during a break in learning.
63. You must record the date a participant takes a break in learning and the date they restart their learning in the ILR. Further guidance on recording breaks can be found on the ILR provider support manual 2023 to 2024.
64. You must have evidence that the participant agrees to return and continue with the same learning aim; otherwise, you must report the participant as withdrawn. When the participant returns to learning, you must re-plan and extend the remaining delivery as required.
65. You must not use a break in learning for short-term absences, such as holidays or short-term illness.

## Leaving learning

66. It is mandatory to report the learning actual end date in the ILR for a learner who completes or withdraws, as the last day that you can evidence they took part in a learning activity.

## Individualised Learner Record (ILR)

67. For learning delivery under Multiply funding, you must accurately complete all ILR fields as required in the [2023 to 2024 ILR Specification](#) and any supplementary CPCA guidance, even if they are not required for funding purposes. The ILR must accurately reflect the learning and support (where applicable) you have identified, planned and delivered to eligible individuals. You must not report inaccurate information that would result in an overstatement of the funding claimed.
68. Where your data does not support the funding you have claimed, we will take action to correct this which may result in us recovering funds where you have overstated a claim.
69. Only substantive learning delivery activity of 2 or more guided learning hours should be recorded in the ILR. Information about other activities funded under your approved Delivery Plan, such as engagement activities, should be returned in your quarterly report.

## Self-declarations by participants

70. All self-declarations must confirm the participant's details and describe what the participant is confirming in relation to the requirements set out in this document.
71. With prior agreement from the Combined Authority, learners who are unemployed and not in receipt of any benefits may be considered eligible for funding. All self-declarations of participants who are out of work and outside benefit arrangements must confirm the willingness to work must include evidence that confirms the learner's status and the reason for participating in Multiply including the participant's willingness to work or that they are seeking exceptional support with social integration. This self-declaration must be signed and dated by both the learner and tutor and held in the file for audit purposes.
72. If a learner self-declares prior attainment, you must check this in the [personal learning record \(PLR\)](#) and query any contradictory information with the learner. The PLR will not necessarily override the learner's self-declaration.

## Uploading course information

73. You must ensure that the communities you serve are aware of the different options for study. Support the participant journey by ensuring that course information for Multiply is updated at the course directory on [nationalcareers.service.org.uk](https://nationalcareers.service.org.uk).

## Branding guidelines

74. Please consult the [Multiply campaign: brand guidelines, logos and advert template - GOV.UK \(www.gov.uk\)](http://www.gov.uk) for relevant logos to be used as part of the Multiply and Skills for Life campaign. Logos and guidelines can be used in conjunction with each other or separately depending on your needs, and with the addition of the CPCA logo on any documentation and publicity material.

## Section 2 – Multiply funding

### Provision we fund

75. DfE expect clear differentiation between Learner Participation and Engagement in learning to enable identification of progression into non-substantive and substantive learning through the ILR.
76. Substantive Learning refers to learners funded through a CPCA Delivery Plan and is also classed as 'Learner Participation' and reported through the ILR (e.g. when a learner takes part in Multiply funded substantive training provision this learning may or may not lead to a qualification). Participation does not include people who engage with a Multiply initiative that aims to reach out / encourage people to improve their numeracy. People who participate in Multiply must be recorded in the ILR and monthly reporting spreadsheet.
77. Non-Substantive Learning refers to funded activities not reported through the ILR, this is also classed as Learner Engagement. To evidence numbers of learners engaged - those attending or taking part in outreach focussed provision that aims to encourage people to improve their numeracy (e.g. one hour taster sessions or workshops), as a minimum you must capture and record the persons Name, Date of Birth and Postcode. Engagement does not include people who participate (see above) in formal or informal learning of over 2 hours. People who engage in Multiply must be reported in the monthly reporting spreadsheet.

### Delivery plan

78. Multiply funding must be used to deliver the interventions, outcomes and outputs set out in your approved CPCA Delivery Plan.
79. Interventions are the activities identified in your agreed Delivery Plan aimed to:
- a. increase the number of adults achieving maths qualifications (up to, and including, Level 2 – with GCSEs and FSQs as our qualification of choice in England
  - b. improve labour market outcomes; and
  - c. increase adult numeracy across the population.
80. Interventions may include the following activities:

## Multiply Grant Funding Rules

- a. 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 order to access a certain job/career.
- b. new intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification.
- c. courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.
- d. numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach participants – for example, those not in the labour market or other groups identified locally as in need.

## Learning Aims

81. The Multiply programme will be recorded in the ILR as SOF 998, funding model 99, with the LDM code 385 recorded against the learning aim. There are a number of new Multiply-specific non-regulated learning aims that are available to be used. These can be identified on the LARS database and found on Find A Learning Aim using Category Code 63 Multiply – Improving Adult Numeracy Skills. Learners participating in regulated numeracy courses through Multiply should be recorded on the existing regulated learning aims.
82. You may deliver regulated maths or numeracy learning aims; however, you must ensure that this provision does not duplicate or displace delivery through AEB.
83. Where participants are registered on regulated qualifications such as Functional Skills maths or GCSE maths, these qualifications should meet the national requirements for those learning aims.
84. If a participant wants to 'retake' their GCSE maths qualification because they did not achieve a grade 4 or higher (C or higher), we will not fund the participant to only re-sit the exam.
85. You must not fund an apprentice for maths from Multiply.
86. You must provide accurate Unique Learner Number ("ULN") information to awarding organisations and ensure all information you use to register participants for qualifications is correct. You can find more information in the Personal Learning Record service guidance, and the Learning Records Service guidance for providers.
87. Where you are delivering non-regulated learning, you must ensure you have appropriate and robust quality assurance processes in place. For instance, 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. Further information on RARPA is available from the Learning and Work Institute.
88. Any other activities or events delivered under your approved Delivery Plan, where the ILR specification does not apply, should be recorded in your monthly report.

## Participants with learning difficulties and/or disabilities

89. You should consider the needs of participants with learning difficulties and/or disabilities and their accessibility to the Multiply programme. Any support funding required should be claimed as part of the intervention set out in your Delivery Plan activities.
90. In all cases, you should consider the appropriate funding programme for individuals with learning difficulties and/or disabilities where alternative delivery is available, for example through provision funding under the Adult Education Budget or by the ESF for those aged 19-24 and have an Education, Health and Care Plan (EHC) plan.

## Partnership working

91. Partnership working underpins the community learning objectives and is critical to developing and delivering an effective community learning offer in a given locality.
92. You must engage and work closely with a wide range of relevant partners and stakeholders in your local area to help shape your community learning offer to engage specific groups. These could include specialist partners, such as health, Jobcentre Plus and schools, and voluntary and community sector (VCS) organisations.
93. We expect you to work with other providers in your local area, who may be in receipt of non-formula community funding. We expect you to develop a strategic, efficient community learning offer to reduce duplication of courses in a locality, and signpost participants to other partners as and when appropriate.

## Participant support

94. You should consider any participant learning or learner support needs when engaging and enrolling individuals. The costs of any support needs must be met from within the funding agreed under the Delivery Plan. This includes putting in place a reasonable adjustment, as set out in the Equality Act 2010, for participants who have an identified learning difficulty or disability, to achieve their learning goal. Participant support may also include financial support for individuals with a specific financial hardship preventing them from taking part / continuing in learning.
95. Where individual needs cannot be met from Multiply, you should consider alternative learning programmes such as the Adult Education Budget and / or community learning funding.
96. Learning support must not be used to deal with everyday difficulties that are not directly associated with a participant's learning on their programme.
97. You must carry out a thorough assessment to identify the support the participant needs and agree and record the outcome of your assessment in the evidence pack.

## Section 3 – Payments and Performance Management

98. This section sets out the principles by which we will manage your performance in the 2023 to 2024 funding year.
99. For the purposes of this section, we use the term ‘grant value’ to mean your funding allocation as set out in your Multiply Grant Offer Letter.
100. We will apply our principles of performance management consistently to all Multiply grant funded providers.
101. As part of our financial assurance and monitoring work, we will continue to monitor compliance with the funding rules. We will contact you where we identify you have submitted data, claims or evidence that does not meet our funding rules and ILR requirements. We will require you to correct inaccurate ILR data or to adjust your final funding claim.
102. We expect to undertake timely performance management meetings as part of your regular relationship management meetings and our approach to monitoring provider progress. The frequency of monitoring and review visits may be increased if you are underperforming, or we have other concerns about your delivery.

### Multiply Grant funding

103. Your Multiply Grant funding is allocated to you as a block grant for the financial year 2023 to 2024.
104. Your grant offer letter will state the maximum amount of Multiply provision you can deliver between 1 April 2023 and 31 March 2024 paid to an agreed profile.

### Monthly reporting and funding claims

105. You must provide monthly reports setting out your actual funding claim to date and a forecast for the remainder of the year. The reporting dates are set out in the below table. The format for monthly reports is included at Annex A.

Report Type	Reporting period	Report date
Monthly (October)	1 – 31 October 2023	07 November 2023
Monthly (November)	1 – 30 November 2023	07 December 2023
Monthly (December)	1 – 31 December 2023	08 January 2024
Monthly (January)	1 – 31 January 2024	07 February 2024
Monthly (February)	1 – 29 February 2024	07 March 2024
Monthly (March)	1 – 31 March 2024	05 April 2024

106. At the end of the 2023/24 Financial Year you must provide a signed statement of grant usage to evidence legitimate spend of the grant. These Financial Year claims must be signed by a senior responsible person and declare that the funding claim is accurate, and, to the best of their knowledge, the amounts shown on the statement relate to Eligible Expenditure on Multiply and that the grant has been

## Multiply Grant Funding Rules

used for the purposes intended, as set out in these funding rules and your grant offer letter. The dates for funding claims are set out in the below table.

<b>Report Type</b>	<b>Reporting period</b>	<b>Report date</b>
Signed statement of grant usage for financial year	1 April 2023 – 31 March 2024	End of April 2024

107. We will review the actual spend you submit in your final funding claim against the ILR and monthly data you provide.
108. The following costs are excluded from eligible expenditure:
- a. contributions in kind;
  - b. capital expenditures and spending on the purchase of assets, for example buildings, furniture, fittings. This includes the purchase of information technology that is treated as capital expenditure for accounting purposes;
  - c. depreciation, amortisation or impairment of fixed assets owned by the Authority;
  - d. input VAT reclaimable by the Authority from HM Revenue and Customs;
  - e. interest payments or service charge payments for finance leases;
  - f. gifts;
  - g. entertaining (which for this purpose means anything that would be a taxable benefit to the person being entertained, according to current UK tax regulations);
  - h. statutory fines, criminal fines or penalties;
  - i. any activities that are not related to the provision of basic numeracy skills provision; and/or
  - j. any activities that the Authority would otherwise be able to access free of charge.
  - k. existing overheads i.e., Rates for premises costs.
109. At the end of the Financial Year 2023–24 (1 April 2023 – 31 March 2024), grant usage will be calculated based on qualifying Multiply expenditure in Financial Year 2023–24. Where you have unspent allocation based on your claimed eligible expenditure, the unspent allocation will be recovered by us.
110. You must maintain reliable, accessible and up to date accounting records with an adequate audit trail for all expenditure funded by the CPCA by grant monies under Multiply. You must maintain a robust system of internal financial controls and inform the CPCA promptly of any significant financial control or governance issues raised by its internal or external auditors.
111. Where you are selected for audit and a material difference (any amount exceeding £500) is identified through the assurance process, this amount will be adjusted from your future payments or recovered by invoice.



112. You must submit monthly delivery reports and funding claims to the CPCA in the format specified at Annex A. The Multiply reporting template described in Annex A was correct when publishing this document but may be subject to future change as influenced by government.

### **Increases or reductions in funding**

113. At the end of the Financial Year 2023/24 (1 April 2023 – 31 March 2024), grant usage will be calculated based on qualifying Multiply expenditure in that Financial Year.
114. We may adjust your funding allocation for April 2024 to March 2025, by the value of the under or over performance or not continue to contract with you dependent upon performance and affordability. We will write to you in either circumstance.

### **Monitoring and performance management**

115. CPCA Skills Partnership Managers will work closely with Multiply providers to ensure that their delivery and performance meets the criteria agreed in the grant agreement.
116. You should provide quarterly delivery progress reports to us:
- a. Progress against plan. How on track are you to deliver the interventions set out in your investment plan?
  - b. Outputs. How on track are you to deliver the output and outcomes most relevant to the interventions set out in your Delivery Plan? DfE also require for year 2, reporting on number of enrolments as well as number of learners.
  - c. How much Multiply grant funding allocation has been utilised up to the end of the reporting period broken down by intervention.
  - d. Issues, risks, challenges and opportunities
  - e. Programme learning. Best practice and areas for development.
117. Where issues with performance and/or the quality of delivery are identified, we will work with you to address the issue, however we reserve the right to reduce your grant value. If we decide to do this, we will write to you to explain why and when this will happen.

# Annex A

## Example of Monthly Reporting Requirements

Initiative Type	Initiative Name /Title	Initiative Description (100 characters max)	Developed in Collaboration with:				Does Initiative result in a regulated qualification? (Yes or No)	Learning Aim Title (if applicable)	Learning Aim Reference Number (if applicable)	How many times has this course/initiative run this month?	How many individual engagements this month? (Participants to be logged on the Engagement Log tab)	Cost per Participant engaging with the initiative (Unit Price)	Total cost of Engagement activity for the initiative	How many enrolments onto Substantive (ILR) learning this month for this course/initiative?	Cost per Participant engaging in Substantive Learning (Unit Price)	Total cost of Substantive learning activity for the initiative	Total spend this month for this course/initiative (to be checked, verified & agreed by CPC A)	Do you feel you are over/underperforming with Multiply delivery?	What have been the key programme challenges and risks in the last month?							Other reasons/comments for under/over performance on this initiative
			Employers (Yes or No)	If Yes, who? (Employer name & Postcode only)	Community Groups (Yes or No)	If Yes, who? (Group name and postcode only)													Lack of interest from...			Lack of...				
																		Learners	Community Groups	Employers / Sector	Need for skills	teaching resource	Project Mgmt resource	ILR submission quality		
												£0.00			£0.00	£0.00										
												£0.00			£0.00	£0.00										
												£0.00			£0.00	£0.00										
												£0.00			£0.00	£0.00										
												£0.00			£0.00	£0.00										
												£0.00			£0.00	£0.00										
												£0.00			£0.00	£0.00										

## Annex B

### Glossary

Brokers	By brokers we mean where a third-party matches, for a fee, a provider with an unused allocation with a provider that can secure enrolments of participants to utilise it
Break in learning	When a participant is not continuing with their learning but has told you beforehand that they intend to resume their learning in the future
Components of regulated qualification	A subset of a qualification, which could be a unit
Direct costs of learning	Any costs for items without which it would be impossible for the participant to complete their learning aim or activity. This can include the costs of registration, examination or any other activities or materials without which the participant cannot achieve their programme
Education health and care (EHC) plan	An EHC plan replaces statements of special educational needs and learning difficulty assessments for children and young people with special educational needs. The local authority has the legal duty to 'secure' the educational provision specified in the EHC plan, that is, to ensure that the provision is delivered
Eligible Expenditure	Expenditure for the purpose of delivering the Multiply programme and Delivery Plan, which excludes expenditure set out at paragraph 108
European Social Fund (ESF)	The ESF is a structural fund from the European Union. It improves the skills of the workforce and helps people who have difficulties finding work
Evidence pack	A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the participant exists, is eligible for funding, and the learning to be provided
Find a learning aim	Find a learning aim provides online services to find the latest information on available qualifications for Multiply. Qualifications and units show you funding streams for courses and the last date participants can start
Functional skills	Applied practical skills in maths that provides the participant with the essential knowledge, skills and understanding to enable them to operate effectively and independently in life and work
Funding Model 99	Identifies the funding methodology we apply to submission of finalised ILR data. For Multiply funding, Funding Model 99 is used
Funding year	For Multiply the funding year is the financial year which starts on 1 April and finishes on 31 March
General Data Protection Regulation	The General Data Protection Regulation (GDPR) is a Europe-wide law that replaced the Data Protection Act 1998 in the UK. It is part of the wider package of reform to the data protection landscape that includes the Data Protection Act 2018. The GDPR sets out requirements for how organisations have to handle personal data
Guided learning	As defined by Ofqual: "The activity of the participant in being taught or instructed by – otherwise participating in education or training under the immediate guidance or supervision of – a

## Multiply Grant Funding Rules

	lecturer, supervisor, tutor or other appropriate provider of education or training. For these purposes the activity of 'Participating in education and training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training." You can find more information in the Ofqual Handbook
Hardship	Within participant support, a category of support to assist vulnerable and disadvantaged participants to remove barriers to education and training
Individualised Learner Record (ILR)	The primary data collection requested from learning providers for further education and work-based learning in England. Government uses this data to monitor policy implementation and the performance of the sector. It is also used by organisations that allocate funding for further education
Legal entitlement	The legal entitlement to education and training allows participants to be fully funded who are aged 19 and over, who have not achieved a grade 4 (legacy grade C), or higher, and study for a qualification in English or maths up to and including level 2
Learning aim reference number	The unique eight-digit code used to identify a specific learning aim
Learning delivery monitoring (LDM)	A code used as part of the Individualised Learner Record (ILR) to indicate participation in ESFA funded programmes or initiatives
Learning planned end date	The date entered onto the Individualised Learner Record (ILR) when the participant is expected to complete their learning
Learning Records Service	A database that allows individual participants access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers
Learning support	Funding to enable providers to put in place a reasonable adjustment, set out in the Equality Act 2010, for participants with an identified learning difficulty and/or disability to achieve their learning goal.
Cambridgeshire and Peterborough Combined Authority Regions	The areas comprising the Local Authority areas where the participant also holds a relevant CPCA post code
Non-regulated learning	Learning which is not subject to awarding organisation external accreditation in the form of a regulated qualification. It may be designed, delivered and certificated by a provider or another organisation. Non-regulated Multiply learning delivery must be recorded using the Multiply-specific non-regulated learning aims listed on the Find a learning aim service under Category 63, Multiply - Improving adult numeracy skills
Ofqual	The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations and assessments in England
Participant file	A collection of documents and information brought together to form a single point of reference relating to the learning that is taking place. This provides the evidence to prove the participant

## Multiply Grant Funding Rules

	exists, is eligible for funding, and the learning or activity to be provided
Participant support	Funding to enable providers to support participants with a specific financial hardship that might prevent them from being able to start or complete their learning or activity
Personal Learning Record (PLR)	A database that allows individual participants access to their past and current achievement records. These can be shared with schools, colleges, further education training providers, universities or employers
Recognising and Recording Progress and Achievement (RARPA)	The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published updated RARPA Guidance. This comprises a clear framework designed to support participants through the learning process, identifying key outcomes. It provides a robust approach to quality control and improvement of non-regulated provision with a focus on self-assessment that supports standards acceptable to the Office of Standards in Education (Ofsted). You can access further information from The Learning and Work Institute
Regulated Qualifications Framework (RQF)	The RQF provides a way of understanding and describing the relative level and size of qualifications. The RQF, operated by Ofqual, is a single regulatory framework containing a range of general, technical and professional qualifications
Self-declaration	A process where the participant is able to confirm something through his or her own signature
Senior responsible person	For example, chief executive, section 151 officer, managing director, principal or their equivalent
Start of learning	The date on which learning begins. We do not consider enrolment, induction, diagnostic assessment or prior assessment to be part of learning
Subcontractor	A separate legal entity that has an agreement with you to deliver any element of the education and training activity we fund. A separate legal entity includes companies in your group, other associated companies and sole traders. It also includes individuals who are self-employed or supplied by an employment agency, unless those individuals are working under your direction and control, in the same way as your own employees
UK provider reference number (UKPRN)	A unique identifying number given to all providers by the UK Register of Learning Providers
Unique learner number (ULN)	A 10-digit number used to match a participant's achievement to their Personal Learning record (PLR)

## Appendix A

### Multiply Objective and Success Measures and Multiply Eligibility Criteria

#### MULTIPLY OBJECTIVE AND SUCCESS MEASURES

Numeracy is the ability to understand and use maths in daily life, home, and work. Whether that be improving household finances, helping children with homework, making more sense of the stats and facts in the media, or improving numeracy skills specific to work. People who improve their numeracy skills are more likely to be in employment, have higher wages, and better wellbeing, and will be more able to progress to higher levels of free training to secure a skilled job in the economy. Businesses who develop their employee's numeracy skills can boost productivity, increase profits, and improve employee retention.

The overall objective of Multiply is to increase the levels of functional numeracy in the adult population across the UK through the following success measures.

1. More adults achieving maths qualifications courses (up to, and including, Level 2 – with GCSEs and FSQs as the qualifications of choice in England – or equivalent) and an increase in participation in numeracy courses.
2. Improved labour market outcomes e.g., fewer numeracy skills gaps reported by employers, and an increase in the proportion of adults that progress into sustained employment and / or education.
3. Increased adult numeracy across the population – supporting learners to improve their understanding and use of maths in their daily lives, at home and at work - and to feel more confident when doing so.

#### MULTIPLY ELIGIBILITY - NATIONAL ELIGIBILITY CRITERIA

19+ Adults who don't already have a GCSE grade C/4 or higher in Maths, to improve numeracy up to and including Level 2.

Provision must not displace, replace and / or duplicate any existing adult numeracy provision such as activity funded through existing Adult Education Budget statutory entitlement for maths qualifications.

Non-UK Nationals who have ordinarily been resident in the UK for at least the previous 3 years on the first day of learning.

Any individual with any of the statuses listed below is eligible to receive funding and are exempt from the 3-year residency requirement rule:

a) Refugee status	b) Discretionary leave to enter or remain
c) Exceptional leave to enter or remain	d) Indefinite leave to enter or remain
e) Humanitarian protection	f) Leave outside the rules

## Multiply Grant Funding Rules

g) Ukraine Family Scheme	h) Ukraine Sponsorship Scheme (Homes for Ukraine)
i) Ukrainian adults and their family members through the Ukraine Extension Scheme (Apply to stay in the UK under the Ukraine Extension Scheme - <a href="https://www.gov.uk">GOV.UK</a> )	

### **CPCA RESIDENCY REQUIREMENT**

For this contract learners should be resident in the CPCA region where the participant holds a relevant CPCA post code.

## Appendix B

### Multiply Learner Self-Declaration

LEARNER SELF-DECLARATION - Whilst a self-declaration provides some level of assurance, it is the minimum we might expect but does not *check* the information provided by the learner in any self-declaration. We would expect a self-declaration to be used in conjunction with other forms of evidence and not be the default position or only form of check of eligibility for all Multiply funded learners.

#### CPCA Multiply Learner Self Declaration

Name..... (Please provide)

Date of birth.....(Please provide)

Postcode ..... (Please provide)

*Please tick to confirm:*

- I confirm that I am aged 19 or above
  
- I confirm that I reside within the Cambridgeshire and Peterborough region
  
- I confirm that I have been resident in the UK for at least 3 previous years on my first day of learning
  
- OR
  
- Confirm that I hold one of the six statuses for exemption of the 3-year residency learning requirement
  
- Confirm that I do not already have a GCSE grade C/4 or higher in maths
  
- Confirm that I am not undertaking any other training courses for maths or numeracy
  
- I confirm that I am undertaking this programme of learning to help me to progress my numeracy or maths skills

Signature of Learner\* .....

Date\* .....

#### TUTOR DECLARATION\*

Name.....  
(Please provide)

Organisation.....  
(Insert organisation name)



Multiply Grant Funding Rules

I confirm that a thorough initial assessment has been taken to determine that the learner is eligible to be fully funded by Cambridgeshire and Peterborough Combined Authority funding for Multiply Numeracy. I also confirm that I have seen appropriate documentation to evidence that the learner is resident in the Cambridgeshire and Peterborough region or has been residing in the UK for at least 3 years prior to start of learning or is exempt of the 3-year requirement and this is recorded in the learner's file.

Signature of Tutor\* .....

Date\* .....

## Appendix C

### CPCA Fair Processing Notice - UK Shared Prosperity Fund – Multiply

#### How we use your personal information

The Cambridgeshire and Peterborough Combined Authority (CPCA) is responsible for commissioning and funding Multiply provision for learners within the Cambridgeshire and Peterborough Combined Authority region. We may use your personal information in our delivery of this work.

If you have any questions about how your information is being used, you can contact the CPCA's Data Protection Officer at:

Cambridgeshire and Peterborough Combined Authority  
2<sup>nd</sup> Floor, Pathfinder House, St Mary's Street, Huntingdon, Cambridgeshire, PE29 3TN

#### How we collect your personal information

We collect your personal information where the law allows it, or we have a legal obligation to do so. Your personal information is collected to enable us to carry out the functions of the CPCA.

The lawful basis for collecting and using your personal information will depend on the service and will normally be:

- Where we need to for the purposes of CPCA functions
- Where we have your consent to do so
- Where we have a legal obligation

#### How we share your personal information

We may share your personal information with other services run by the CPCA, and other organisations, where the law allows it or we have a legal obligation to do so:

- With a third party who is working for CPCA under contract
- With organisations for the purposes of:
  - administration
  - provision of career and other guidance
  - statistical and research purposes, relating to education, training, employment and well-being prevention or detection of crime

Other organisations include:

- Education and Skills Funding Agency
- Department for Education

#### How we share your personal information

We will keep your data for a maximum of 7 years from the end of the financial year once you have ended your learning activity, after which it will be securely destroyed.

We may need to keep your personal information indefinitely for research and statistical purposes. We will put in place necessary measures to safeguard this information.

#### Your data protection rights

- You have the right:

## Multiply Grant Funding Rules

- To ask for access to information about you that we hold
- To have your personal data rectified if it is inaccurate or incomplete
- To request the deletion or removal of personal data where there is no compelling reason for its continued processing
- To restrict our processing of your personal data (i.e., permitting its storage but no further processing)
- To object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- Not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If we are processing your personal information using your consent, you can withdraw your consent at any time.

### **Further information on processing your information**

#### **Learner information**

Personal information is collected by the CPCA in accordance with the terms and conditions of funding imposed on providers of learning, for example, further education colleges and private training organisations. Your personal information is processed by the ESFA and passed to us when they process your information on behalf of the DfE, to enable the DfE to carry out its functions.

Learner information collected by the ESFA is known as the Individualised Learner Record (ILR). The specification and standards for the ILR are published for each academic year (1 August to 31 July) by the ESFA. This specification informs the personal, and sensitive data that is collected and provides more information about the use of your information.

Learner contact information collected by the ESFA may be used for the purposes of research and surveys to enable the DfE to carry out its functions or, where learning is funded by the European Social Fund (ESF), for the Department for Work and Pensions to carry out its functions. This contact information will only be used for the purposes of other research and surveys with the consent of the learner.

Learner information is also collected and supplied to the Learning Records Service, a part of the ESFA. Your information is used by the ESFA to issue learners with a Unique Learner Number, and to create and maintain your Personal Learning Record. More information about this use of learner information is published by the Learning Record Service.

#### **Sharing data**

In order for the DfE to carry out its functions:

- the ESFA and training providers share data to ensure accuracy of information held in relation to the funding of learning - a training provider may need to share your information with another training provider in order to verify accuracy of information in relation to a claim for funding from the ESFA
- your personal information may be shared with another training provider for the purposes of your continued learning

## Multiply Grant Funding Rules

In the event that a further education college or other training provider is unable to continue the delivery of training funded by the ESFA (for example, where a training provider is a limited company that is dissolved) the ESFA will endeavour to make arrangements for the secure transfer of information, including your personal data, from the former training provider to another training provider to support your continued learning. It may also request information from Awarding Organisations to establish at what stage your learning has reached according to their records.

### **The right to lodge a complaint with a supervisory authority**

You have the right to lodge a complaint regarding the processing of your personal data to the UK's supervisory authority, the Information Commissioner, who can be reached using the details below:

The Information Commissioner's Office,  
Wycliffe House,  
Water Lane,  
Wilmslow,  
Cheshire SK9 5AF  
[www.ico.org.uk](http://www.ico.org.uk)  
0303 123 1113

## Appendix D

### Department for Education Privacy Notice



Department  
for Education

Department for Education: privacy notice for Multiply – non-substantive activity  
Last updated: [17/01/23] Date of next review: [01/24] We might make changes before the review date. Check regularly for updates.

This privacy notice explains how the Department for Education (DfE) uses personal information as part of Multiply. This includes information you give to us, or information that we may collect about you.

Multiply is a government-funded programme to help adults improve their numeracy skills. Non-substantive activity is a provision which is targeted at those in the local area who would benefit from Multiply funded learning. This is likely to be more informal and innovative activity and not typically classroom-based.

#### Why we get your personal data

When we collect and use this information, we need to follow the law. The main laws are the Data Protection Act (DPA) and the UK General Data Protection Regulation (GDPR). The DfE is the data controller for your personal data. We must have a reason to collect your personal data. This is called a 'lawful basis'.

We can use these lawful bases to process your personal data:

- **Public task** – this is when we need your personal data to do our work, to provide or fund education.

#### What we need

We will collect the following types of personal data about you, from organisations that we are providing funding to, in order to deliver Multiply on our behalf:

- Name
- Date of Birth
- Post Code

#### Why we need it and what we do with it

We collect and process your personal information in order to:

- Monitor the impact of Multiply funding, on non-substantive activity. We will use it to monitor your progress to further learning, via the Individual Learner Record.

#### How long we keep it

## Multiply Grant Funding Rules

The Multiply Programme will only keep your personal information for as long as we need it. We decide how long to keep your personal information based on the needs of the department and the law.

We will keep your information for up to 7 years; this is so we can evaluate the success of the Multiply programme.

*We will take necessary steps to keep your information safe. It will then be securely destroyed when it is no longer needed.*

### **Do we use any data processors?**

A data processor is an organisation that processes your information on DfE's behalf.

We only use data processors for these activities:

- To evaluate the impact of Multiply funding on non-substantive activity

### **Do we transfer your personal information overseas?**

When DfE stores personal information outside the UK, we will make sure we keep your personal data safe. We follow the data protection law. We also use extra security measures, contracts and data sharing agreements.

### **Do we share your personal information?**

If the law allows it, we might share your personal information with other parts of DfE including the Education and Skills Funding Agency (ESFA), and with other government departments.

We will share your personal information with:

- organisations who work for us under a contract
- organisations that request information to help prevent and detect crime or fraud, where it is lawful to do so

DfE may share your personal information in order to:

- Evaluate the success of the Multiply programme

The [DfE Personal Information Charter](#) gives you more information on how we use your personal information.

### **What are your rights**

You have rights about how and why your information is collected and used.

These include:

- The right to see the personal information we have about you – this is called 'right of access'
- The right to ask us to change any information you think is not accurate or complete – this is called 'right to rectification'

## Multiply Grant Funding Rules

- The right to ask us to delete your personal information – this is called ‘right to erasure’
- The right to ask us to stop using your information – this is called ‘right to restriction of processing’, and
- Your ‘right to object to processing’ of your information

For more information on your rights, please see the [ICO website](#).

### Finding out what information we have

You have the right to ask for access to your personal information. This is known as a subject access request (SAR).

To make a SAR, you can use the [DfE contact form](#).

Or you can post your request to the Data Protection Office at the above address. Include as much information as you can about the information you need. Include the years you need the information for. If possible, tell us which part of the department holds the information. You’ll also need to tell us your telephone number and address. We may need to check your identity and your right to access the information you’re requesting. To check your identity, we may ask for a copy of your passport, photo driving licence or proof of your address.

We’ll try to respond to your request within one month. But, if your request is complex, this could take a further two months, but we’ll tell you if this is the case.

If you would like to see a copy of the personal information we hold about you, this is called a Subject Access Request, or SAR, see [here](#) for further details.

### How to contact us or make a complaint

If you have a question, or feel your data has been mishandled, you can contact us by: using our secure [DfE contact form](#).

or writing to:

Emma Wharram  
Data Protection Officer  
Department for Education (B2.28)  
7 & 8 Wellington Place  
Wellington Street  
Leeds  
LS1 4AW

You can also complain to the ICO by writing to:

Information Commissioner’s Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire  
SK9 5AF

Helpline number: 0303 123 1113. Or use the online [ICO contact form](#).