

**MAYOR OF LONDON**

# **London Multiply funding (Grant)**

## **2023-24**

**Funding and Performance Management Rules for  
London Multiply funding (Grant)**

**For the 2023 to 2024 funding year (1 August 2023 to  
31 July 2024).**

This document sets out the funding rules that apply to all providers of education and training for London residents who receive Multiply funding (Grant) from the Greater London Authority.

Version 2.2

# COPYRIGHT

**Greater London Authority**

**September 2023**

Published by:  
Greater London Authority  
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Issue date	January 2024
Amendments made from previous version	Refer to What's new section
Review date	July 2024
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# What's new?

The following represents the key changes from the GLA Multiply funding (Grant) rules 2022-23, published in October 2022, as well as version 2.2 changes, related to the learners with prior Level 2 attainment in maths. New additions to the rules are **in green**.

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<b>Who we fund</b>	Updated paragraph 26, a learner must be aged 19 or older at the start of London Multiply learning aim
<b>What we will not fund</b>	Paragraphs 37 and 38 added for those learners with prior Level 2 attainment in maths and numeracy
<b>Individualised learner record.</b>	Paragraphs 64 and 65 added detail to guide the ILR submission.
<b>Self- declaration by participants</b>	Paragraph 76 added to clarify evidence needed for learners with prior L2 attainment in maths and numeracy
<b>Learning aims</b>	Paragraph 86 added for individual learner assessment
<b>Quarterly reporting and funding claims</b>	Paragraphs 106 and 107 updated with funding year and financial year allocation details. Paragraphs 109 and 110 have updated reporting dates for 2023-24.
<b>Monitoring and managing performance</b>	Introduction of paragraphs 121-122, outlining enrolment targets and adjustments for underperformance against funding allocation.
<b>Annex A</b>	New report format
<b>Annex B</b>	Updated profile

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**Annex C**

New glossary items added:

- Course/Initiative
  - Engaging and engagement
  - Non-substantive learning
  - Outreach
  - Participating and participation
  - Provision
  - Substantive learning provision
  - Types of provision
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# Introduction and purpose of the document

1. This document sets out the Greater London Authority's Multiply ("Multiply") funding rules for the academic year running from 1 August 2023 to 31 July 2024. The rules apply to all providers of education and training who receive Multiply funding (Grant) from the Secretary of State for Education acting through the Greater London Authority ("GLA"). Section 31 Grant Determination (Ring-Fenced) Letter for Multiply Funding: No. 31/6266 (DfE Grant Reference: con\_15739) ESFA Agreement Reference: ESFA-22850 allows for funding to be subject to conditions in this way.
2. The purpose of the Multiply grant is 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 life at home and work – and enabling them to achieve a formal qualification that can open doors for them.
3. Providers must respond to the priorities set by the Mayor in the [Skills Roadmap for London](#).
4. These rules do not apply to the Adult Education Budget, apprenticeships, advanced learner loans or to education and training services funded by the Education and Skills Funding Agency ("ESFA").
5. This document forms part of the terms and conditions of funding and you must read them in conjunction with your Conditions of Multiply Funding (Grant). You must operate within the terms and conditions of the Conditions of Multiply Funding (Grant), these rules, and the Individualised Learner Record ("ILR") Specification and supplementary GLA guidance. If you do not, you are in breach of the Conditions of Multiply Funding (Grant) with the GLA.
6. All information, including hyperlinks, were correct when we published this document.
7. The GLA reserves the right to make changes to these rules. This may be, for example, to ensure Multiply funding aligns to the Mayoral priorities outlined in the [Skills Roadmap for London](#) and continues to comply with any requirements set by government.

## How this document can help you

8. We have divided this document into three sections that contain the general funding requirements, Multiply specific funding rules and payment and performance management rules.
9. Each section may include:
  - 9.1 the context of the rule in a box; and/or
  - 9.2 the rule itself as a numbered paragraph.
10. We have included a glossary to explain technical terms.
11. 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

12. The terms 'GLA', 'we', 'us' and 'our' refer to the Greater London Authority.
13. When we refer to 'you', 'your' or 'providers', this includes colleges, higher education institutions and local authorities who receive funding from us to deliver education and training. We will use the generic term 'you' or 'provider' unless the requirements only apply to a specific provider type.
14. We use the term 'grant agreement' to describe the GLA Conditions of Multiply Funding (Grant) which is issued to Multiply Grant providers.
15. We use the terms 'individual', 'learner' and 'participant' to cover those whose provision is funded by us.
16. We use the term 'provision' or 'learning' to refer to all learning or activity that we fund, whether it is a regulated qualification or other learning that is not a regulated qualification.
17. If we refer to qualifications, either these will be from the Regulated Qualification Framework (RQF) or an Access to Higher Education Diploma recognised and regulated by the Quality Assurance Agency (QAA).
18. 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.

19. 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.
20. If we refer to 'activities' we mean all other delivery intervention activities that we fund, such as outreach focussed engagement events, where participation data is submitted to the GLA in quarterly reporting, set out in Annexe A.

## **Contacting us**

21. You can contact us through our Service Desk at [multiply@london.gov.uk](mailto:multiply@london.gov.uk). You can also contact your GLA Provider Manager.



## Section 1 – General Funding Requirements

### Principles of funding

22. These funding rules apply to all participants starting new learning aims or other eligible activities on or after 1 August 2023 on the GLA's Multiply funded provision.
23. You must not transfer funding between your GLA Multiply funding (Grant) and any other education funding you may hold.
24. 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, we may reduce the amount of funding we pay, after consulting with you.

### Who we fund

25. You must check the eligibility of the participant at the start of each learning aim or activity and only claim funding for eligible participants.
26. **To be funded by us, on the first day of learning a participant must be aged 19 or older at the start of each Multiply learning aim or activity within the 2023 to 2024 funding year.**
27. Individuals aged 19 to 24 on 31 August in the funding year with an Education Health and Care Plan are funded by the ESFA through the young people's funding methodology and fall outside the scope of these rules.
28. A participant's eligibility will not change during the learning aim, programme or activity.
29. 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.
30. 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.
31. 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.

32. Providers must make sure an individual is eligible before claiming funding for them.

## **Residency eligibility**

### *Individuals who are eligible for funding*

33. Residency requirements for London Multiply Programme are outlined in the [ESFA Adult Education Budget \(AEB\) funding rules 2023-24](#). Unless otherwise stated in the ESFA's rules, learners must have been an ordinary resident in the UK for at least the previous three years on the first day of learning.
34. Individuals participating in the Multiply programme funded by the GLA must be London residents.

### *Individuals who are not eligible for funding*

35. 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:
- 35.1 those who are here without authority or lawful status;
  - 35.2 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;
  - 35.3 those who are in the United Kingdom on holiday, with or without a visa;
  - 35.4 those who are a family member of a person granted a student visa,
  - 35.5 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;
  - 35.6 those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.

## **What we will not fund**

36. We will not fund:
- 36.1 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.

- 36.2 qualifications, units or learning aims that are not listed on Find a Learning Aim, or on the DfE list of qualifications approved for funding.
- 36.3 provision to participants in custody. The Ministry of Justice funds prison education in England. Please note you can use your Multiply funding (Grant) to fund individuals released on temporary licence.
- 36.4 any part of any participant's learning aim or programme that duplicates provision they have received from any other source
- 36.5 education through Multiply, where a participant is undertaking or planning to undertake an apprenticeship and where that training will;
  - 36.5.1 replicate vocational and other learning aims covered by the apprenticeship standard or framework, including English and maths
  - 36.5.2 offer career related training that conflicts with the apprenticeship aims
  - 36.5.3 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.
- 36.6 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.
- 36.7 a participant to sit or resit a learning aim assessment or examination where no extra learning takes place.
- 36.8 A participant with prior level 2 attainment in maths or numeracy, whose skills assessment has determined they have functional maths skills at Level 2.
- 37. Providers have the discretion to fund learners who have already achieved a Level 2 qualification in maths whose a skills assessment has determined they have functional maths skills below Level 2, and where Multiply provision will help them to get a job, progress in their career or progress to higher levels of training.
- 38. Learners should not be allowed to retake qualifications they already possess. Multiply should continue to be primarily aimed at those without a L2 numeracy qualification.
- 39. The objective of Multiply is to increase the number of adults achieving maths qualifications up to Level 2. Where you deliver interventions designed to widen participation and support participants to progress onto new or more stretching provision, we would not expect to see multiple enrolments on similar level courses,

or a repeat of similar learning aims unless this is of benefit to participants' development.

## **Subcontracting**

38. 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, unless those individuals are working under your direction and control, in the same way as your own employees.
39. Where you deliver Multiply funding provision through a subcontract, you must ensure that you comply with the arrangements published by the GLA at Subcontracting section of the [GLA AEB Grant Funding Rules 2023-24](#) and subsequent versions where that document is updated.
40. You must submit a subcontracting plan to us where you intend to subcontract Multiply. You may not subcontract without our prior written approval through GLA OPS.

## **Participant Evidence**

41. 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.
42. You must make sure enrolment evidence for GLA Multiply funding supports your decision to claim funding and supports the individual's case for consideration as resident in London, or any exceptions set out in the 'Residency eligibility' section.
43. 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.
43. You must retain a pack of evidence to support the funding claimed and this must be available to us if we need it.
44. Evidence in the evidence pack must assure us that the participant exists. The participant must confirm information they provide is correct when it is collected. 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.
45. 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.

46. The participant must confirm the information is correct when it is collected. You must have evidence of this, which can include electronic formats.
47. We accept electronic evidence, including electronic/digital signatures, but you must have wider systems and processes in place to assure you that participants exist and are eligible for funding.
48. 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:
  - 48.1 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
  - 48.2 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
49. 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.
50. 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**

51. You can only claim Multiply funding when the directly related intervention starts.
52. For your direct learning delivery, and any subcontracted learning delivery, you and where relevant, your subcontractor(s) must have direct centre approval and where appropriate, direct qualification approval from the respective awarding organisation for the regulated qualifications you are offering under Multiply.
53. 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.

54. You must have evidence that the learning took place, and the participant was not certificated for prior knowledge.
55. 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*

56. 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*

57. 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.
58. We will not fund a participant during a break in learning.
59. 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](#).
60. 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.
61. You must not use a break in learning for short-term absences, such as holidays or short-term illness.

### **Leaving learning**

62. You must report the learning actual end date in the ILR for a participant who leaves learning as the last day that you can evidence they took part in a learning activity.

### **Individualised Learner Record (ILR)**

63. 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 GLA guidance, even if they are not required for funding purposes.

64. The ILR must accurately reflect the Multiply learning 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.
65. Multiply delivery records must be recorded in ILR data as Funding Model 99 and Source of Funding (SOF) 998, with Learning Delivery Monitoring (LDM) code 385 recorded against the learning aim. Devolved Area Monitoring (DAM) coding is not required.
66. Where your data does not support the funding, you have claimed, we will take action to get this corrected and could recover funds you have claimed.
67. Only substantive learning delivery activity of two more guided learning hours should be recorded in the ILR. Substantive Multiply learning can consist of delivery of regulated or non-regulated learning aims, up to and including Level 2.
68. Information about other activities funded under your approved Investment Plan Template, such as [outreach focused engagement activities of two hours or less](#), should be returned in your quarterly and [annual reports](#) set out at Annex A. [Delivery activity of two hours or less should not be recorded in the ILR.](#)

### London Learner Survey

69. You are required to support the implementation of the London Learner Survey, which is used to measure the impact of provision funded through Multiply funding. You must administer the baseline survey to all Multiply-funding (Grant) participants for learning delivery on courses recorded in the ILR. This includes any participants undertaking provision delivered by any third parties, and any participants undertaking distance learning. You must ensure that participants completing Multiply provision are identified in submissions of ILR within 3 months of their leaving date. You are required to engage with GLA's research partner responsible for the survey. We do not expect the survey to be administered to individuals who are not on courses, i.e. those only participating in wider engagement and outreach activities through Multiply.
70. You must schedule designated time for participants to complete the survey. A tutor or other staff member must be available to support with responding to participant queries when completing the survey. You have the flexibility to determine the most effective method of administering the survey under these conditions.
71. A target participant participation rate of 50% will apply. Where participation rates fall below the target, you may be required to attend a monitoring meeting with the GLA to explore how participation rates can be improved.

72. Failure to achieve a 50% participant participation rate in the London Learner Survey will impact upon your future Multiply allocation.

### **Self-declarations by participants**

73. 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.
74. All self-declarations of participants who are out of work and outside benefit arrangements must confirm the participant's willingness to work or that they are seeking exceptional support with social integration.
75. If a participant self-declares prior attainment, you must check this in the [Personal Learning Record \(PLR\)](#) query any contradictory information with the participant. The PLR will not necessarily override the participant's self-declaration.
76. *All learners who already have a L2 qualification in maths but whose skills assessment has determined they have functional maths skills below Level 2, must provide a self-declaration confirming that attendance on a Multiply course will help them to get a job, progress in their career or progress to higher levels of training.*

### **Uploading course information**

77. You should ensure that the communities you serve are aware of different options for study and to support the participant journey by ensuring that course information for Multiply is updated at [Publish to the course directory](#) ([nationalcareersservice.gov.uk](http://nationalcareersservice.gov.uk)).



## Section 2 – Multiply funding

### Provision we fund

#### *Investment Plan Template*

78. Multiply funding must be used to deliver the interventions, outcomes and outputs set out in your approved GLA Investment Plan Template.
79. Interventions are the activities identified in your agreed Investment Plan Template aimed to:
  - 79.1 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
  - 79.2 improve labour market outcomes; and
  - 79.3 increase adult numeracy across the population.
80. Interventions may include the following activities:
  - 80.1 Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.
  - 80.2 Courses designed to help people use numeracy to manage their money.
  - 80.3 Innovative numeracy programmes delivered together with employers including courses designed to cover specific numeracy skills required in the workplace.
  - 80.4 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.
  - 80.5 New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification.
  - 80.6 Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression.
  - 80.7 Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence.

- 80.8 Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system.
- 80.9 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.
- 80.10 Additional relevant maths modules embedded into other vocational courses.

## Learning Aims

- 81. You must record non-regulated learning delivery activity in ILR data using the Multiply-specific learning aims that are listed on [Find a Learning Aim](#) service under Category Type 63, Multiply - Improving adult numeracy skills.
- 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. 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.
- 83. 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.
- 84. You must not fund an apprentice for maths from Multiply.
- 85. 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.
- 86. **You must carry out a thorough initial assessment to determine an individual's current level of functional numeracy using current skills assessment tools.**
- 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 Investment Plan Template, where the ILR specification does not apply, should be recorded in your quarterly report set out at Annex A.

## 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 Investment Plan Template 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 ESFA 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 Investment Plan Template. 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 more appropriate programmes such as the Adult Education Budget.
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 Appendix 1 of your grant agreement.
100. We will apply our principles of performance management consistently to all Multiply funding (Grant) providers.
101. We will use our approach to funding to make sure learning provision is of a high quality. We will use your track record to assess your ability to deliver education and training to the required standard. Your track record will include Ofsted grades, minimum quality standards, education performance data, financial health, financial management and control, and your previous delivery against your grant agreement, where this information is available. Further information is available in our monitoring and intervention policy – [Managing Provider Performance](#).
102. 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.
103. We expect you to undertake termly performance management meetings.
104. The frequency of monitoring and review visits may be increased if you are underperforming or we have other concerns about your delivery.

### Multiply funding (Grant)

105. Your Multiply funding (Grant) is allocated to you as a block grant for 2023 to 2024. We will make payments on the standard national profile as set out in Table 1 of Annex B.
106. Your grant agreement will state the maximum amount of Multiply provision you can deliver between 1<sup>st</sup> August 2023 and 31 July 2024.
107. Your Conditions of Funding (Grant) will span two financial years:

107.1 August 2023 to March 2024: periods 1 to 8 of the 2023/24 funding year; and

107.2 April 2024 to July 2024: periods 9 to 12 of the 2022 to 2023 funding year. The funding for this period is subject to confirmation by the GLA.

108. Your Multiply funding block grant can be used to fund new starts under the programme.

### Quarterly reporting and funding claims

109. You must provide quarterly 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 quarterly reports is included at Annex A

Report type	Reporting period	
Year Two Quarter Two	1 July – 31 September 2023	13th October 2023
Year Two Quarter Three	1 October – 31 <sup>st</sup> December 2023	16th January 2024
Year Two Quarter Four	1 January – 31 <sup>st</sup> March 2024	19th April 2024
Year Three Quarter One	1 April – 30 <sup>th</sup> June 2024	12th July 2024
Year Three Quarter Two	1 July – 31 September 2024	14th October 2024
Year Three Quarter Three	1 October – 31 <sup>st</sup> December 2024	17th January 2025
Year Three Quarter Four	1 January – 31 <sup>st</sup> March 2025	11th April 2025

110. At the end of the Financial Year 2023-24, and Funding Year 2023/24, you must provide a funding claim setting out statement of grant usage to evidence legitimate spend of the grant, in the format specified at Annex A. *Eligible expenditure for Year 2 is expenditure for activity that has been delivered in Financial Year 23-24), whether this has been paid for or accrued.* These Financial Year and Funding Year claims must be signed by a senior responsible person and declare that the funding claim is accurate and to that, to the best of their knowledge, the amounts shown on the statement relate to Eligible Expenditure on Multiply and that the grant has been used for the purposes intended, as set out in these funding rules and your grant agreement. The dates for funding claims are set out in the below table.

Report type	Reporting period	Report date
Financial Year	1 April 2023 – 31 March 2024	19 April 2024
Funding Year	1 August 2023 – 31 July 2024	13 September 2024
Financial Year	1 April 2024 – 31 March 2025	11 April 2025

111. You must submit your funding claims in line with the Funding Claims 2023 to 2024 guidance which we will publish. We will review the actual spend you submit in your final funding claim against the ILR and quarterly data you provide.
112. The following costs are excluded from eligible expenditure:
  - 112.1 contributions in kind;
  - 112.2 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;
  - 112.3 depreciation, amortisation or impairment of fixed assets owned by the Authority;
  - 112.4 input VAT reclaimable by the Authority from HM Revenue and Customs;
  - 112.5 interest payments or service charge payments for finance leases;
  - 112.6 gifts;
  - 112.7 entertaining (which for this purpose means anything that would be a taxable benefit to the person being entertained, according to current UK tax regulations);
  - 112.8 statutory fines, criminal fines or penalties;
  - 112.9 any activities that are not related to the provision of basic numeracy skills provision; and/or
  - 112.10 any activities that the Authority would otherwise be able to access free of charge.
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 Financial Year 2023–24. Where you have unspent allocation based on your claimed eligible expenditure, the unspent allocation will be recovered by us.
114. You must maintain reliable, accessible and up to date accounting records with an adequate audit trail for all expenditure funded by the GLA by grant monies under Multiply. You must maintain a robust system of internal financial controls and inform the GLA promptly of any significant financial control or governance issues raised by its internal or external auditors.
115. Where you are selected for audit and a material difference (any amount exceeding £1000) is identified through the assurance process, this amount will be adjusted from your future payments or recovered by invoice.

116. You must submit quarterly delivery reports and funding claims to the GLA in the format specified at Annex A. The Multiply reporting template described in Annex A was correct when we published this document but may be subject to future change, for example in response to any change in requirements set by government.

## **Increases and reductions in funding**

117. 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.
118. We may adjust your funding allocation for April 2023 to March 2024, and future years, by the value of the under or over performance.

## **Monitoring and managing performance**

119. GLA Provider Managers will work closely with Multiply providers to ensure that their delivery and performance meets the criteria agreed in the grant agreement.
120. You should provide quarterly delivery progress reports to us
- 120.1 Progress against plan. How on track are you to deliver the interventions set out in your investment plan?
  - 120.2 Outputs. How on track are you to deliver the output and outcomes most relevant to the interventions set out in your Investment Plan Template?
  - 120.3 How much Multiply grant funding allocation has been utilised up to the end of the reporting period broken down by intervention.
  - 120.4 Issues, risks, challenges and opportunities
  - 120.5 Programme learning. Best practice and areas for development.
121. If you fall under 70% of enrolment targets, you may expect your allocation reduced by the proportionate amount of funding. This will be applicable for Financial Year 3 delivery and the payments will be offset through any ongoing payment commitments through GLA OPS.
122. If you have been underperforming against your funding allocation for two consecutive financial years (2022/23 and 2023/24), we reserve the right to adjust your grant value in subsequent academic/financial year (from 2024/25) accordingly.



## Annex A – Quarterly, Financial Year and Full Year report

UKPRN	Select UKPRN from drop-down list																	
Provider Na																		
Date of report																		
Type of report	Quarterly Report																	
Reporting p	Select Quarterly reporting period from drop-down list																	
Intervention type	Multiply intervention delivered	A. Number of learners who participated in substantive learning courses (enrolments) (Actual for reporting period)	A1. Of which, number of learners who started substantive learning courses (enrolments) (Actual for reporting period)	B. Number of distinct learners who participated in substantive learning courses (headcount) (Actual for reporting period)	B1. Of which, number of distinct learners who started substantive learning courses (headcount) (Actual for reporting period)	C. Number of people who engaged with outreach focussed events/activity (Actual for reporting period)	D. Number of different types of provision that ran in London for this intervention (Actual for reporting period)	D1. Of which, number of different types of provision that started for this intervention (Actual for reporting period)	E1. Number of courses/initiatives that ran which were developed in collaboration with employers (Actual for reporting period)	E2. Number of courses/initiatives that started which were developed in collaboration with employers (Actual for reporting period)	F1. Number of courses/initiatives that ran which were developed in collaboration with community groups (Actual for reporting period)	F2. Number of courses/initiatives that started which were developed in collaboration with community groups (Actual for reporting period)	G1. Number of courses/initiatives that ran which lead to a qualification (Actual for reporting period)	G2. Number of courses/initiatives that started which lead to a qualification (Actual for reporting period)	H. Total actual expenditure for the reporting period (Actual for reporting period)	I. Total forecast expenditure for the Financial Year		
1	Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications																	
2	Courses designed to help people use numeracy to manage their money																	
3	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace																	
4	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																	
5	New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification																	
6	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression																	
7	Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence																	
8	Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system																	
9	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners																	
10	Additional relevant maths modules embedded into other vocational courses																	
Off-menu	Please add text describing any off-menu provision																	
Off-menu	Please add text describing any off-menu provision																	
Off-menu	Please add text describing any off-menu provision																	
Off-menu	Please add text describing any off-menu provision																	
Off-menu	Please add text describing any off-menu provision																	
<b>Total</b>		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	£0.00	£0.00

## Annex B – Multiply Standard Profiles

The following table refers to P1 to P12. These represent the funding year periods where P1 is August and P12 is July.

**Table 1: Multiply block grant standard profile**

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Multiply block grant monthly profile	8.22%	8.22%	8.22%	8.22%	8.22%	8.21%	8.21%	8.21%	8.57%	8.57%	8.57%	8.56%
Multiply block grant cumulative profile	8.22%	16.44%	24.66%	32.88%	41.1%	49.31%	57.52%	65.73%	74.3%	82.87%	91.44%	100.00%

## Annex C – Glossary

Brokerage	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.
Course/Initiative	A course or initiative is a singular and specific instance of delivery of provision funded by Multiply. This can be substantive learning, which can be regulated or non-regulated learning, or a non-substantive outreach or engagement activity.
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 Investment Plan Template, which excludes expenditure set out at paragraph 106.
Engaging and engagement	Engagement is when a person attends or takes part in outreach focused provision that aims to encourage people to take part in further activity which will improve their numeracy (for example, a one-hour taster session or workshop). Engagement does not include people who participate in formal or informal learning of over 2 hours. You would not usually record these learners in the ILR. Instead, as a minimum, you must collect their name, postcode and date of birth and provide this to the GLA when requested.
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	<a href="#">Find a learning aim</a> 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	The financial year for Multiply starts on 1 August and finishes on 31 March. The academic year basis, which starts on 1 August and finishes on 31 July.
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 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
GLA Provider Manager	Each grant recipient will be allocated a dedicated single point of contact within City Hall.
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.
Intervention	<a href="#">The Multiply Investment Prospectus</a> sets out the national menu of 10 intervention types (pages 7 to 10). All planned provision that providers set out in their investment plans is linked to one of these

	<p>interventions. The interventions are set out in paragraph 80 of these rules.</p>
Legal entitlement	<p>The <a href="#">legal entitlement to education and training</a> 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.</p>
Learning aim reference number	<p>The unique eight-digit code used to identify a specific learning aim.</p>
Learning delivery monitoring (LDM)	<p>A code used as part of the Individualised Learner Record (ILR) to indicate participation in ESFA funded programmes or initiatives. <a href="#">All Multiply funded delivery recorded in the ILR must be coded with LDM 385.</a></p>
Learning planned end date	<p>The date entered onto the Individualised Learner Record (ILR) when the participant is expected to complete their learning.</p>
Learning Records Service	<p>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.</p>
Learning support	<p>Funding to enable providers to put in place a reasonable adjustment, set out in the <a href="#">Equality Act 2010</a>, for participants with an identified learning difficulty and/or disability to achieve their learning goal.</p>
London	<p>The area comprising the areas of the London boroughs, the City and the Temples shall constitute an administrative area to be known as Greater London.</p>
London Learner Survey	<p>A London-wide survey of participants commissioned by the GLA that will measure the extent to which participants progress into further learning or employment, as well as measures of health, wellbeing and social integration. More information is available on the <a href="#">GLA website</a>.</p>
Non-regulated learning	<p>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 <a href="#">Find a learning aim service</a> under Category 63, Multiply – Improving adult numeracy skills.</p>
Non-substantive learning provision	<p><a href="#">Provision consisting of short interventions of less than two guided learning delivery hours, e.g. outreach focussed or engagement activities. Learners participating in non-substantive provision must not be recorded in the ILR. Instead, as a minimum, you must collect their name, postcode and date of birth and provide this to the GLA when requested.</a></p>

Ofqual	The Office of Qualifications and Examinations Regulation, which regulates qualifications, examinations and assessments in England.
Outreach	Outreach focussed provision 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. Examples are: using ‘touchpoints’ to reach out (for example, money advice, community or housing services); running a taster session or event. You would not usually record these learners in the ILR. Instead, as a minimum, you must collect their name, postcode and date of birth and provide this to the GLA when requested.
Participating and participation	Participation is when a learner takes part in Multiply funded substantive learning provision. This learning may or may not lead to a qualification. You must record these learners in the ILR. Participation does not include people who engage with a Multiply initiative that aims to reach out or encourage people to improve their numeracy (i.e. which meet definitions in this table for Outreach or Non-substantive provision).
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 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.
Provision	<p>Provision is the overall Multiply delivery that local areas are funding, consisting of any type of substantive learning or non-substantive outreach or engagement activities that Multiply providers are delivering in fulfilment of their investment plan. Your overall provision should aim to measurably improve adult functional numeracy levels in your local area.</p> <p>Types of provision are the specific individual types of learning, outreach or engagement activity which Multiply providers are delivering, linked to one of the interventions. For each relevant intervention, a provider may deliver only one type of provision or multiple types, each consisting of specific curriculum or activity content which is different to each other type.</p>

Recognising and Recording Progress and Achievement (RARPA)	The Learning and Work Institute have undertaken a consultation on the RARPA Cycle and have published <a href="#">updated RARPA Guidance</a> . 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 nonregulated 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 learning	Learning which is subject to awarding organisation external accreditation in the form of a regulated qualification.
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, 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.
Substantive learning provision	Provision consisting of delivery of guided learning which lasts for two hours or longer, e.g. courses, or informal learning opportunities, through which learners will measurably improve their functional numeracy. The provision may or may not lead to a regulated qualification. You must record learners who participate in substantive learning provision in the Individualised Learner Record (ILR).
UK provider reference number (UKPRN)	A unique identifying number given to all providers by the <a href="#">UK Register of Learning Providers</a> .
Unique learner number (ULN)	A 10-digit number used to match a participant's achievement to their Personal Learning record (PLR).