



**North
Northamptonshire
Council**

OBJECTIVES AND DESIRED OUTCOMES FOR THE PROVISION OF MULTIPLY SERVICES FOR NORTH NORTHAMPTONSHIRE

January 2023

1. INTRODUCTION

- 1.1. This document outlines the objectives and desired outcomes for the delivery of the Multiply programme in the North Northamptonshire Council (NNC) area.
- 1.2. The overall objective of Multiply is to increase the levels of functional numeracy in the adult population across the UK. The following success measures have been identified for the whole programme at a national level:
 - 1.2.1. **More adults achieving maths qualifications courses** (up to and including Level 2 – with GCSE's and Functional Skills Qualifications as the qualifications of choice in England – or equivalent) and an increase in participation in numeracy courses. We expect local areas to evidence improvements in functional numeracy, rather than solely participation in Multiply interventions.
 - 1.2.2. **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
 - 1.2.3. **Increased adult numeracy across the population** – this overall impact, which goes beyond achieving certificates or qualifications, will track the perceived and actual difference taking part in the programme makes in 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
- 1.3. The target group for the Multiply programme is adults that are ordinarily resident in the NNC area.

The programme in the NNC area will be split into the following 9 Lots;

Lot 1	Intervention 1: Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications
Lot 2	Intervention 2: Courses designed to help people use numeracy to manage their money
Lot 3	Intervention 3: Innovative numeracy programmes delivered together with employers including courses designed to cover specific numeracy skills required in the workplace
Lot 4	Intervention 4: Courses aimed at people who cannot apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy in order to access a certain job/career
Lot 5	Intervention 5: New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification

Lot 6	Intervention 6: Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression
Lot 7	Intervention 7: Numeracy courses aimed at prisoners, those recently released from prison or on temporary license
Lot 8	Intervention 8: Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system
Lot 9	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners

2. PROGRAMME OBJECTIVES

2.1 To meet the objectives of the national programme, the Department for Education has identified a menu of interventions to be delivered to support learners on the programme:

- 2.1.1 Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications
- 2.1.2 Courses designed to help people use numeracy to manage their money
- 2.1.3 Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace
- 2.1.4 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
- 2.1.5 New intensive and flexible numeracy courses targeted at people without Level 2 Maths, leading to a Functional Skills Qualification
- 2.1.6 Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression
- 2.1.7 Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence
- 2.1.8 Numeracy courses aimed at those 19 and over that are leaving, or have just left, the care system
- 2.1.9 Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners – for example, those not in the labour market or other groups identified locally as in need
- 2.1.10 Relevant maths modules embedded into other vocational courses

2.1.11 Bespoke, off menu interventions to meet the needs of the local community in developing numeracy skills

3 AIMS & OBJECTIVES

- 3.1 NNC is the authority responsible for delivery of the Multiply programme's aims in North Northamptonshire. Providers will be required to deliver interventions in accordance with the national strategy or develop bespoke interventions to meet local needs.
- 3.2 The Provider shall deliver Multiply programmes that meet both the purpose and objectives identified within this document, and in accordance with the Multiply Technical Guidance.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1068823/Multiply_Technical_Guidance.pdf
- 3.3 The Provider shall deliver Multiply programmes in accordance with the requirements set out in this document as well as any additional requirements that NNC notifies to the Provider from time to time.
- 3.4 Delivery on the Multiply programme must not displace, replace or duplicate any existing adult numeracy provision, such as activity funded through the existing Adult Education Budget statutory entitlement for Maths qualifications
- 3.5 The Multiply Technical guidance contains further information and procedures that must be strictly adhered to. Failure to adhere to these could affect current and future funding allocation.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1068823/Multiply_Technical_Guidance.pdf
- 3.6 Providers shall have effective management arrangements in place to ensure that all requirements of the Multiply programme are fulfilled.
- 3.7 It is not expected that NNC will receive an Ofsted inspection during the length of this programme however this cannot be ruled out. As such, Providers shall have in place appropriate Quality Assurance systems to satisfy the requirements of Ofsted as detailed in the Education Inspection Framework (CIF) (Updated 23 July 2021)
<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework> The Provider may at NNC's discretion receive inspection and/or support from North Northamptonshire Adult Learning Service (NNC ALS) to satisfy that the Ofsted requirements are sufficiently in place.
- 3.8 The Provider shall recruit the target learners as agreed within their bid submission.
- 3.9 The Provider shall develop informal partnership arrangements with organisations, which may include but not be limited to DWP, Housing

Associations, local job clubs, employers, schools and children's centres to work together with the common goal of improving outcomes for the learners. This should include, as a minimum, referrals of target learners, providing a shared venue, or providing other types of support to each other with the goal of improving outcomes for the learners. The Provider shall undertake pre-course Information, Advice and Guidance to ensure learners are enrolled on the most appropriate course that best meets their individual needs.

3.10 The Provider shall undertake curriculum planning, and appropriate marketing and community engagement to ensure the recruitment of the required target learners.

3.11 The Provider shall provide high quality learning throughout the duration of the programme, as outlined in the providers submitted bid.

3.11.1 NNC anticipates that Providers shall adopt an innovative approach to delivering Multiply Interventions and engaging learners to encourage a cultural change in attitudes to numeracy.

3.11.2 Providers shall ensure that staff delivering on the Multiply programme have the necessary skills, knowledge and experience to deliver activities described in the Project Proposal and Intervention Plan.

3.11.3 We anticipate that staff leading outreach, community and one-to-one interventions bring enthusiasm and creativity to the programme but anticipate that a teaching qualification is not essential.

3.11.4 Providers shall ensure that staff delivering on accredited qualification programmes have appropriate teaching and numeracy qualifications to deliver qualifications.

3.11.5 The Provider shall ensure that all activities take place in a safe, healthy and supportive environment which meets the needs of learners and is compliant with the ESFA's Safe Learner Concept.

3.11.6 The Provider shall employ innovative delivery methods in order to retain the programme's target learners.

3.11.7 The Provider shall ensure that they have in place processes to measure and evaluate learner progress on the Multiply programme.

3.11.8 The Provider shall provide enrolment, completion and achievement data to NNC ALS in order for this information to be entered within the ILR (Individual Learner Record system).

3.11.9 The Provider shall provide information, advice and guidance (IAG) throughout the programme to meet learners' individual needs and to identify progression routes into suitable existing GCSE and Functional Skills qualifications and relevant numeracy provision.

3.11.10 The Provider shall hold the appropriate approval and authority to deliver qualifications, where appropriate.

3.11.11 Providers are NOT permitted to use delivery sub-contractors to complement their own delivery. However, we are keen to encourage consortium and partnerships applications

3.11.12 The Provider shall provide, or arrange for a third party to deliver, information, advice and guidance (IAG) at the end of the course to support progression to further learning available in developing numeracy skills and maths qualifications, and volunteering, employment or other opportunities that help the learner to achieve their numeracy skills where this isn't provided by the Provider.

3.12 Online learning provision must incorporate:

3.12.1 a thorough induction so that learners are aware of how to stay safe online.

3.12.2 interactive learning and a mix of delivery methods.

3.12.3 comply with guided learning hours for the courses as outlined in provider's bid submission.

3.12.4 monitoring of learners' progress and regular feedback, as classroom learning.

3.12.5 provision of end of course IAG to identify appropriate next steps according to circumstances and need.

3.13 The Provider shall provide a dedicated Multiply Co-ordinator to liaise with the NNC Multiply Project Management Team.

3.14 The Provider shall engage in regular project management meetings with a Multiply Project Officer (either by phone, online or face-to-face at the discretion of the NNC) to discuss delivery of the programme.

3.15 The Provider will provide the NNC Multiply Project Management Team with information to support statement of expenditure and progress report to be made to DfE at end of year in 2022-23

3.16 The provider will complete the NNC Multiply enrolment form and send these regularly, as instructed by the NNC Multiply Project Management team, to NNC. NNC will be responsible for inputting all learner data into the Council's management information system, TERMS.

3.17 The Provider shall, upon request, provide copies of enrolment forms to verify learners enrolled on programme and their eligibility.

3.18 The Provider shall give the DfE, and any other person nominated by them, access to their premises and all documents related to the Provider's delivery of the Multiply programme.

3.19 The Provider shall work with the Multiply Project Management Team to resolve any data queries.

3.20 The Provider shall produce one learner case study per term, to be approved by the NNC, and shall submit the learner case study electronically to NNC for such approval.

3.21 The Provider shall have in place a comprehensive Risk Management Strategy specific to this programme. The Risk Management Strategy will need to be

appropriate to the level of the bid but may include, but not be limited to, incorporating a risk register identifying each risk, its probability and impact, the mitigating actions and the risk owner.

- 3.22 The Provider shall have in place a comprehensive Business Continuity Plan in relation to this programme and will submit the plan to NNC on request. The Business Continuity Plan shall include but not be limited to the following considerations:

3.22.1 Fire, theft or loss of training venues, training materials or equipment

3.22.2 Data management and security

3.22.3 Tutors and the provision of substitutes

3.22.4 Availability of finance

3.22.5 Continuity of learning if the programme (or any grant agreement entered into by the Provider under it) ends

4 QUALITY OF THE SERVICE

4.1 The Provider shall have well established quality assurance and improvement processes in place.

4.2 The Provider shall work with the NNC ALS in monitoring the quality and content of delivery, and incorporate improvements where identified.

4.3 The Provider shall co-operate with quality checks as directed by the Multiply Project Team. Quality systems will support and guide providers and contribute to the evaluation of the Multiply programme. Quality checks may include learning walks, interviews with staff and learners, sampling of learner documents etc.

4.4 The Provider shall support NNC's quality measurement activities, including distributing Learner Surveys and submitting paperwork to allow NNC to monitor the impact of the Multiply programme.

4.5 The provider shall ensure that any Safeguarding policies/processes are in place and adhered to. N.B. Safeguarding support can be offered via NNC ALS (at its absolute discretion) should this be required.

4.6 The provider shall ensure that adequate DBS checks are in place for any member of staff if working with vulnerable learners. Advice on requirements for DBS checks and levels can be provided by NNC ALS (at its absolute discretion) if required.

5 SAFEGUARDING

5.1 The Provider must notify the Authorised Representative (the person appointed by NNC to administer and manage the programme on behalf of NNC), or such other person NNC may nominate from time to time, about any complaints, allegations or critical and major incidents. The Provider must ensure that its Safeguarding Policy is updated regularly and is made available to NNC promptly on request.

6 EVALUATION

6.1 The Provider shall co-operate with processes for evaluation of the Multiply programme objectives

6.2 DfE will lead on national evaluation of the programme. Providers will be expected to contribute to the national evaluation process

6.3 Providers shall have in place processes to evaluate the success of interventions delivered through the Multiply programme

7 FUNDING

7.1 Funding must not be claimed by the Provider for any part of the learning programme that duplicates provision received from any other source.

7.2 The Providers delivery must meet funding rules set out in the Multiply Technical Guidance: [Multiply Technical Guidance](https://publishing.service.gov.uk) ([\(publishing.service.gov.uk\)](https://publishing.service.gov.uk))

8 CLAWBACK OF FUNDING

8.1 NNC may withhold or suspend, and/or require repayment of all or part of funding granted to the Provider by NNC. The circumstances which may result in such withdrawal, suspension and/or clawback shall be set out in the grant agreement to be entered into by the parties.

9 PROGRAMME OF INTERVENTIONS

9.1 Providers can apply to deliver the full range of interventions detailed below, or select those most appropriate to their organisations, skill set and experience, and target learners. The below gives examples of programmes that could fit under each section however NNC are open to innovative measures that may not be listed below.

Lot 1	Intervention 1: Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications
Lot 2	Intervention 2: Courses designed to help people use numeracy to manage their money
Lot 3	Intervention 3: Innovative numeracy programmes delivered together with employers including courses designed to cover specific numeracy skills required in the workplace
Lot 4	Intervention 4: Courses aimed at people who cannot apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy in order to access a certain job/career
Lot 5	Intervention 5: New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification
Lot 6	Intervention 6: Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression

Lot 7	Intervention 7: Numeracy courses aimed at prisoners, those recently released from prison or on temporary license
Lot 8	Intervention 8: Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system
Lot 9	Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners

10 Intervention 1: Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications

10.1 Maximum funding available across all interventions is:

10.1.1 Year 1 - £70,000

10.1.2 Year 2 - £64,000

10.1.3 Year 3 - £64,000

10.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.

10.3 Provide one-to-one, engagement and pre-entry numeracy courses for those need the first steps towards formal numeracy qualifications.

10.4 Target groups could include ESOL learners who may need additional language support, residents within areas of high unemployment, NEETs, care leavers, ex-offenders, etc...

10.5 We anticipate that this cohort may need additional intensive support to progress. A menu of activity will be offered via this strand including 2-10GLH engagement activity and 10+ GLH longer pre-entry courses with appropriate signposting to AEB funded provision.

10.6 Courses will include end of course information, advice and guidance (IAG) as appropriate

11 Intervention 2: Courses designed to help people use numeracy to manage their money

11.1 Maximum funding available across all interventions is:

11.1.1 Year 1 - £61,000

11.1.2 Year 2 - £65,000

11.1.3 Year 3 - £65,000

11.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.

11.3 Progressive and accessible menu of money management courses designed to assist members of the community in aspects of personal finance, budgeting, transition from benefits into paid employment, including debt management and household budgeting programmes with a practical application of number relating to dealing with the cost of living crisis e.g. cooking on a budget, understanding energy bill/use, etc....

11.4 Courses range in length but must include end of course IAG as appropriate to signpost to support services and other funded provision.

11.5 Courses will take place in venues accessible for our target learners.

- 11.6 It would be beneficial if food and drink could be provided as part of this intervention to support with engagement and the current cost of living crisis.
- 11.7 Learners could be recruited via partnership working with organisations working with this cohort through, but not limited to, Food Banks, Housing Associations, community organisations, Citizens Advice Bureau, etc....

12 Intervention 3: Innovative numeracy programmes delivered together with employers including courses designed to cover specific numeracy skills required in the workplace

- 12.1 Maximum funding available across all interventions is:
- 12.1.1 Year 1 - £108,000
 - 12.1.2 Year 2 - £120,000
 - 12.1.3 Year 3 - £120,000
- 12.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.
- 12.3 Numeracy Boost as well as on-demand courses that will be offered in a blended format in the workplace, to fit in with business needs.
- 12.4 Opportunity to develop a range of maths multiply champions and tutors to work flexibly with employers.
- 12.5 Target audience includes employees of both public sector and private employers across Northamptonshire.
- 12.6 Recruitment will be supported by workplace Multiply Champions being developed as part of the programme.
- 12.7 Courses will take place at employers' premises or any other suitable venue to meet the needs of employees.
- 12.8 A menu of activity will be offered via this strand including 2 GLH engagement activity, 10 GLH short courses and longer 20+ GLH provision with signposting to AEB funded provision.
- 12.9 Careers advice will be provided to support those under-employed employees, or ones wishing to make a career change.

13 Intervention 4: Courses aimed at people who cannot apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy in order to access a certain job/career

- 13.1 Maximum funding available across all interventions is:
- 13.1.1 Year 1 - £15,000
 - 13.1.2 Year 2 - £15,000
 - 13.1.3 Year 3 - £15,000
- 13.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.
- 13.3 Vocational maths for everyday jobs, promotion and engagement activities within events for jobseekers.

- 13.4 Short practical activities to include budgeting for the new job (to include loss of benefits, understanding payslips/salaries and additional costs such as travel, meals at work, etc)
- 13.5 Courses will be delivered in community as well as at employer's premises to suit sector demands.
- 13.6 Recruitment could be via a cross-agency/partnership approach involving children's centres, training providers, DWP, employers and local community and voluntary organisations.
- 13.7 A menu of activity may be offered via this strand including 2 GLH engagement activity, 10 GLH short courses and longer 20+ GLH provision with signposting to AEB funded provision
- 13.8 Courses will include end of course IAG and careers support as standard.

14 Intervention 5: New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification

- 14.1 Maximum funding available across all interventions is:
 - 14.1.1 Year 1 - £12,000
 - 14.1.2 Year 2 - £23,000
 - 14.1.3 Year 3 - £23,000
- 14.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.
- 14.3 A new programme on demand, intensive and flexible numeracy courses, with rolling starts throughout the year. Could be developed to target people with Level 1 Maths, incorporating a Functional Skills Qualification at level 2.
- 14.4 Longer-term activities and fun-based projects to embed skills and build confidence.
- 14.5 A range of provision could be offered from Entry 1 to Level 2. Interventions should not 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 boosts funding for adult numeracy, enabling local areas to deliver more innovative approaches and reach more people. We expect bids to demonstrate how this is complementary and different to AEB interventions, in their investment plans. Advice on this can be provided by NNC ALS if required.
- 14.6 Entry Level qualifications will be heavily supported to help boost confidence of learners.
- 14.7 Courses will be aimed at learners who need qualifications to help them plan their next steps quickly e.g. progression to HE, for employment and progression at work.
- 14.8 End of course IAG and careers advice will be provided to support learners onto their next steps.
- 14.9 A menu of activity could be offered via this strand including 2 GLH short engagement courses, 5 GLH skills assessment, as well as the longer Functional Skills courses, depending on prior attainment

15 Intervention 6: Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression

- 15.1 Maximum funding available across all interventions is:
 - 15.1.1 Year 1 - £50,000
 - 15.1.2 Year 2 - £50,000
 - 15.1.3 Year 3 - £48,000
- 15.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.
- 15.3 A programme of activities is to be organised to both engage families within the programme for signposting parents to all interventions as well as bespoke courses for the whole family.
- 15.4 Events including a fun maths entertainment show, arts-based activities, family maths weekends and activities within organised community events will engage families targeted by schools, the social care team and VCSEs.
- 15.5 A programme of courses delivered in partnership with current and new partners including schools, libraries and other partner services. Courses to include linking maths with sports.
- 15.6 Recruitment could be via cross-agency/partnership approach involving the local authority, schools, children's centres, training providers and local community and voluntary organisations. Parents of home educated children will be a key target group.
- 15.7 A menu of activity will be offered via this strand including 2 GLH engagement activity, 10 GLH short courses and longer 20+ GLH provision with signposting to AEB funded provision where appropriate.
- 15.8 End of course IAG and careers advice will be provided as standard.

16 Intervention 7: Numeracy courses aimed at prisoners, those recently released from prison or on temporary license

- 16.1 Maximum funding available across all interventions is:
 - 16.1.1 Year 1 - £19,000
 - 16.1.2 Year 2 - £22,000
 - 16.1.3 Year 3 - £22,000
- 16.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.
- 16.3 The provision is to provide one-to-one, engagement workshops and numeracy courses, targeting prisoners, those recently released from prison or on temporary license.
- 16.4 Due to the cohort involved we anticipate that intensive additional support will be required.
- 16.5 Recruitment will likely be via a cross-agency/partnership approach.
- 16.6 A menu of activity will be offered via this strand including 2 GLH engagement activity and 10+ GLH longer courses with appropriate signposting to AEB funded courses.

16.7 Bespoke end of course IAG and careers advice will be provided to help learners onto their next steps.

17 Intervention 8: Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system

17.1 Maximum funding available across all interventions is:

17.1.1 Year 1 - £35,000

17.1.2 Year 2 - £35,000

17.1.3 Year 3 - £35,000

17.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.

17.3 Courses will be very practical and give learners to opportunity to practise numeracy skills in the real world.

17.4 Using infrastructure of provision already in NNC to support vulnerable people, including care leavers, Multiply provision will be offered to support people with the numeracy skills around managing a household budget, shopping, decorating, etc.

17.5 Bespoke end of course IAG and careers advice will be provided to help learners onto their next steps.

18 Intervention 9: Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners

18.1 Maximum funding available across all interventions is:

18.1.1 Year 1 - £126,332

18.1.2 Year 2 - £104,152

18.1.3 Year 3 - £106,152

18.2 Maximum funding amounts are subject to changes based on need and continued funding from the DfE.

18.3 Working with established community groups, a range of numeracy provision will be developed aimed at engaging with the hardest to reach learners.

18.4 Activities aimed at specific groups to target numeracy skills at specific needs. To include:

18.4.1 Maths for ESOL (to include what numeracy is different in the UK)

18.4.2 Maths for the homeless (to include bank accounts, basic budgeting, Big Issue style business model)

18.4.3 Activities aimed at people with a learning disability (to include shopping, paying in a cafe, cooking times, reading a bus timetable, etc)

18.4.4 Numeracy activities delivered outdoors.

18.5 Programmes to be delivered via a mobile outreach offer.

18.6 Engaging groups in mobile outreach not only engages learners in a setting in which they feel comfortable but acts as a gateway and builds learner confidence to eventually progress to other learning.

- 18.7 Courses range from 2 to 10 GLH with signposting to AEB provision as appropriate.
- 18.8 Courses will take place in venues accessible for our target learners.
- 18.9 End of course IAG and bespoke careers advice will be offered to this cohort
- 18.10 Costs submitted to include an element towards course promotion and marketing, learner engagement and providers' management costs
- 18.11 All delivery shall be tailored to the needs of the individuals and specific client groups.
- 18.12 Provision shall be a minimum of two guided learning hours.
- 18.13 Only learners resident or working in the NNC area are eligible for Multiply funding

19 Responsibilities of NNC

- 19.1 NNC shall put in place appropriate governance processes and systems to ensure that the activity has the right level of buy in and representation in order to ensure decisions can be made within an appropriate timeframe.
- 19.2 NNC shall ensure that governance is providing strategic direction and challenge, helping to shape provision and priorities, and monitor distribution and quality of provision delivered.
- 19.3 NNC shall ensure that regular, supportive Project Monitoring meetings are held with the Provider and for the duration of their delivery of the programme.
- 19.4 NNC will, where possible, provide information regarding wider NNC and Government policy issues which may have an impact on the Multiply programme.

20 Management Systems

- 20.1 All data to do with the delivery of learning including course details, learner details, enrolment and attendance to be entered onto NNC's TERMS Management Information System by the NCC MIS team.
- 20.2 Providers will be subject to robust monitoring and course document audit to ensure that the conditions of the grant funding are fully met in relation to expenditure through NNC's Multiply allocation from the ESFA.
- 20.3 NNC will be responsible for ensuring monthly return of the ILR.

21 Complaints and compliments

- 21.1 The Provider shall maintain an effective complaints and compliments policy and procedure that is in accordance with the NNC Complaints policy. The Provider's policy shall have systems in operation which monitor the incident and outcome of all complaints and investigations regarding the provision of the programme.

22 Expected Policies and Procedures

22.1 The Provider will adhere to NNC policies and procedures, as notified to the Provider from time to time, and also hold current, appropriate and fit for purpose policies and procedures, relating to the policies listed below. Providers are expected to have the following policies and procedures in place (including but not limited to):

- 22.1.1 Safeguarding Policy
- 22.1.2 Out of Hours and Emergency Contact Policy
- 22.1.3 Anti-Bullying and Harassment Policy
- 22.1.4 Record keeping and Information Governance Policies
- 22.1.5 Compliments, Comments and Complaints policy
- 22.1.6 Accidents and Incidents
- 22.1.7 Whistleblowing Policy
- 22.1.8 Safer Recruitment Policy and Procedures
- 22.1.9 Workforce Development and Management Policy and Procedures:

To include but not limited to:

- (i) Induction
- (ii) Supervision arrangement;
- (iii) Appraisal arrangements; and
- Continual Personal and professional development arrangements
- (iv) Training and development
- (v) Performance management
- (vi) Quality Assurance
- (vii) Risk Assessment and Risk Management
- (viii) Transport Policy and procedures including use of staff cars and public transport
- (ix) Staff Code of conduct (to include professional boundaries, mobile phone use, transport, smoking and other substance use)
- (x) Grievance and Disciplinary Policies
- (xi) Absence Management (including sickness, annual leave and other leave rights)
- (xii) Equalities and Diversity Policy
- (xiii) Lone Working Policies
- (xiv) Environmental/Energy Saving Policy
- (xv) Policy and Procedures for visitors
- (xvi) Health and Safety Management and Risk Assessment
- (xvii) Confidentiality and Data Protection
- (xviii) Business Continuity Planning

23 Modern Slavery, Child Labour and Inhumane Treatment

23.1 The Provider shall:

- 23.1.1 comply with all applicable anti-slavery and human trafficking laws, statutes, regulations and codes from time to time in force including, but not limited to, the Modern Slavery Act 2015;

23.1.2 have and maintain throughout the programme its own policies and procedures to ensure its compliance; and

23.1.3 not engage in any activity, practice or conduct that would constitute an offence under sections 1, 2 or 4, of the Modern Slavery Act 2015 if such activity, practice or conduct were carried out in the UK.

23.2 The Provider shall not employ anyone under the age of 18 in any type of work that by its nature or circumstances is hazardous or is carried out in a way likely to jeopardize the health, safety or morals of young persons

24 Health & Safety

24.1 The Provider shall comply with the requirements of the Health and Safety at Work Act 1974 and any other acts, orders, regulations and codes of practice relating to health and safety, which may apply to its staff and other people working with or for the Provider in delivery of the programme.

24.2 The Provider shall ensure that its health and safety policy statement (as required by the Health and Safety at Work Act 1974) is made available to the NNC on request.