

Multiply					
Intervention	Comments	Strategic fit (Progressive Partnership for Powys)	Strategic fit (GMW)	External Consultation	Example projects (provided by UK Government)
W44: Courses designed to increase confidence with numbers for those needing the first steps towards formal qualifications.	Advice sought from Aggie	Supporting vulnerable people		2 out of 10	<ul style="list-style-type: none"> Using best practice to engage new learners such as a cross-agency / partnership approach, working with local employers (for example, to deliver in-work confidence building courses), or the design of new teaching material.

W45: Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression.	Could be picked up in W44			7 out of 10	▪ Projects focussing on people who are in serious debt (for example through linking with debt advisory services) but may also be an element built into broader numeracy courses where appropriate.
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W46: Courses aimed at prisoners, those recently released from prison or on temporary licence.	Could be picked up in W44			10 out of 10	▪ Courses that may include peer mentor lead approaches; family learning sessions; or other bite sized learning opportunities which complement existing provision.
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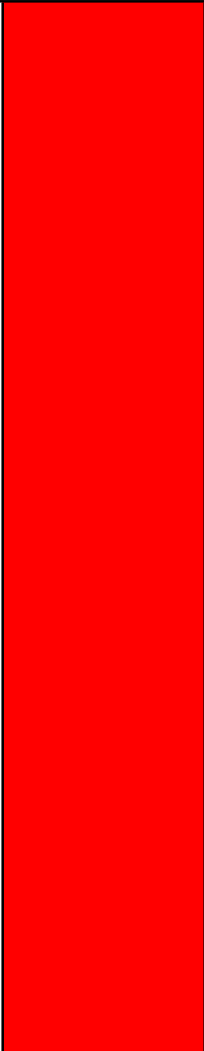

<p>W47: Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in order to access a certain job/career.</p>		Supporting vulnerable people		1 out of 10	<ul style="list-style-type: none">▪ For example, projects in partnership with job centres and large employers in your local area, such as NHS Trusts.
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W48: Additional relevant maths modules embedded into other vocational courses.

9 out of 10

▪ We know that adults often learn best when they can see the practical application of their learning - for example, ratios for mixing paint, or assessing roof angles, or calculating the number of bricks needed. That's why we'd also like to see bringing numeracy learning into other vocational courses, so people can build their skills in parallel.

<p>W49: Innovative programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace.</p>	<p>Advice sought from Aggie</p>	<p>Developing prosperous towns and villages</p>		<p>3 out of 10</p>	<p>▪ Local interventions that are delivered in partnership with employers, such as in the workplace and / or targeted at priority sectors to national and local economies (such as construction, manufacturing or adult social care).</p>
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<p>W50: New intensive and flexible courses targeted at people without Level 2 maths in Wales, leading to an equivalent qualification (for more information on equivalent qualifications, please see Qualifications can cross boundaries (sqa.org.uk))</p>	<p>Advice sought from Aggie</p>			<p>8 out of 10</p>	<ul style="list-style-type: none"> ▪ Flexible FSQ (or equivalent) courses offered outside of the workplace for local workers that can attend at irregular times. ▪ FSQ (or equivalent) courses run in the workplace for employees of local organisations, that allow people to study during/around working hours. As before, where they can evidence value for money and learner reach, we are willing to consider investment plans that include incentives for employers on qualification achievement. ▪ Intensive short courses for people e.g. who are unemployed in order to achieve an FSQ (or equivalent) in maths (entry level, level 1 or level 2). ▪ Intensive/flexible e.g. 12 week courses to achieve an FSQ (or equivalent) in maths (entry level, level 1 or level 2) that are also accessible for people in work. ▪ Fully remote or blended courses for any of the above e.g. using the digital online platform.
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<p>W51: Courses designed to help people use numeracy to manage their money.</p>		<p>Tackling cost of living crisis, poverty and the housing emergency</p> <p>Supporting vulnerable people</p>		<p>4 out of 10</p>	<ul style="list-style-type: none">▪ Projects focussing on people who are in serious debt (for example through linking with debt advisory services) but may also be an element built into broader numeracy courses where appropriate
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W52: Courses aimed at those 19 or over that are leaving, or have just left, the care system		Supporting vulnerable people		5 out of 10	▪ FSQ qualifications specifically targeted at care leavers and/or interventions that help care leavers with their financial awareness and budgeting skills.
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<p>W53: 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.</p>		<p>Supporting vulnerable people</p> <p>The best start in life</p>		<p>6 out of 10</p>	<ul style="list-style-type: none"> ▪ Courses could include innovative ideas for wrap around support if local areas can evidence the value for money link to improving numeracy; considering how to use other “touch-points” (such as money advice, community or housing services) to improve people’s numeracy skills; or dedicated community numeracy champions to drive up engagement.
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NPTC

High level project ideas

- **Designing bespoke teaching materials** help demystify maths, putting these into every day, relatable context. This could involve working with key partners and employers so resources can be tailored and bespoke.

- This could involve a whole cross-college departmental approach developing a range of resources across various subject and vocational areas.

- Resources can be electronic in nature/worksheets available online also.

- **A programme directory of courses** to boost functional numeracy

- Money

- management/personal

- Improving your knowledge of budgeting

- Managing debt

- **Local interventions** working with employers and partners to deliver 'in-house' training and numeracy courses specific to the workplace. May be too afraid to access on campus delivery.

- **A variety of intensive short courses** with clear progression pathways building up to level 2 attainment qual in Maths – helps boost employability and application to jobs.
- **Role for family learning with primary schools** – working with our local school to help deliver numeracy sessions to parents to help improve confidence and help with homework etc.
- **Targeting those who are unemployed** e.g. working with partners job centres local authorities to provide additional support for this.

- **Existing PT provision** – building numeracy within our existing PT/ adult learning courses e.g. Access or foundation access courses e.g. Science and HSC. Possible summer delivery of numeracy courses to help with subjects such as science, nursing, engineering. Demand for individuals working in the construction area e.g. construction landscaping so a joined up programme in providing literacy/numeracy skills alongside practical vocational skills such as fencing, driveways, paving, turfing.
- **Marketing** – we can also develop information, advice and guidance specifically around possible career progression pathways.
- **HR specific recruitment campaigns** to help attract more individuals to teach numeracy specific courses.

Expected outputs/outcomes	Project Ideas
<ul style="list-style-type: none"> ▪ Number of adult numeracy courses run in a local area through Multiply. ▪ Number of people participating in Multiply funded courses. ▪ Number of people achieving a qualification. ▪ Number of courses developed in collaboration with employers. ▪ Number of people referred from partners onto upskill courses. ▪ Number of different cohorts participating in numeracy courses (e.g. learners in prison, parents etc). ▪ Increased number of adults achieving maths qualifications up to, and including, Level 2 equivalents. ▪ Increased number of adults participating in maths qualifications and courses up to, and including, Level 2 equivalents. ▪ Improved labour market outcomes. ▪ Increased adult numeracy (by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work). 	<ol style="list-style-type: none"> 1. Community Focused Schools (e.g. engagement with communities and linkage with basic skills on schools school sites) delivering family learning opportunities for numeracy 2. Bespoke numeracy training opportunities for in-work adults in the labour market, working with external providers to develop target courses 3. Bespoke numeracy training for Teaching Assistants across Powys schools to ensure confidence when working with children and young people and to support professional development and possible career progression (Education) 4. To publicise, host and facilitate live digital training in numeracy, financial and digital literacy provided by other professionals via Zoom or Teams, working in partnership with e.g. PCC Money Advice team, NPTC, and to market and promote these opportunities (Culture)

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