



Department
for Education

Multiply

Multiply

Investment plan template (England)

May 2022

For Mayoral Combined Authorities, the Greater London Authority, and upper tier/unitary local authorities outside of these areas in England

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About this document

In conjunction with this template, please refer to the Multiply investment prospectus and technical guidance for England available here

<https://www.gov.uk/government/publications/multiply-funding-available-to-improve-numeracy-skills>

Investment plans are invited from the Greater London Authority, all Mayoral Combined Authorities, and upper tier/unitary authorities outside of these areas in England. Scotland, Wales and Northern Ireland should refer to the [wider UKSPF investment framework](#)

Please ensure you complete this template in full and submit by 30th June 2022 by emailing Multiply.investmentplans@education.gov.uk

Once investment plans are approved, provisional allocations will be signed off, grant agreements will be put in place incorporating information included in this investment plan and first payments made in autumn 2022.

At the end of the 2022-23 and 2023-24 financial years, areas will submit an annual progress report, and a revised investment plan for subsequent years of Multiply provision. This should take on board learning achieved through local delivery, peer to peer support networks and engagement events. It should align with the updated menu of interventions and any new guidance issued each year by the Department for Education.

For further information or to discuss a proposal ahead of submission please contact DfE at Multiply.investmentplans@education.gov.uk

Please note that information provided on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

We have suggested word counts for questions as an approximation but will allow some flexibility and will not apply the word count rigidly. We don't anticipate investment plans to be longer than 25 pages. We won't accept additional attachments beyond the return of this document and the accompanying Excel spreadsheet.

1. Who are the local authority representatives for Multiply (name, email, telephone)?

Multiply lead:

Financial / Accounting Officer:

Section A: Multiply intervention summary

- 1. In the accompanying spreadsheet**, please provide a high-level summary of the interventions to deliver Multiply in your local area, along with related output indicators and required budget?

See attached spreadsheet

- 2.** If you have described any Multiply provision in Section A that does not fit the menu of interventions, what is your rationale for proposing this additional intervention? We will consider this proposal against the aims of the Multiply programme. You can answer “None” for this question. (Approx. 250 words)

None

- 3.** Please confirm and explain how your Multiply provision is in addition to and does not duplicate or offset fully funded maths courses delivered through the Adult Education Budget statutory entitlement, or other government funded maths provision. (Approx. 250 words)

Multiply provision in Year 1 will focus on the initial identification, engagement and participation of the target group by an appointed Engagement Officer to ensure that hard to reach or unknown participants do not miss out on this opportunity. Rutland County Council Adult and Community learning currently offers fully funded maths courses up to level 2 as part of the legal entitlement and engagement with this target group will be essential in order to identify a different cohort from existing to avoid any duplication. By engaging with local businesses, we can identify and develop a relevant and complimentary program of numeracy upskilling which will not duplicate existing AEB provision.

Multiply provision will include an element of IT skill development, to enable participants to continue to develop numeracy skills and understanding through additional independent on-line/ digital offers, including Multiply digital platform, and removing any potential for dependency.

Further engagement and participation will be encouraged through a range of practical activities in partnership with local sports, leisure and recreation providers with the intention of increasing mathematical confidence through an inclusive, fun and less formal approach. The aim is to provide a supportive program of learning for those needing the first steps towards formal qualifications.

- 4.** Please briefly set out how you have considered the FE workforce needs (e.g. classroom, tutoring) for Multiply. How will you ensure Multiply workforce needs will not be at the detriment of other programmes you are delivering (eg under the AEB statutory entitlements)? Please note, FE workforce investment should support delivery of Multiply provision and should not be a standalone intervention. (Approx. 250 words)

Our Adult and Community learning offer already delivers maths from basic skills up to GCSE level, however we have identified that there are members of the community who are reluctant to engage with any of these programmes having had negative experiences at school where barriers to learning were not suitably addressed. The Multiply programme will be used to reach out to these learners by working with organisations such as citizens advice, local church groups and food banks. Management of this additional workload will ensure that current AEB programmes will not suffer and additional workforce has been identified to undertake engagement activities so that tutors can focus on teaching and learning. Some of the Multiply planned provision will be delivered in the community to avoid unnecessary pressure on existing classroom based provision.

It is hoped that programmes of learning can deliver a more positive experience, breaking down barriers to learning and encouraging further engagement in a more inclusive environment than experienced in the past. In this way Multiply will support and enhance our provision by encouraging hard to reach learners to engage more readily with more formal learning.

Section B: Strategic fit

- 5.** How does the proposed Multiply provision strategically fit with your local priorities, coordinating where possible with wider skills and employment interventions in local areas (for example through Local Skills Improvement Plans), and interventions funded through the broader UKSPF (e.g. in district council investment plans) or other programmes? (Approx. 500 words)

The proposed Multiply provision will strategically fit with our local priorities and slot into interventions that have already been identified through Local Authority community engagement including the development of the UKSPF investment plan.

In 2021, ***The Future Rutland Conversation*** started with the distribution of 15 surveys and discussion groups. One of the surveys focussed on Learning, Skills and Employment. In response to this survey the public have identified key focus areas:

- A Learning Hub
- Basic skills including – sewing, wallpapering, cooking etc
- Simple cooking – healthy, low cost meals
- Courses located across Rutland
- Gardening – grow your own vegetables

The focus area on practical activities within our plan incorporates maths skills that will be taught discreetly to enable participants to boost their confidence around this subject area.

The Corporate Strategy 2022 – 2027, focuses on the following five priorities.

1. A special place: Sustaining a vibrant rural county that harnesses the enterprise of its businesses, the ambition and creativity of its residents, and the passion of its local communities.
2. Sustainable lives: Living sustainably and combatting the climate crisis through the power of choice, the removal of barriers, and real collective action.
3. Healthy and well: Promoting health, happiness and wellbeing for people of all ages and backgrounds.
4. A county for everyone: Celebrating diversity and ensuring everyone has the opportunity to live well, be heard and overcome any challenges they may face.
5. A modern and effective Council: Transforming the way we work to deliver effective and efficient services fit for the future.

The following commitments have been identified in the strategy and multiply will support with the following:

- supporting local businesses
- support people to keep themselves healthy and active
- inclusive education
- customer experience and digital – using digital services and online offers

It was Identified in the ***Greater Lincolnshire local skills report 2022***, that 45% of our workforce are employed in businesses with less than 50 employees, where the national average is 32%. This program will support us to target and engage with relevant employers in Rutland and how their workforce can be upskilled.

Business size in Rutland

Micro 0-9 employees	1745
Small 10-49 employees	170
Medium 50-249 employees	35
Large 250+ employees	5

We can also target the sectors with the most employees (above the national average). These sectors include:

- Manufacturing
- Agriculture/forestry and fishing
- Construction
- Retail
- Health

Finally, this report has identified that along with the development of maths skills the following skills also need to be embedded within our multiply offer. The top skills requiring development in our area include:

- Computer literacy/basic IT skills
- Reading and understanding instructions and guidelines, manuals or reports.
- Problem solving

Section C: High level delivery timeline

- 6.** Please provide an outline of your high-level delivery timeline including major milestones and planned partnerships with local education providers, employers, and other local touchpoints

	Multiply provision	Delivery partners	Major milestones	Date	Comments
1	Courses designed to help people use numeracy to manage their money. Courses covering help with debt management	<i>Food bank, voluntary organisations, Church groups, Citizens Advice bureau.</i>	<i>Please provide major milestones to deliver your anticipated outputs with dates</i>	22/23	
			<i>Successfully deliver courses planned measuring learners achievement and progression</i>		
			<i>Successfully deliver courses planned measuring learners achievement and progression</i>		
			<i>Successfully deliver courses planned measuring learners achievement and progression</i>	24/25	
2	Innovative numeracy programmes delivered together with employers – including courses designed to cover specific numeracy skills required in the workplace	Local Employers, Job Centres, DWP, Local Enterprise Partnerships, LSIPS.	<i>Successfully deliver courses planned measuring learners achievement and progression and customer satisfaction</i>	22/23	
			<i>Successfully deliver courses planned measuring learners achievement and progression and customer satisfaction</i>	23/24	

			<i>Successfully deliver courses planned measuring learners achievement and progression and customer satisfaction</i>	24/25	
3	Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression	Family Hub, Early years providers and schools. Children's centres, LA Social workers.	<i>Number of families engaging with the provision.</i>	22/23	
			<i>Number of families engaging with the provision.</i>	23/24	
			<i>Number of families engaging with the provision.</i>	24/25	
4	New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification	Local Leisure and sports partners	Number of participants onto upskill courses and track progression on further accredited learning.	22/23	
			Number of participants onto upskill courses and track progression on further accredited learning.	23/24	
			Number of participants onto upskill courses and track progression on further accredited learning.	24/25	
5	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	DWP, Job Centres, LA Job coach	Number of participants onto upskill courses and track progression on further accredited learning and work.	22/23	
			Number of participants onto upskill courses and track progression on further accredited learning and work.	23/24	
			Number of participants onto upskill courses and track progression on further accredited learning and work.	24/25	

Section D: Evidence of need and demand

- 7.** Please describe why improving adult functional numeracy (aiming to teach the numeracy skills that are needed in daily life and the workplace) matters to your local area. You should refer to specific characteristics of your local area in your answer and include supporting evidence - especially quantitative forms of evidence where available. (Approx. 250 words)

As identified in section C, we know there is evidence of need and demand, as the workforce have identified numeracy skills along with other skills as needing development (**Greater Lincolnshire local skills report 2022**). With the percentage of people employed in the Education sector above the national average we know how important it is for staff to have a confidence and awareness of numeracy skills within the workplace.

For example in Oakham, the Baptist Church has identified the need for running a money management course. This eight week course will look at practical tips to make money go further to support people with financial pressures. The need was identified through discussions at the food bank and other local organisations.

Based on Rutlands economic profile:



In Rutland, we have identified a need for improving adult functional numeracy through data collected in the **Greater Lincolnshire Local Skills Report January 2022**. The data has identified how many residents have a Level 1 or below qualification:

Greater Lincolnshire Local Skills Report 2022		
Rutland Population 16-64 years Old	40500	
Number of population with Level 1 or below qualification	Percentage of residents	Number of residents
	14%	5670

Rutland has a rich military heritage, our two barracks were previously RAF Camps dating back to the 1930s, and many Forces personnel and their families decided to make Rutland their permanent home. As a result, we have a significant and varied veteran population of over 5,000, one of the largest in the UK as a percentage of our population. The two MOD bases are still active which impacts on mobility of serving personal therefore it is important to have an ongoing engagement strategy to ensure Multiply is used effectively to support these families. It is worth noting that approximately 10% of school aged children in receipt of Service Pupil Premium.

There is a changing profile within the population of Rutland which is reflected in the rate of increase in free school meal eligibility which has doubled over the past few years

			England								East Midlands Rutland					
			2015/ 16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22	2015 /16	2016/ 17	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22
State-funded primary	known to be eligible for free school meals	FSM - Percentage of pupils	14.6	14.1	13.8	15.8	17.7	21.6	23.1	4.8	4.3	4.6	5.8	6.9	9.4	10.2
		Headcount	672,29	663,4	649,1	745,4	835,7	1,008,1	1,075,141	125	134	165	198	267	286	
	known to be eligible for free school meals (used for FSM in Performance Tables)	FSM - Percentage of pupils	0.0	0.0	0.0	0.0	0.0	22.2	23.7	0.0	0.0	0.0	0.0	0.0	9.4	10.2
		Headcount	659,25	650,7	637,5	734,0	824,2	995,1	1,062,141	125	132	165	198	267	286	
	number of pupils (used for FSM in Performance Tables)	FSM - Percentage of pupils	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	100.0	100.0	
		Headcount	4,343,4	4,425,4	4,498,4	4,521,4	4,522,4	4,488,4	4,486,2,877	2,844	2,874	2,862	2,874	2,851	2,811	
State-funded secondary	known to be eligible for free school meals	FSM - Percentage of pupils	13.2	12.9	12.4	14.1	15.9	18.9	20.9	4.8	4.8	4.7	6.1	7.2	8.8	9.4
		Headcount	420,51	414,3	405,4	468,7	543,1	660,4	747,1	131	129	126	174	214	268	291
	known to be eligible for free school meals (used for FSM in Performance Tables)	FSM - Percentage of pupils	0.0	0.0	0.0	0.0	0.0	20.2	22.3	0.0	0.0	0.0	0.0	0.0	9.7	10.2
		Headcount	389,35	385,2	379,0	438,2	509,1	616,8	697,4	125	125	122	169	211	266	287
	number of pupils (used for FSM in Performance Tables)	FSM - Percentage of pupils	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0
		Headcount	2,756,2	2,795,2	2,847,2	2,922,3	3,002,3	3,061,3	3,125,2,476	2,458	2,478	2,580	2,670	2,755	2,804	

8. Please describe any qualitative or quantitative data you have on local adult numeracy levels (e.g., historic and current participation and achievement, etc) to evidence need and demand. (Approx. 250 words)

Historic GCSE data

	Maths 9-5	9-4
2018	62.8%	81.4%
2019	58.7%	80.8%
2020	69.7%	85.3%
2021	67.3%	85.7%

The maths results over the last 4 years in the 9-5 grade band have gone up and down and there has been a decline from 2020 to 2021 results. In the 9-4 band there has only been a slight increase from 2020 to 2021.

Historic A-Level data

	Mathematics A*-B	Mathematics A*-D
2018	76.8%	96%
2019	63.4%	93.5%
2020	81.8%	97.7%
2021	79.7%	97.9%

Rutland Adult Learning & Skills Service (19+)

Maths Delivery					
Academic Year		2021/22	2020/21	2019/20	2018/19
		Number of enrolments	Number of enrolments	Number of enrolments	Number of enrolments
GCSE		0	4	7	13
Functional Skills	L2	9	12	16	16
Functional Skills	L1	3	4	11	24
Entry Level	L3	2	0	0	2
Totals		14	20	34	55

Greater Lincolnshire Local Skills Report 2022		
Rutland Population 16-64 years Old	40500	
Number of population with Level 1 or below qualification	Percentage of residents	Number of residents
	14%	5670

Since Covid, we have seen a decline in the enrolments for maths courses. However, due to the multiply funding we can start to engage with those learners who have been identified in the Greater Lincolnshire Local Skills Report and increase their potential for gaining qualification in mathematics.

- 9.** How does the Multiply provision outlined in section A meet this demand, on top of how existing entitlement is already meeting it, and what does success look like for your local area? (Approx. 250 words)

The multiply provision outlined in Section A will meet this demand by engaging with those hard to reach learners who we have not accessed existing provision. By identifying and reaching out to these learners in year 1 we will be able to engage them in the Multiply program through activities which enables participants to gain a confidence in themselves as mathematicians. Through this approach participants will be able to access a range of planned sports, leisure and recreational experiences which will break down the barrier to accessing the more formal route to mathematical qualifications.

As participants re engage with learning they will be able to inform future local authority multiply developments and independently access wider offers such as the Multiply digital platform.

Engagement with employers and voluntary and community groups in Year 1 will enable us to more accurately determine need for the multiply offer in Years 2 and 3.

Success will be measured by destination and progression outcomes of participants and feedback from employers and the increase in the uptake of more formal qualifications through AEB provision.

10. Please describe what you have done to ensure good value for money (e.g., has your plan been reviewed by an economist, have you reviewed local data?). Please also describe what controls you will put in place to ensure that good value for money continues to be achieved throughout the lifetime of the Multiply provision. (Approx. 250 words)

Existing value for money processes will be utilised including Local Authority procurement processes where appropriate. The cost associated with recruitment, pre employment checks and training to deliver the multiply initiative will be negated by utilising the existing staff. These members of staff have been identified through existing quality assurance processes to ensure they can engage and deliver to a high standard and achieve successful outcomes. Local data has been reviewed to determine need and respond with appropriate programmes of learning.

Any sub contract provision will be monitored to ensure the programmes are being delivered as required by existing structures and processes.

Section E: Engaging learners

11. Which cohorts of learners will be hardest to reach? How do you intend to maximise the reach of the programme and make sure Multiply provision engages those learners that are hardest to reach (e.g., communications; reaching out to people via employers, 'touch points' such as housing and other community groups)? (Approx. 300 words)

The cohorts of learners that will be hardest to reach will be identified through a range of communication routes including a digital offer. We are adding to our data base of businesses so we can reach out to a variety of employers. By looking at the data, we recognise that we have to target our micro and small employers as they make up most of the workforce in Rutland.

Through reaching out to these employers we can reach out to the learners who are hardest to reach. This includes reaching out to people via employers at the MOD bases. By accessing the base through nurseries, family groups, schools and coffee mornings we can engage with learners.

The 'Touch points' we can engage with cover early education and schools, children's centre/ family hub, Children and Adult Services, housing officers as well as voluntary, community and church groups, Rutland Advice Bureau and the Food Bank.

We are also reaching out to established groups that we have found through social media channels.

12. How will you ensure Multiply provision will be available and accessible to a diverse cohort as per [Public Sector Equalities Duty \(PSED\)](#) including those with dyscalculia or other protected characteristics? (Approx. 100 words)

It is important that all equality, diversity and inclusion processes will be followed at all times. By working with established teams at the council and local groups and businesses we can encourage cohorts to attend sessions through support with transport and childcare costs. When considering the cohort we can make sure that the provision is located within community buildings that are easy to access and suitable for all involved.

Section F: Measuring success

13. We expect Multiply learner data to be inputted into the Individualised Learner Record (ILR). Describe your approach to data collection, management, and reporting to meet these requirements (Approx. 250 words)

Learner data will be captured and dealt with in the same way as we currently process learners accessing our existing Adult Learning provision. A bespoke enrolment form will be devised which complies with current GDPR regulations ensuring no data is captured which is not required, but which fully complies with the privacy requirements of our Individual Learner Record – we await further detailed instructions as to what data should be captured and what relevant coding should be applied to these learners. ILR data is collated and uploaded on a monthly basis and we will be able to report on and plan further provision.

Any providers we work with will be required to share details of learners and capture details of learners and their eligibility to access the Multiply provision.

Multiply funding will need to be utilised to ensure sufficient capacity is available to take on this additional workforce burden outside of the 10% administrative expenditure.

14. What additional data (in addition to the Individualised Learner Record), if any, will you use to measure learner progress and achievement? If you do not have any additional data, you can answer “none”. (Approx. 100 words)

Collecting destination and progression data could be added to the bespoke enrolment form as part of the learner feedback process. Progression onto further formal learning or gaining employment, as a result of accessing the multiply initiative, may be captured at the end of the Multiply course via an exit questionnaire.

Are there any other local measures of success against your plan that you intend to monitor? You can answer “not applicable” for this question. (Approx. 100 words)

Not applicable

Section G: Stakeholder management

15. Which organisations have you engaged with to develop your investment plan, including public sector, private sector, and civil society organisations? How have you engaged these organisations? (Approx. 100 words)

Working closely with our participation and engagement lead officer we have contacted groups in the community to determine need and best ways to engage with potential learners. Groups include:

- Education sector – early years and schools to liaise with parents
- Visions childrens centre
- Citizens advice bureau
- Food bank
- Church groups
- Adult Learners
- Libraries – Head of culture and registration
- Housing organisations – homeless via housing options
- Mod
- DWP

16. Detail how have you engaged lower tier local authorities, if any, within your local area in the development of your investment plan? You can answer “not applicable” to this question. (Approx. 100 words)

N/A

Section H: Risks

17. Please set out any key risks including financial and fraud that could affect Multiply delivery. Describe these risks or issues, including the contingency measures you have put in place to mitigate them.

	Description of risk	Actions you will take to mitigate	After mitigation what is the likelihood of the risk occurring (High >70%, Possible 70-30%, Unlikely <30%)	After mitigation what would be the impact of the risk materialising? (High: significant impact of unable to deliver, Medium: delivery compromised, Low: Minor / no impact)
1	Fraud – money not being used appropriately by delivery partners	<ul style="list-style-type: none"> • Pre procurement rules • Payment schedules 	Unlikely	Low
2	Failure of learning provider to be able to deliver	<ul style="list-style-type: none"> • Regular quality assurance activities • Pre procurement rules • Flexibility of approach to enable provision to be adapted 	Possible	Medium
3				
...				

Section I: Capacity and Capability

- 18.** Do you have dedicated capacity and capability to deliver adult skills interventions and adult education? How many FTE will be working on delivery of Multiply and what functions are being undertaken by those FTE including who will be responsible for data collection, contract management and how you will coordinate delivery? (Approx. 250 words)

Whilst there is current capacity within the adult and community learning workforce to deliver adult skills, interventions and adult education it is recognised that some additional capacity will be required to undertake identification and engagement activities and additional workforce will be recruited as required. It is anticipated that the programmes offered will be tailored to the local need and we are fortunate to have a number of part time dedicated staff who would be willing to add additional programmes of learning to their existing delivery and approximately 3 additional FTE members of staff will be required. Our Adult and community Learning team includes a dedicated MIS officer who take additional responsibility for the data collection and reporting and additional time from our Curriculum planner and administrative team. The contract management will be overseen by the management team and any procurement will be overseen by Council's contract department.

Additional activity by all of these teams and departments will place pressure on already busy areas and will require further funding in order to be able to undertake additional tasks. These costs will be recovered from the Multiply funding and will be in addition to the 10% administrative charge.

- 19.** If you have capacity, would you be prepared to take a leading role in a regional peer-to-peer network to share learnings with other local authorities (eg host quarterly Multiply sessions, share best practice, etc)? This does not commit you at this stage and we will use this information to develop our learning plans across the Multiply programme. (Approx. 100 words)

N/A

- 20.** Please describe the key capacity and capability challenges (if you have any) for delivering skills interventions. This could include challenges within your local authority (e.g., gaps in areas such as procurement, contract management, communications) and/or in your local delivery system? This information will be

used to inform what support could be made available nationally. (Approx. 100 words)

As described above, there will be pressures placed upon staff undertaking administration tasks on top of their existing roles. Costly recruitment or additional staff upskilling can be kept to a minimum and as existing policies and procedures are being adhered to, no new audit requirements would need to be put in place.

21. Please describe what further support would help address these challenges? We will use this information to inform what central government support is made available nationally but cannot commit to fund every individual request. (Approx. 100 words)

No additional support has been identified so far.

22. Are there interventions or capability areas where you can partner with other local authorities, providers, or employers in your region? (Approx. 100 words)

N/A

Section J: Declaration of the Chief Executive of the lead local authority

As the lead local authority (Greater London Authority, Mayoral Combined Authorities, Upper Tier/Unitary Local Authorities) you will act as the accountable body and submit this application on behalf of your local area. By submitting this investment plan, you confirm:

- All the information included is true and accurate to the best of your knowledge.
- You have read, and confirm this plan is in accordance with, the expectations set out in the Multiply investment prospectus and technical guidance.
- Lower tier local authorities within your local area support this application and are committed to work with you.
- You will comply with the Assurance and Grant management process as outlined in the technical guidance and submit a statement of expenditure at mid-point and end of financial year.
- You understand that the grant will become repayable and further payments put on hold or reduced, if Multiply outputs are not on track for delivery and/or grant funding is not spent on eligible activities by the mid-point and end of each financial year.
- You understand that you will be responsible for ensuring data on Multiply learners is submitted through the Individualised Learner Record (ILR) and will submit regular monitoring reports as set out in the technical guidance.
- You will submit an annual progress report including an assurance statement to confirm spend was used wholly for the purposes for which it was given, and a revised investment plan for subsequent years of Multiply provision as set out in the technical guidance.
- You will support the sharing of learning as requested by the Department for Education – this may involve providing case studies, contributing to webinars and other activity as identified.
- You will comply with the Public Sector Equalities Duty and put in place equality policies and implementation plans as well as processes for learners to raise complaints about unfair practices or treatment.
- You will ensure value for money, seeking competitive costs for all activities and complying with the procurement governance as set out by your governing body.

Chief Executive name	Mark Andrews
Signature	
Date (DD/MM/YYYY)	23/06/2022



Department
for Education

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