

MULTIPLY CAPABILITY SUPPORT PROGRAMME

Job Centre Plus / Department for Work and Pensions

ABOUT THIS RESOURCE

This resource aims to provide some top tips and guidance to address the common challenges within Multiply. The content included in this resource has been drawn from discussions with providers, surveys, and learning from the *Working with Job Centre Plus (JCP) /Department for Work and Pensions (DWP)* webinar. We hope you will use the resource to promote discussion, support your planning and encourage creative approaches.

The Multiply Programme is delivered differently in each local area. The delivery framework is dependent on what your Local Authority/Combined Authority has agreed with you. If you are unsure of how your framework is delivered within your area, please do contact your local authority/combined authority.



Your local leads can support you. [Click here to email.](#)



Find more resources and links to join webinars and forums



WHAT IS MULTIPLY?

Multiply is an initiative instigated by the previous government which aimed to support adults to develop their maths skills. DfE funded the Multiply Capability Support Programme to encourage providers to share best practice, network, overcome challenges and develop strategies to increase reach and engagement throughout the programme. This resource concentrates on working with DWP/JCP. It is worth noting that there are of course overlaps with the other resources produced e.g. *Working with Employers*, so we suggest looking across the resources.



Find out more about the programme



Key aspects of working with DWP/JCP



Regular contact with DWP and staff in the Job Centre so that the work coaches think of your offer first.

Active referral pipelines from JCP.

Deliver courses in the JCP offices.

Strong relationships may encourage JCP to allow their clients to change their schedules so they can attend classes (can reduce drop out).



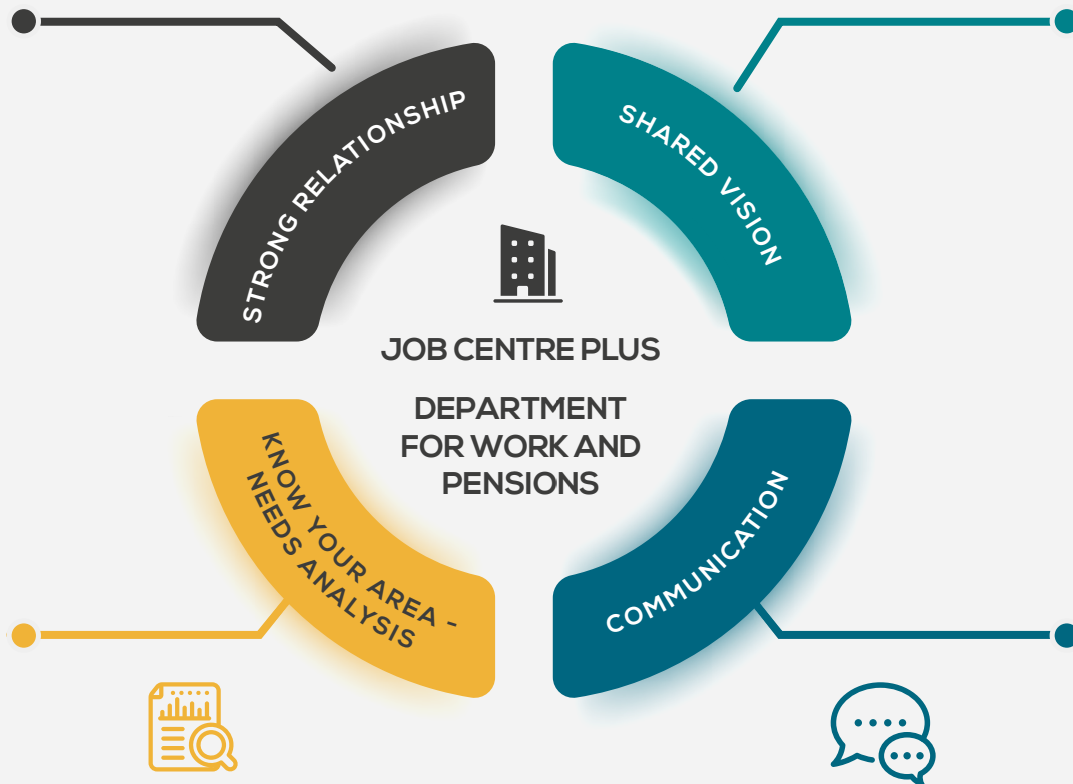
Supporting unemployed and economically inactive individuals

What employers are looking for

Sharing DWP priorities

Being present - make sure DWP / JCP know who you are and why you should be their first referral

Share your full offer



DWP can support with information to tailor your provision:

- Key employers.
- Impending redundancies and vacancies.
- Local need and gaps in support that you can fill.
- Market reports.

Partner Relationship Manager.

Work coaches.

Give them the information they need, e.g., flyers, posters, and updates.

Listening and developing an offer based on.

Having a face-to-face presence in the JCP offices.

Open communication, e.g., through working groups, attending meet & greet events.

Questions and answers



QUESTION

How to decide on what to offer?

ANSWER

Consider what pre-existing cohorts you have already got that can be added to your Multiply offer and extend the delivery and add value. For example:

- Industry specific support
- Warehousing
- ESOL
- On the job training (find out what employers need)
- Carers (and other groups) returning to work

Be prepared to change your offer in light of learner feedback and engagement.



QUESTION

What advice would you give to develop relationships with DWP/JCP?

ANSWER

Communication is key so consider how to:

- Get to know your partnership relationship manager
- Listen to the DWP/JCP and find out about their ways of working
- Maintain regular contact with the work coaches (see [*a day in the life of a JCP work coach*](#)). Link to their team meetings. Present your current offer to them so that they can share this with their customers.
- Support Multiply Champions in their relationship with JCP – developing a team approach and supply them with all the intel and materials needed e.g. flyers, posters with details of venues. These can also be shared on social media.
- Be aware of what others are offering and offer something different.
- Offer something fun to engage learners that JCP can 'sell' to their clients.
- Find out about your tutors' interests perhaps they can bring something new.



Success of Multiply in the area is fundamentally about partnership working (with DWP/JCP)



QUESTION

How do you engage learners and employers?

ANSWER

Some ideas:

- Co-design programmes with employers.
- Support individuals who are already in work.
- Prepare candidates before they start their new roles. Allowing them to make a contribution in the workplace quicker and more effectively.
- Offer on the job training programmes.
- Develop a flexible offer in terms of:
 - time – fitting around work schedules
 - method (online, face to face and blended)
 - engagement of learners, perhaps with quizzes and discussions.
- Develop specific courses depending on need e.g. ESOL for care.
- Offer supportive enrolment so that potential learners are not put off.
- Work with homeless charities.
- Digital skills may be low in your area – this might provide an opening for your offer. You can find out more information from DWP and [Census 2021](#). You can then aim to support the need.
- Inform employers about your full offer not just one part of it.
- Ensure employers know who to contact if they have a query. If you can't help them point them in the direction of someone who can.
- Maths for learners who work shifts (e.g. nurses, factory workers, cleaners) or have caring responsibilities.
- Offer solutions to employers' problems. Let employers know about the expertise you have that they can access.



QUESTION

What workshop titles are most effective?

ANSWER

- Creative courses which link to art and creative activities can be full of maths, but potential learners are attracted to the activity.
- ESOL learners may find driving theory attractive.
- Not mentioning the maths can help for initial engagement.
- Business start-up. Helping people consider what sort of business they might start and supporting them to find out what is realistic. This might include income/expenditure, staff costs, tax rates etc. Supporting them to set up social media (checking the analytics) and to communicate with each other.
- Linking to other projects in your area e.g. designing and making a stained-glass window, food banks, GPs working to support healthy eating.
- Pottery for carers. 1st steps of getting back into the workplace.
- Courses which stress the community aspect of the sessions. This can attract lonely or isolated individuals looking for company.



There is an appetite out there with adults to do more maths



QUESTION

How to keep learners interested enough to progress onto another course?

ANSWER

- Use key specific learning outcomes even on the shortest courses so that learners can see their progress.
- Give regular feedback to learners.
- Celebrate success for individuals and the communities of learners you are supporting e.g. certificates, prizes and other forms of acknowledgement.
- Offer follow on courses so that learners can develop their skills and progress further and not cover the same ground over and over again. Developing a programme of development e.g. business start-up courses can link to more detailed accountancy study.

Top tips



Develop relationships, share information and keep in touch.



Work coaches are your intermediaries.



Use active referral systems.



Not everyone is digital.



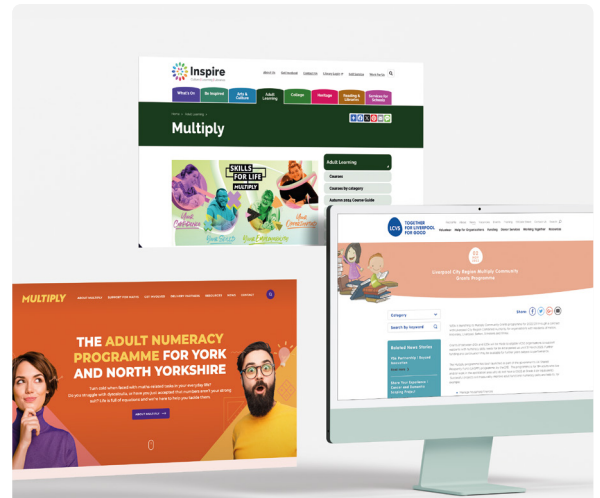
We are maths believers!



Useful resources and links

-  National partnership team contacts for England, Scotland and Wales
-  DWP research reports
-  Pathways to work: programme engagement and work patterns
-  Pathways to work: commission report, July 2024
-  Back to work plan, 11 July 2024
-  A blueprint for fundamental reform, 23 July 2024
-  Multiply Financial Year 2023 to 2024 assurance Guidance for upper tier and unitary authorities December 2023

“ Many people with a maths issue are in work



Other organisations' Multiply websites

Learn what others are doing

-  Derbyshire County Council
-  Inspire Culture
-  Liverpool Charity and Voluntary Services
-  Multiplinyorks
-  WEA Multiply in Norfolk



Randomised Control Trials (RCT)

[Tribal](#) are conducting a Randomised Control Trial for the Multiply programme.

In partnership with Campaign for Learning, Education and Training Foundation, IPSOS and King's College London among others, Tribal is rolling out five trials, with the majority starting in September:

1. Preparation for GCSE mathematics
2. An adapted mastery approach to functional skills qualification level 1
3. A contextualised approach to functional skills qualification level 1
4. Embedding maths in health and social care level 2, and
5. A family numeracy programme.

The trials will be fully funded, and incentives are available. They also provide an exciting opportunity for training providers to contribute to research, collaborate with other organisations and access free training for staff to take part, all of which can enhance their existing provision.

By taking part you will be randomly allocated to a treatment (delivering something new) or control (business as usual) group. If you are in the treatment group, it will be an opportunity to deliver something innovative that has potential to improve results for learners. If you are in the control group, you will continue to deliver your business-as-usual curriculum. Both groups are vital to the research and will receive payment for being involved.

It would be wonderful to evidence your good practice in one of these trials. If you'd like to get involved, click below for more information or to contact tribal directly.



[Click here for more information](#)



[Contact Tribal directly](#)

