



## **Clackmannanshire Economic Regeneration Trust (CERT)**

### **Performance Report of Multiply**

**1<sup>st</sup> Jan 2023 to 31 March 2025**

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Chair, CERT  
23<sup>rd</sup> July 2025

**EXECUTIVE SUMMARY**

Multiply is a programme funded through the UK Shared Prosperity Fund's People and Skills priority which provides support to Clackmannanshire residents to improve their numeracy skills. This was open to those over 19 and then expanded in the spring of 25 to include those over 16 and not in school.

The programme had the objective to improve core and basic skills particularly for those who were furthest from the labour market.

The delivery of Multiply faced a wide range of challenges particularly the focus on "unsexy" maths provision, the setting of targets prior to the design of the programme; the low skill level of many participants; changing definitions and targets during the programme; and the intensity of support required for many participants.

CERT identified these challenges and adapted their delivery of the programme to overcome these, in particular through:

- Broadening the programme to include literacy as well as numeracy support;
- Establishing a series of "hook" courses to make maths fun and to encourage engagement;
- Worked with community organisations to reach out to wider groups;
- Established a simple, non invasive registration process; and
- Provision of one to one tutor sessions (as opposed to only group learning);

In the programme, CERT, through the Multiply programme:

- Supported 351 participants
- Delivered 83 courses
- Delivered 59 qualifications to 34 unique individuals
- Delivered 1,328 unique interventions (eg attendance at a course/workshop or one to one tutoring session)
- Provided 632 individual tutoring sessions of c1 hour each

CERT met or exceeded all targets with the exception of one – number of individuals supported to secure a qualification – which would have been achieved if a revised target had been approved as was the case elsewhere in Scotland.

Throughout there is a clear need for literacy/communications support particularly provided on a one to one basis and this continues to be a gap.

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## 1 Introduction and Background

Multiply is a programme funded through the UK Shared Prosperity Fund's People and Skills priority which provides support to Clackmannanshire residents to improve their numeracy skills. From an early stage of the programme, this was broadened to cover literacy skills in response to the recognition that literacy and numeracy skills gaps were typically both present with Multiply clients. The programme was available to all adults over 19. In the spring of 2024, in response to extensive lobbying from the Scottish providers of Multiply, this was expanded to also cover 16 to 19 year olds not in school.

The programme started on 1<sup>st</sup> January 2023 and completed on 31<sup>st</sup> March 2025.

While a one year extension of UKSPF funding for 2025/26 is in place, Multiply has been terminated.

The objectives of the UKSPF's People and Skills priority which are relevant to Multiply is:

- **Boosting core skills and support adults to progress in work**, by targeting adults with no or low level qualifications and skills in maths, and upskill the working population, yielding personal and societal economic impact, and by encouraging innovative approaches to reducing adult learning barriers (Scotland, Wales and Northern Ireland only. In England, this is delivered through the Department for Education's Multiply programme).
- **Supporting people furthest from the labour market to overcome barriers to work by providing cohesive, locally tailored support including access to basic skills.**

Within Clackmannanshire the Multiply programme filled a gap in provision where there were no or limited literacy or numeracy programmes offered by other organisations, but a recognised need.

The UKSPF funds were provided to and managed by Clackmannanshire Council. The Council then commissioned the Multiply programme in its entirety to CERT to deliver. They delegated the responsibility for delivery and reporting of targets for activities and outcomes (outputs and outcomes in UKSPF terms) and accounting for spend.

## 2 Delivery of Multiply

### 2.1 Strategic Interventions and Target Groups

CERT was responsible for the delivery of Multiply and targets were set for 8 different groups of clients under different measures. In Clackmannanshire these are:

- S42 Courses designed to **increase confidence** with numbers for those needing the first steps towards formal qualifications
- S43 Courses for **parents** wanting to increase their numeracy skills in order to help their children, and help with their own progression
- S44 Courses aimed at **prisoners**, those recently released from prison or on temporary licence
- S45 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**
- S48 New intensive and flexible courses targets at people without **level 5 maths** in Scotland, leading to an equivalent qualification.
- S49 Courses designed to help people use numeracy to **manage money**
- S50 Courses aimed at those 19 or over that are leaving, or have just left, the **care system**
- S51 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.

### 2.2 Targets

Targets were set prior to the start of the programme and most significantly prior to the full understanding and design of the programme.

Subsequently a reduction to targets were offered by UK government from October 24. On the invitation to provide revised targets which better reflected a realistic expectation of achievement by the end of March 2025, CERT requested a reduction in the target to Clackmannanshire Council as set out below. The target requested on number of adults achieving a level 2 qualification was refused and not put forward to UK government as a revised target.

**Table 1: Multiply Targets and Revised Targets for Clackmannanshire**

	<b>Original Target</b>	<b>Revised target requested</b>	<b>Approved by Clacks Council (Oct 24)</b>
Number of People participating in Multiply funded courses	400	325	325
Number of adults achieving a qualification level 2 or above	64	32	64

*Source: CERT Contract and Revised Contract*

Throughout the programme there was an inconsistency in the interpretation of an individual achieving a qualification at level 2 or above. With the exception of Clackmannanshire Council, all other local authorities in Scotland interpreted this as an SVQ Unit while Clackmannanshire Council interpreted this as a full SVQ Award (typically made up of 3 to 4 units)

In January 2025 Clackmannanshire Council changed their definition to be participants with a single SVQ unit. Unfortunately this was too late to change the design of the programme delivery to take advantage of this change in definition.

### 2.3 The Multiply Team

Multiply was delivered by a range of people resources:

- Part time project manager to oversee the delivery of the programme;
- Two dedicated part time tutors. One specialised in literacy, the other numeracy;
- Part time administrative staff to manage client interface, course administration and SQA/qualification administration; and
- Sessional staff to deliver one course

### 2.4 SQA Approved Centre

In August 2023 CERT secured Approved SQA Centre status which allowed them to deliver, assess and verify a suite of core skills qualifications – covering communications and numeracy - from level 2 to level 5.

Annex A sets out a list of the qualifications which were available for award.

In all 34 individuals were awarded a unit or qualification in literacy and numeracy. A total of 59 units were awarded in literacy and numeracy. Separately these and other clients studied and were awarded qualifications in employability and wellbeing awards.

The CERT SQA Centre was the subject of a two external reviews by SQA. One on the subject of literacy and one for the overall management of the centre. Both were rated outstanding in these reviews.

## 2.5 Activities Undertaken

Multiply was delivered through 4 distinct methods:

- (i) **“hook” and fun short workshops** which were designed to engage a wide audience into numeracy. Targeted largely at delivery within the community and with parents, these workshops were typically based around practical and fun skills like games, puzzles, craft, cooking and others. This provided a route for the promotion of Multiply and more intensive supports such as one to one tutoring and courses;
- (ii) **More formal workshops/courses for groups.** Delivered through a series of ½ day to 1 day each and would include formal learning in numeracy and literacy. These were structured around SQA unit and award structure to align with the qualification requirements
- (iii) **One to One tutoring.** For those clients with substantial need, and often those lacking in confidence to work within a group, one to one tutoring sessions were available. Depending on the interests and level of the individual these may also lead to an SQA accreditation
- (iv) **Integration of numeracy and literacy into other courses and programmes.** The Multiply team worked with CERT programmes and those of other organisations to deliver literacy and numeracy elements into other courses. Examples are the delivery of literacy and communication skills as part of the Employability Awards and general employability courses to assist with CV development and job applications; and working with Hawkhill and others in the delivery of Cookery courses. Numeracy and Communications were also delivered through the “Pre Requisite” day delivered prior to our suite of Jack of All Trade courses on electrician, plumbing and decorating.
- (v) **Courses delivered in Prison.** A series of 12 courses were held in Glenochil Prison for inmates. Each course ran for 6 weeks and covered basic numeracy.

The table below sets out the scale and nature of the Multiply interventions. During the programme a total of 1,329 “assists” were provided to Clacks residents. Of these 632 (48%) were one to one tutoring sessions providing in depth, one to one sessions of typically 1 hour.

The main focus of one to ones are:

- For employment, reflecting the focus on supporting individuals into employment, particularly those who are referred from employability programmes such as ClacksWorks, Positive Moves and SDS where employment was the first driver.
- For confidence, reflecting the basic level of client needs at the start of the intervention

**Table 2: Scale and Type of Supports Provided by Multiply**

	<b>Number of interventions</b>	<b>% all activities</b>	<b>% of one to ones</b>
Completed Training Course	696	52%	n/a
One to One Multiply for employment	290	22%	46%
One to One Multiply care	1	0%	0%
One to One Multiply community	7	1%	1%
One to One Multiply confidence	218	16%	34%
One to One Multiply prison	0	0%	0%
One to One Multiply money	35	3%	6%
One to One Multiply parents	5	0%	1%
One to One Multiply Nat 5	76	6%	12%
<b>Total</b>	<b>1328</b>		
<b>Total 1 to 1s</b>	<b>632</b>		
% of interventions 1 to 1	48%		

*Source: Analysis of CERT's Client Management System*

### 3 Promoting Multiply and Recruiting Clients

#### 3.1 Engaging and Recruitment

Maths, numbers and numeracy are not subjects which residents of Clackmannanshire (and elsewhere) find attractive. Therefore an approach was made to use innovative marketing to secure engagement – in part through the design of easy to access and attractive hook workshops and in part through the use of titles and images that did not emphasise numbers, and in part by collaborating with other organisations operating in Clacks.

Recruitment was undertaken through a range of methods, most significantly through::

- Social Media. In particular through CERT's twitter and facebook accounts
- Client email. Through CERT's regular email newsletter issued via mailchimp
- Positive Moves web site. Which included all Multiply courses and allowed direct registration for workshops/courses
- Engagement with partners to encourage referrals. The main source of referrals were from ClacksWorks, particularly at the start of the programme and Skills Development Scotland and ClacksWorks school based key worker, particularly towards the end of the programme as the eligibility of clients expanded to cover 16 to 19 year olds.
- Programmes delivered in partnership with community organisations were promoted jointly with them, targeted their local community. Examples are collaborations with HomeStart Clacks, Sauchie Active8 and Hawkhill.
- Cross referral with other CERT clients typically supported by Positive Moves
- Holding 2 family fun days with numbers. While attendees did not count as clients of Multiply by attending these were used as recruitment events to other events
- Hook Courses. At the core of the recruitment was engagement and recruitment through the provision of "hook" courses which were fun, engaging and minimised maths in its title (to avoid putting off potential participants). Examples of course titles used to provide a "hook" are set out in Annex B.

#### 3.2 Lessons from recruitment

From informal feedback from other areas, CERT has been hugely successful in recruiting participants to Multiply particularly in the early stage of the programme which then built the number of clients who approached through word of mouth.

The reasons for this success are thought to be due to a number of factors:

- The speed in which CERT established the Multiply team and become operational
- The strong community links and partnerships that CERT has which allowed community based and partnership courses to be established quickly

- Our marketing approach, particularly creating fun and attractive events rather than focus on formal numeracy courses.
- Strong connections with referring organisations such as ClacksWorks, SDS and DWP who referred clients from day one
- The dual delivery of Positive Moves by CERT. There were a significant number of CERT's Positive Moves clients who also had literacy/numeracy issues and were subsequently referred to Multiply.

Lessons learnt from the recruitment of the programme which should be used to inform future events:

- While financial management and budgeting were perceived by policy makers as a priority there was limited demand from clients. Perhaps this was due to those engaging with Multiply would already been engaging with benefit and other advice if required
- Engaging with community groups who are primarily owners of community venues which they wish to rent (as opposed to those who actively support a range of groups), were largely unsuccessful at recruiting locally
- The integration of Multiply into other courses and programmes strengthened the impact of that course to clients while improving numeracy/literacy skills to a wider group

### 3.3 Registration and Client Records

The registration of clients to Multiply was deliberately minimal. This aligned with the level of client information required for UK SPF. Information was gathered on:

- Name
- Address (to confirm resident within Clacks); and
- Confirmation from the individual that their age was eligible (initially over 19 and then changed to over 16)

A simple registration form was completed on line.

Detailed records were held within CERT's Hanlon system which, as well as this minimum client information, recorded appointments and attendances at one to one tutoring sessions and booking and attendance at Multiply courses and workshops.

In the recording of one to ones, an outline of what was covered in the session was included in Hanlon and/or back up notebooks.

Where a client was participating in an SVQ assessed unit, all workbooks, assessment and internal verification records were held for 3 months (rather than the 7 week minimum to comply with SQA). Course materials were stored on line as appropriate. All information on assessment and IV results and accreditation were held within the SQA Connect system.

## 4 Multiply Clients

In all there were 246 unique individuals who were supported through Multiply. There are a total of 351 participants for the programme. NB an individual can participate in more than one strategic intervention and would then be counted for each intervention participated in.

**Table 3: Number of Clients Supported by Strategic Intervention**

Strategic Intervention	Number of Clients supported
S42: Confidence	74
S43: Parents	49
S44: Prisoners	42
S45: To secure employment	82
S48: Level 5 Maths:	7
S49: Manage Money:	26
S50: Care experienced:	1
S51: Working with the community:	70
<b>Total</b>	<b>351</b>

*Source: Analysis of CERT's Client Management System*

### Positive Moves and Multiply support

As with all programmes there is no standard client, with specific characteristics or an ability to categorise them. However it is clear that there is a strong alignment with CERT's Positive Moves. This reflects the multiple challenges and barriers that these individuals face moving towards employment and that most of the Multiply clients are thought to be unemployed or economically inactive. In all 122 individuals have been supported through Positive Moves AND Multiply.

- 49% of Multiply clients are also clients of Positive Moves
- 30% of Positive Moves clients are also clients of Multiply

**Age of Client**

Initially Multiply was restricted to those who are 19 and over. It was immediately clear that there were those who were 16 to 19 who would benefit from the service. After extensive lobbying throughout Scotland, the eligibility was reduced from 19 to 16 in March 2024, just over a year into the programme.

**Table 4: Number of Multiply Clients by Age**

Age of Participant	Number of Participants
16 to 19	37
Over 19	177
Unknown	32
Total	246

*Source: Analysis of CERT's Client Management System and Registration Forms*

All of the clients who are known as between 16 to 19 have joined after the change in eligibility in March 2024. All unknown age are those who have joined after the change in definition but have not indicated their precise age (only that they are over 16).

“The tutors have been very good and helpful. They have supported me in achieving Level 5 in Communication and Numeracy which I needed, to get into my engineering course at Forth Valley.”

Anon

With the broadening of the age eligibility criteria there was an increase in clients who are young people with no or minimal qualifications from school who were referred to the programme by Skills Development Scotland or ClacksWorks in school key worker. These clients tended to receive more intensive one to one tutoring.

## 5 Our Performance

### 5.1 Performance against Targets

This section sets out the performance of CERT in delivering the objectives and targets of Multiply.

“Delighted with the support from the tutors. Have now achieved Level 4 in both Communication and Numeracy. Has been many years since I studied but this has given me the confidence to apply for a childcare course at Forth Valley College.”

Multiply in Clackmannanshire had targets for each of the strategic interventions. These were split into Outputs and Outcomes

**Table 5: Multiply Performance Against Output Targets**

<b>Strategic Intervention</b>	<b>Number of Clients supported (1)</b>	<b>Number of Courses Developed (2)</b>	<b>Number of Cohorts</b>
S42: Confidence	74	1	20
S43: Parents	49	1	10
S44: Prisoners	42	1	12
S45: To secure employment	82	1	9
S48: Level 5 Maths:	7	1	1
S49: Manage Money:	26	1	4
S50: Care experienced:	1	1	1
S51: Working with the community:	70	1	26
<b>Total</b>	<b>351</b>	<b>8</b>	<b>83</b>
<b>Target</b>	<b>325</b>	<b>8</b>	<b>62</b>
<b>% target achieved</b>	<b>108%</b>	<b>100%</b>	<b>134%</b>

Source: *Analysis of CERT's Client Management System*

(1) *Including one to one supports and participants at workshops/courses*

(2) *Multiple courses were designed and were adjusted to suit the needs of the participants, but regarded as one for the purpose of reporting*

CERT exceeded all output targets, taking into account the adjusted target for number of clients supported.

**Table 6: Multiply Performance Against Outcome Targets**

<b>Strategic Intervention</b>	<b>Number of Clients supported</b>	<b>Number of clients receiving one or more Qualifications(1)</b>	<b>Number of qualifications awarded</b>
S42: Confidence	74	1	
S43: Parents	49	1	
S44: Prisoners	42	1	
S45: To secure employment	82	1	
S48: Level 5 Maths:	7	1	
S49: Manage Money:	26	1	
S50: Care experienced:	1	1	
S51: Working with the community:	70	1	
<b>Total</b>	<b>351</b>	<b>34</b>	<b>59</b>
<b>Target</b>	<b>325</b>	<b>64</b>	
<b>% target achieved</b>	<b>108%</b>	<b>53%</b>	

Source: *Analysis of CERT's Client Management System*

(1) *Full awards or individual units achieved by an individual participant.*

Thirty-four (34) clients achieved one or more qualifications which represented 53% of the programme's targets, but would have exceeded the revised targets as requested, but refused by the council. – which would have meant CERT achieved 106% of that target.

There are a range of reasons why the original qualification targets were not achieved. These were either as a result of operational decisions or outwith the control of CERT in the scale and definition of targets.

Operationally:

- An approach was taken to NOT assess or award individuals for a level 2 or above qualification where they already had a qualification of a higher level. We felt that while this would have ensured we met our targets, this was not contributing to the overall objectives of the programme.
- In keeping with the objectives of Multiply to increase skills, a focus was provided on supporting individual clients to progress through the SVQ levels eg achieving level 2 then level 3 then level 4. This ensured that the learning was built on and became of more value for clients individually and in the workplace. Five clients were supported to progress through two or more levels of qualifications. This was a clear decisions vs a more volume programme providing lower level qualifications only to more clients.

Outwith CERT's control:

- There was an over-estimate of qualifications likely to be achieved across Scotland, taken into account with a reduction in the targets across Scotland, but which was not accepted by Clackmannanshire Council
- An approach was taken to structure all formal learning around full awards (each of which is 3 to 4 units) to comply with Council requirements. This required more intensive support to a smaller number of individuals. It was only in January 2025 when the Council changed the definition to allow individuals who had only achieved one unit to be counted in the reports. This was far too late to adjust the structure of the qualification programme.

## 5.2 Performance Against Objectives

Considering both of UKSPF's objectives, CERT has ensured a clear contribution to both objectives:

*Boosting core skills and support adults to progress in work, by targeting adults with no or low level qualifications and skills in maths, and upskill the working population, yielding personal and societal economic impact, and by encouraging innovative approaches to reducing adult learning barriers*

- 351 clients have been supported
- 82 clients have been explicitly supported to provide maths/communications to help them in securing a job
- 34 individuals have achieved one or more qualifications to improve their skills
- Clients have achieved 59 qualifications

*Supporting people furthest from the labour market to overcome barriers to work by providing cohesive, locally tailored support including access to basic skills.*

- 632 separate one to one tutoring sessions have been delivered
- 218 one to one tutoring sessions have been targeted at basic skills and improving confidence in numeracy and communications

### 5.3 Comparative Performance

Unfortunately at the time of writing there is no information on the performance of other local authority areas in the delivery of Multiply. Informal indications from other Multiply leads is that CERT has designed a unique and good practice model particularly in:

- securing high levels of engagement and recruitment;
- rapidly recognising the inter-relation of literacy to numeracy and broadening the delivery of Multiply accordingly
- strong collaboration with community groups; and
- providing in depth one to one tutoring sessions (most areas delivered support only through classes)

It is hoped that performance information on other local authorities can be secured, but until then only this informal feedback from other local authorities can be included.

### 5.4 Literacy vs Numeracy

There was a dominance in the provision of literacy qualifications compared to Numeracy reflecting the needs of the clients and the Clacks residents as well as (it is thought) a reluctance to engage with Maths.

**Table 7: Number of units awarded by broad category**

	<b>Communications</b>	<b>Numeracy</b>	<b>Total</b>
Number of Units Awarded	37	22	59
% of all units awarded	63%	37%	

*Source: Analysis of CERT's SQA Connect Records*

Similarly the number of clients securing communications/numeracy or both types of qualifications is dominated by literacy/communications skills.

**Table 8: Number of individuals attaining qualifications by broad category**

	<b>Communications</b>	<b>Numeracy</b>	<b>BOTH communications and numeracy</b>	<b>Total</b>
Number of Individuals achieving one or more unit	32	18	16	34
% of individuals achieving one or more units.	94%	53%	47%	

*Source: Analysis of CERT's SQA Connect Records*

Almost all (94%) of clients who achieved any qualifications achieved a qualification in communications. A smaller, but still a majority of clients achieved a qualification in numeracy (53%). Almost half of clients achieved both Numeracy and Communications qualifications.

This shows the huge gap in the literacy skills and the demand for this provision. The high number of clients who achieved both literacy and numeracy qualifications demonstrate how these core skills are inter-related. This has also been driven by the approach of the Multiply team to encourage learning in both areas where possible.

“Thank you so much for all your help I am still buzzing at my achievement and wish I had know about you earlier because I could have achieved more. The difference your sessions have made have been life changing for me. You believed in me and saw the potential in me. You understood when I didn't get it but didn't put me down you just found a different way to explain things until I did understand. I now go into class to support children knowing I might not be able to do maths in my head but I do know how to work it out. Only today at work a child asked me if I was coming to help with their maths lesson because I make it fun and easier to understand and without you that would not be happening so thank you so much and I wish you were being allowed more funding as I would definitely keep going with my learning.”

Anon

Clients who have ESOL needs represented a significant group but with limited support available. Unfortunately the resources, skills and objectives of Multiply meant that this programme could not support these clients.

## 6 Conclusion and Going Forward

This report sets out an overview of the Multiply programme as delivered by CERT from 1<sup>st</sup> January 2023 to 31<sup>st</sup> March 2025.

We conclude that CERT has:

- overcome the barrier of “maths not being sexy” to successfully recruit 351 participants to the programme;
- demonstrated that a light touch recruitment and engagement programme with limited registration requirements has been instrumental in achieving these numbers for a potentially unpopular programme
- provided over 1,300 different individual “assists” to our clients including over 600 one to one tutoring sessions.
- rapidly assessed the client needs and introduced literacy/communication skills to the programme which has delivered substantial benefits in terms of qualifications
- established an SQA Approved Centre and offered courses from level 2 to 5 in Communications and Numeracy

The multiply programme finished at 31 March 2025 and while there was the potential to allocate funds to continue the programme from within the UKSPF allocation, it was decided not to do this.

It is recognised that this was a challenging programme to deliver, particularly to engage the clients however the programme has identified a clear demand for the provision of basic skills one to one tutoring – particularly literacy.

It is recommended that a one to one literacy programme is established going forward.

Jean E Hamilton  
Chair  
23<sup>rd</sup> July 2025

**Annex A****SVQ Units and Awards CERT approved to deliver in literacy/numeracy**

<b>Group Name</b>	<b>Unit Code</b>	<b>Level</b>	<b>Unit Name</b>
Communication (level 2)	F3GB 8	2	Communication
	F3GM 8	2	Communication - listening
	F3GN 8	2	Communication - reading
	F3GP 8	2	Communications - speaking
	F3GR 8	2	Communication - writing
Communications (level 3)	F3GB 9	3	Communication
	F3GM 9	3	Communication - listening
	F3GN 9	3	Communication - reading
	F3GP 9	3	Communications - speaking
	F3GR 9	3	Communication - writing
Communications (level 4)	F3GB 10	4	Communications
Communications (level 5)	F3GB 11	5	Communications
Communications (level 6)	F3GB 12	5	Communications
Core Skills: Numeracy level 4	F3GF 10	4	Numeracy
Core Skills: Numeracy level 5	F3GF 11	5	Numeracy
Core Skills: Numeracy level 5	F3GF 12	5	Numeracy

## **Annex B**

### **Example of Hook Course Titles**

Game On!

Time Management

Beginners Cross Stitch

Painting by Numbers

Animation

Take it Outside

Ultimate Board Games

Financial Management Skills

Healthy Eating on a Budget

Navigate the Wilderness

Snooker, Pool and Darts

Games for Thinking

Cooking Masterclass