

## Skills Capital Fund 2015-16: Detailed Application Form

This form is to be completed by all organisations who have successfully completed the First Stage Application process.

Applicants must complete all sections of the application relevant to their project and provide supporting documentation as outlined in the Detailed Application Guidance document.

Applicants should submit the Detailed Application in both electronic and hard copy as set out below:

The deadline for submitting the signed electronic copy is by **midday on 25 February 2015**, and the signed hard **copy by midday on 27 February 2015**.

Please return **one** signed hard copy of the completed application form and required supporting information to:

**Ron Crank (Chief Executive)**  
**Arun House**  
**Hurst Road**  
**Horsham**  
**West Sussex**  
**Rh12 2DN**

Hard copy applications should be submitted in A4 format (ring-binder/lever-arch). Any supplementary information should be submitted in the same format apart from drawings which can be A3 format.

Electronic applications must be submitted to Ron Crank, Chief Executive at [skillscapitalfund@coast2capital.org.uk](mailto:skillscapitalfund@coast2capital.org.uk) Electronic applications and supporting information should be an exact copy of the hard copy submission.

Without exception, Coast to Capital will not consider as eligible for the Skills Capital Fund any applicants that fail to submit both an electronic copy and hard copy of the signed and completed Application form, together with the supplementary information in accordance with above submission requirements. To be eligible for the SCF applicants must submit Applications and supplementary property and financial information using the correct forms and templates provided by Coast to Capital.

If you do not hear back from Coast to Capital within one full working day acknowledging receipt of your application, please contact us on 01403 333840

<b>Section 1: Applicant Contact Information</b>	
Applicant Name:	Central Sussex College
Applicant Address:	College Road, Crawley, RH10 1NR
Applicant Contact Name and Job Title:	Andy Forbes – Executive Director
Contact Telephone:	01293 442 377
Contact Email:	<a href="mailto:Aforbes@centralsussex.ac.uk">Aforbes@centralsussex.ac.uk</a>
UPIN:	UKPRN 10001744, URN 129383 and DFE 9388603

<b>Section 2: Project Details</b>	
Title of Project:	Central Sussex College Technology and Sustainability Centre.
Project Summary:	<p>A Technology and Sustainability centre, integrating with our existing Crawley Campus with 4 overarching objectives:</p> <ol style="list-style-type: none"> <li>1. To train the next generation of graduates to work in the Technology and Environmental Technology sector.</li> <li>2. To raise awareness amongst employers, schools and other stakeholders, making them aware of the demand for skills and the opportunities in the Technology and Environmental Technologies sector.</li> <li>3. To create jobs by providing training to businesses and individuals in the Technology and Environmental Technologies sectors or as part of its supply chain.</li> <li>4. To support the Green Growth Platform, ECO project, and the Sussex Energy Saving Partnership.</li> </ol> <p style="text-align: right;"><i>maximum 100 words</i></p>
Total Project Cost:	£917,400
Grant Requested:	£826,000 <span style="float: right;">Percentage 90% of total project costs</span>
Location of Project:	College Road

	<p>CRAWLEY West Sussex RH10 1NR</p>
<p>Changes in project since First Stage application</p>	<p><b>At First Stage Application:</b> Total Project cost: £798,000 Grant requested: £718,000 Percentage 90% of total project costs</p> <p>The project HAS NOT been subject to any material changes since submission of the First Stage Application</p> <p>Confirm Project Reference of Approved First Stage Application:</p>

### Section 3: Estate Need

Estate Need:

*maximum 750 words*

The college's accommodation strategy is intended to support both the curriculum and wider community need by providing accommodation and facilities which not only reflect its educational and commercial objectives, but which maximises the student experience whilst reducing asset maintenance costs in the longer term. The strategy provides sufficient flexibility to meet both the current and future curriculum need.

This project will provide facilities to support student learning within engineering and environmental technologies, thus meeting the need for skills within these growing areas within the local and wider community.

The key drivers for the project are to provide students with accommodation which meets a current and future curriculum need whilst integrating and enhancing learning within engineering and sustainable/low carbon technologies. The new unit would support the provision of clear progression routes, to levels 4 and 5, which complements the current provision and provides students with the skills base for a career within this fast moving and rapidly expanding sector.

Currently, some of the teaching accommodation and facilities provided for this functional area are spread across the campus. Consequently, they do not fully support a cohesive and integrated approach to curriculum delivery. Furthermore, it would be more difficult, and prohibitive from a financial standpoint, to adapt the existing accommodation to provide a modern environment, which actively incorporates and demonstrates the use of sustainable environmental materials and technologies that are being taught within these curriculum areas.

	<p>The new unit will enable the realignment of a number of curriculum areas within engineering and environmental technologies, in order to provide a cohesive learning experience with clear progression routes for students within this field. It will also be attractive to future students and employers alike, as a modern and progressive environment in which students can develop their work skills.</p> <p>The college's estate must reflect educational objectives, commercial objectives and legislative requirements. Accordingly, the unit and its environs will incorporate sustainable materials and technologies in order to provide a modern, professional and efficient learning environment, providing suitable spaces for student and employer engagement within a professional and efficient environment.</p> <p>The unit will support the delivery of a 'real world' experience, in an environment which complies with and evidences legislative requirements associated with the provision of new buildings.</p> <p>In order to meet the demand within the region for workers who are qualified in high tech and environmental skills, the new facility will incorporate a workshop, IT facilities and a practical demonstration area. This will area enable, individuals, students within the college and local schools, and employers in the local area to engage with local industry experts within an environment which facilitates the integration of theoretical knowledge and working practices in technology and the low carbon economy. In order to achieve this, the Centre will be equipped with real life working models and examples of how technology fits into the environment.</p> <p>In developing and providing new accommodation and facilities the college is committed, ensuring that its buildings provide maximum student impact whilst reducing the associated maintenance costs in the long term. The practical facilities within the unit will be supported by the provision of a modern IT suite, in which students will learn to use AutoCAD, as well as project management skills required within the engineering and technological sector.</p> <p>In developing its accommodation and curriculum provision in a manner which supports learning in Renewable Technologies, Advanced Manufacturing and Engineering sectors, the College is seeking to fulfill its requirement to support commercial requirements such as those identified within Coast to Capital's Skills Strategy (see below). Specifically those identified as priority sectors, which are expected to make a significant contribution to growth of our area, by fulfilling the requirement for higher skilled labour, particularly within SMEs and reflecting the requirement for businesses to have greater control over the skills agenda and higher level skills.</p>		
College Gross Internal Area (GIA) m <sup>2</sup> :	<p>Complete table 1 below. Allow for subsequent changes in estate and exclude farm and residential buildings.</p> <table border="1" data-bbox="448 1928 1513 1966"> <tr> <td data-bbox="448 1928 644 1966"></td> <td data-bbox="644 1928 1513 1966"><b>Table 1: GIA Affected by Project</b></td> </tr> </table>		<b>Table 1: GIA Affected by Project</b>
	<b>Table 1: GIA Affected by Project</b>		

	<table border="1"> <tr> <td>GIA (m2) before project*</td> <td colspan="2">GIA (m2) affected by project</td> <td>GIA (m2) after project</td> </tr> <tr> <td>24715.36</td> <td>New build/ acquired GIA:</td> <td>182</td> <td rowspan="3">24897.36</td> </tr> <tr> <td></td> <td>GIA to be refurbished:</td> <td>221.51</td> </tr> <tr> <td></td> <td>Vacated/ demolished GIA:</td> <td>0</td> </tr> </table>	GIA (m2) before project*	GIA (m2) affected by project		GIA (m2) after project	24715.36	New build/ acquired GIA:	182	24897.36		GIA to be refurbished:	221.51		Vacated/ demolished GIA:	0																														
GIA (m2) before project*	GIA (m2) affected by project		GIA (m2) after project																																										
24715.36	New build/ acquired GIA:	182	24897.36																																										
	GIA to be refurbished:	221.51																																											
	Vacated/ demolished GIA:	0																																											
	<p>Please explain and justify all variations in the current and historically reported areas and associated condition categories. Any significant changes should be supported by surveys undertaken by independent qualified surveyors (the LEP may request a copy of any survey reports).</p>																																												
Floor Area Improved/Rationalised by Project:	<p>f</p> <p>Complete the table below to show the area of estate in condition A, B, C and D before and after the project</p> <table border="1"> <thead> <tr> <th colspan="6">Table 3: Impact of proposed project on areas and condition</th> </tr> <tr> <th>GIA (m2) and percentage of estate in condition category A, B, C and D (before project) [1]</th> <th>%</th> <th>GIA (m2) and percentage of estate in condition category A, B, C and D (after project) [2]</th> <th>%</th> <th>Change in condition of GIA (m2) and percentage of estate as a result of the project = [2-1]</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>A:</td> <td>41.3</td> <td>A:</td> <td>42.7</td> <td>A:</td> <td>1.4</td> </tr> <tr> <td>B:</td> <td>34.6</td> <td>B:</td> <td>33.4</td> <td>B:</td> <td>-1.2</td> </tr> <tr> <td>C:</td> <td>24.1</td> <td>C:</td> <td>23.9</td> <td>C:</td> <td>-0.2</td> </tr> <tr> <td>D:</td> <td></td> <td>D:</td> <td></td> <td>D:</td> <td></td> </tr> <tr> <td>Total:</td> <td></td> <td>Total:</td> <td></td> <td>Total:</td> <td></td> </tr> </tbody> </table>			Table 3: Impact of proposed project on areas and condition						GIA (m2) and percentage of estate in condition category A, B, C and D (before project) [1]	%	GIA (m2) and percentage of estate in condition category A, B, C and D (after project) [2]	%	Change in condition of GIA (m2) and percentage of estate as a result of the project = [2-1]	%	A:	41.3	A:	42.7	A:	1.4	B:	34.6	B:	33.4	B:	-1.2	C:	24.1	C:	23.9	C:	-0.2	D:		D:		D:		Total:		Total:		Total:	
Table 3: Impact of proposed project on areas and condition																																													
GIA (m2) and percentage of estate in condition category A, B, C and D (before project) [1]	%	GIA (m2) and percentage of estate in condition category A, B, C and D (after project) [2]	%	Change in condition of GIA (m2) and percentage of estate as a result of the project = [2-1]	%																																								
A:	41.3	A:	42.7	A:	1.4																																								
B:	34.6	B:	33.4	B:	-1.2																																								
C:	24.1	C:	23.9	C:	-0.2																																								
D:		D:		D:																																									
Total:		Total:		Total:																																									
Inoperable/Category D Building Condition:	<p>N/A</p> <p style="text-align: right;"><i>maximum 100 words</i></p>																																												
Project Costs:	<p>Complete the cost breakdown pro forma. Justify/explain any variances from the Skills Funding Agency's 2014 cost model.</p> <p style="text-align: right;"><i>maximum 400 words</i></p>																																												
BREEAM:	<p>The unit will be constructed by upgrading and extending an existing building on the College campus, which will minimise the use of materials and maximise space.</p>																																												

	<p>The area will be refurbished using sustainable materials where possible, sourced from local businesses.</p> <p>The building will incorporate energy efficiency LED lighting to maximise visual comfort and efficiency. Lighting will be zoned ensuring only required areas are lit. Daylight will be maximised.</p> <p>Thermal comfort will be maximised, using radiators, air source heat pumps, photovoltaic and solar thermal panels, incorporated into College building management system.</p> <p>Rainwater will be harvested for watering adjacent grounds.</p> <p style="text-align: right;"><i>maximum 100 words</i></p>
Sustainability:	<p><b><u>Corporate Responsibility, Ensuring a Sustainable Approach:</u></b></p> <p>The corporate responsibility for this initiative is shared by the entire College, from Corporation down to operative staff.</p> <p>The College is committed to learning as a business and as a key member of the local and wider community. In this context it has a role to play in shaping a sustainable future.</p> <p><b>The College aims to</b></p> <ul style="list-style-type: none"> <li>• ensure full implementation of an approved Environmental Management System.</li> <li>• Embed the College’s Sustainability Policy.</li> <li>• embed sustainable development within the curriculum.</li> <li>• ensure sustainable procurement of resources.</li> <li>• incorporate sustainability within the design, maintenance of College assets and use of facilities.</li> <li>• take a sustainable approach to technology.</li> </ul> <p><b><u>Responsibilities</u></b></p> <p>Led by the Vice Principal - Enterprise and Innovation, the College has established a Sustainability Working Group to implement a number of College wide activities, and support department activities, in the following areas:</p> <p>1.1 <u>Energy</u></p> <p>The College will endeavour to use the minimum quantities of energy in accordance with the safe and efficient operation of its heating, lighting, plant and machinery.</p> <p>1.2 <u>Water</u></p>

	<p>The College will endeavour to use the minimum quantities of water and it will ensure that the water it uses is both supplied and disposed of to meet statutory requirements.</p> <p>1.3 <u>Transport</u></p> <p>The College strives to mitigate the harmful effects of its traffic on the environment. All staff and students are encouraged to walk, use bicycles, public transport, or communal transport are discouraged from the single occupancy use of vehicles.</p> <p>1.4 <u>Purchasing</u></p> <p>The College will seek to source goods and services which do least harm to the environment in their production, delivery and packaging. It will seek to purchase from local or regional suppliers to maximise the College's input to the local community and minimise transport.</p> <p>1.5 <u>Waste Management</u></p> <p>The College strives to conserve resources by minimising waste. It will do this by reducing the acquisition of new materials, re-using materials, recycling materials and through disposal by means causing least impact on the environment.</p> <p>1.6 <u>Estates</u></p> <p>The College strives to develop and operate its estates in a manner which minimises the impact on the environment, utilises sustainable materials and equipment and conserves valuable resources. This will be achieved in the context of enhancing the learning experience, maximising student impact and supporting learning progression. The potential environmental impacts of its projects will be assessed and minimised. This will include using sustainable building materials which support low maintenance and high energy efficiency</p> <p><i>maximum 400 words</i></p>
Acquisition details (if applicable, freehold/ long leasehold only):	<p>N/A</p> <p><i>maximum 200 words</i></p>

**Section 3: Benefits to Learners, Employers, Local Community and Supporting Economic Growth - how the project meets the regional priorities set out in the Coast to Capital Strategic Economic Plan.**

**2. Impact on Growth**

**Note: In the responses to the questions in this section, it is important to make reference to the learner number table and to include quantifiable targets and measures, as appropriate, to assist with an objective assessment of the application.**

**Learner Numbers:** Complete the table below to show the number of learners that will benefit from

the project.

	Learner numbers before project [1]	Learner numbers after project [2]	Change in learner numbers = [2-1]
14 – 16	400	400	0
16-19 EFA	3000	3210	210
Adult Skills Classroom-Based	2100	2405	305
16-18 Apprenticeships	140	270	130
Adult (19+) Apprenticeships	326	456	130
Adult Skills Workplace	92	92	0
<b>Total</b>	6058	6833	775

Curriculum Areas:

*Which curriculum areas will be affected by the project including learner numbers? (Note: we will not assess this but it will help us to understand the proposal)*

Engineering and Construction Curriculum areas will be predominately affected with the above increases in learner numbers coming mostly from those areas.

We would also envisage there being “spin offs” such as Business, Accounting, Management and some additional Higher Education starts as a result of the centre.

*maximum 200 words*

Responding to current and future skills needs:

***Explain how the project will enable a positive and measurable impact on responding to skills needs:***

The Coast to Capital Local Economic Partnership “Skills for Growth” strategy recognises the rapidly developing UK Market for Environmental Technologies and the associated job opportunities. It recognises that this market has grown by £5.9bn since 2010/11, has exports of over £12bn a year and that forecasts for growth are steady.

The Coast to Capital Skills Strategy identifies Renewable Technologies and Advanced Manufacturing and Engineering as priority sectors which are expected to make a significant contribution to growth of our area. The strategy identifies the need to stimulate demand by ensuring businesses recognise a need for higher skilled labour, particularly SMEs, it identifies the need to increase the supply of skills, recognising that businesses should have more control over the skills agenda and states that the focus should be on higher level skills. It



recognises the need to produce more skilled people to work in high tech sectors such as Environmental Technologies.

Our own research estimates that the UK built environment sector needs up to 1,355,000 skilled blue collar/craft workers with particular demand being envisaged in the following:

Electricians and electrical fitters – 277,000  
Plumbers and heating and ventilation engineers – 190,000  
Carpenters and Joiners – 217,000

In order to meet the 2020 energy efficiency targets in the UK there is a training requirement in the UK of some 252,000 blue collar workers. Training requirements by 2020 are particularly acute in the following areas:

Plumbing, heating and ventilation – 52,000  
Electricians and Electrical fitters – 39,000

This clear demand coupled with the opportunities in our locality, including our coastal developments such as the Rampion Wind Farm, the agglomeration of high tech manufacturing firms one mile from Central Sussex College on Manor Royal and our commitment to retrofit 200,000 houses in West Sussex, in order to meet a challenging target of 50% reduction in emissions by 2025, call for an escalation in the provision for skills training in our area.

Central Sussex College's credentials in Green Technologies and Engineering are well established. The College was a founder member of the Sussex Energy Saving Partnership; It has already established a partnership with Carillion in the forthcoming ECO funded developments in the area, as well as being a partner in the development of the Green Growth Platform. The College has close links to a significant number of businesses through our work in the construction and environmental sectors which is already adding significant value. This centre will enhance that work and allow more businesses and stakeholders to grow faster by accessing the right skills and labour to support their work.

The two elements of the centre each seek to accelerate growth in the environmental technologies sector in the C2C region in a specific way.

**Training** – The new training offer at the centre will tackle specific needs by providing specific skills to, for example, small companies seeking to be involved in retrofit programmes. It will produce graduates at all levels who have the skills and experience to drive growth in the sector. The impact of the centre will be create local jobs as skilled local people start their own businesses and as local employers find more work in emerging high tech and environmental sectors in the region. Specific training provision will be created to support high level Electronic Engineering training at level 4 and 5. These skills are in high demand in our area and this provision would be highly complementary to our existing provision, creating progression pathways.

**Awareness raising** – The centre will provide advice and support to the extensive network of employers already engaged with the college and new employers that become engaged, raising awareness about working practices which support growth in Technology and the Low Carbon Economy. It will also engage with schools and other organisations to embed Technology the Low Carbon Built Environment curriculum and to create progression routes in partnership. The centre will be equipped with real life working models and

	<p>examples of how technology fits into the environment.</p> <p>As well as utilising the excellent facilities that the college has available as part of its existing Environmental Technology and Engineering provision; the centre will be equipped with the latest learning technology such as:</p> <p><b>High specification classrooms</b> including interactive whiteboards suitable for management and design level knowledge based study.</p> <p><b>An I.T suite</b> including CAD software, online delivery capability, electrical and environmental technology testing, e-learning (VLE) packages.</p> <p><b>Training facilities</b> designed to deliver competency based qualifications. These would include: Photovoltaic, Solar Thermal, Biomass, Wind turbine technology, Thermography, Insulation measures including work based simulation equipment.</p> <p style="text-align: right;"><i>maximum 750 words</i></p>
<p>Tackling NEETs and unemployment:</p>	<p>Explain how the project will have a positive and measurable impact to tackle:</p> <p><b>16 – 24 unemployment</b></p> <p>Ultimately the centre will aim to create jobs. In particular we would aim to replicate our current 92% positive outcome statistics for Central Sussex College leavers. Positive outcomes are employment or progression onto a higher level course. Our aim will be to equip learners with the skills and knowledge required to progress directly into jobs within the Environmental Technologies sector, thus reducing the risk of unemployment of 16 – 24 year olds. Every full time learner at the centre will undertake a programme of study which includes Enterprise/Employability and work placement.</p> <p>We will encourage learners to progress into work but also to other positive destinations such as further study at a higher level. The College is in discussion with Chichester University to devise progression routes for learners into Higher Education courses which are being developed as part of their Technology Park development at Bognor Regis. In addition, the college has a partnership with local Universities under our University Centre at Crawley which will enable positive development of progression routes. In this way the college will seek to ensure that learners do not “fall through the gaps”, progressing into positive destinations.</p> <p>The College has well established links to Job Centre plus centres across our region and an excellent track record of providing support such as specific work readiness training, and sector based work academies. Where applicable we will offer this provision as part of the Technology centre. We have a continuous presence at the Job Centre in Crawley where individuals are referred to the college for training. We provide specific interventions for these learners on a rolling basis. These interventions are the first steps in pathways towards full time and higher level study and this process will be replicated as we develop pathways towards working in the Environmental Technologies and Sustainability sectors.</p> <p><b>Adult unemployment</b></p> <p>The centre will help develop the knowledge and skills that companies need to diversify their businesses in the Green Economy. With a particular focus on</p>

	<p>Small and Medium Sized Enterprises the centre will help businesses gain the skills they need to enter supply chains previously excluded to them and to grow. By up-skilling adults working in SMEs in Construction and Engineering in this way we will reduce adult unemployment.</p> <p>We envisage new business start-up to be a particular feature of this sector and something which the centre can specifically support. The College can draw on particular expertise in this area, having been identified as exhibiting best practise in Lord Young’s review of Enterprising colleges “Enterprise for all” (<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338749/EnterpriseforAll-lowres-200614.pdf</a>). The College has a thriving enterprise society and significant associated enterprise activity. We can also draw on the partnerships we have with the Local Economic Partnership and the Federation of Small Business, currently developing an innovation centre at our Horsham Training centre.</p> <p>Our links to the Job Centre will help us to provide specific skills interventions, in a progressive way, to adult job seekers which, combined with good Information, Advice and Guidance will help adults enter the Environmental Technologies and Sustainability sectors.</p> <p><b>NEETS</b></p> <p>The College has a long standing commitment to developing specific provision which supports NEETs back into work or training. In particular, the College has a very active Job Shop, staffed by recruitment specialists who are dedicated to finding jobs and apprenticeships for unemployed young people from both inside and outside of the college. In addition, the college has a well-established planning process which aims to consider the needs of NEETs with specific short course provision which is designed to reengage them in the learning process. In the case of the new technology centre the college would seek to develop short programmes such as traineeships which will engage learners and prepare them for apprenticeship vacancies that will be developed.</p> <p>The College will work with all progressing learners to ensure that they have a positive destination, whether that be progression into Higher or Further Education or work. Learners at the centre will take part in structured, planned activity throughout the year such “progression week” and “the Futures Fair”. This activity is designed to ensure that learners do not become NEET but progress to positive destinations.</p> <p style="text-align: right;"><i>maximum 750 words</i></p>
Expanding and growing Apprenticeships and employer engagement:	<p>The College works with a wide network of Construction and Engineering employers across our region. We offer employers a range of essential short courses in electrical and engineering as well as Apprenticeships and part time vocational qualifications. This heritage means that the college is well placed to engage employers. The centre will aim to develop the range of short courses on offer, with an aim to deliver some 2200 short courses to employers in the first 5 years of its life. In particular we will develop bespoke provision which support specific businesses in the sector as well as extensive short courses in Photovoltaic, Solar Thermal, Biomass, Wind turbine technology, Thermography, Insulation measures.</p> <p>We will combine this range of provision with an explicit awareness raising element. There will be an area within the building dedicated to research, promotion of new technologies and concepts, and real life working models and examples. This area will be designed to engage businesses, provide space for</p>

exhibits and events, and encourage employer engagement alongside stakeholders. Events and engagement activities will focus on bringing together the various stakeholders in the Environmental Technologies and Sustainability sector in our region. Central Sussex College is a designated Environmental Technologies Hub, in addition, senior staff at the college are board members of the Green Growth platform and the West Sussex Low Carbon Strategy group; we are, therefore, already actively engaged in the overall Environmental Agenda. The centre would provide the opportunity to take that engagement to the next level, offering solutions to businesses, particularly SMEs wanted to engage with the Green agenda.

The college will seek to develop agreements with employer partners by engaging in their planning discussions so that supply chains have an explicit policy around training for Green technologies, and particularly Apprenticeships. West Sussex, and notable Horsham and Crawley is seeing a large expansion of housing with a particularly notable development in North Horsham. The College actively engages in these developments through its work with local economic groups and employers. We will seek to position the work of the Technology centre at the heart of these developments providing a hub for Apprenticeship development and skills provision.

The College recognises the opportunity that a second runway at Gatwick would present; whilst the outcome of the Airports Commission is not yet known, we know that if Gatwick were successful in its expansion plans this would create significant need. The Gatwick plan pledges to provide 2500 Apprenticeship opportunities. The College is well placed to lead on this development, having an existing relationship with Gatwick and the Technology centre could play a role in providing skills training and Apprenticeships for Gatwick, should expansion go ahead.

Full time programmes at the centre will be supported by embedded enterprise and employability provision which will have the explicit purpose of preparing students for Apprenticeship jobs. This, in turn, will include structured job finding and job matching activity which will be compulsory, and will be monitored using a sophisticated software programme called MyWorkSearch. Job matching will take place using our dedicated JobShop staff who successfully place around 150 apprentices in work each year.

The College already includes elements of sustainability in our full time Construction and Engineering programmes and our other Apprenticeship frameworks. We are one of the only colleges in the region to offer the Solar PV unit within level 3 apprenticeship frameworks which we provide to other training providers. This centre would allow us to specialise further offering pathways throughout our engineering and technologies apprenticeship frameworks where required and then developing the Engineering environmental technologies apprenticeship at Higher Apprenticeship level. Running alongside this provision will be the HNC in Sustainable Building which the College is currently offering.

The College will set planning targets for outputs which it will track throughout the development of the centre. These will include:

<b>Engagement outputs</b>	Year 1	by Year 5
Employer engagement events	15	80
New qualifications developed	10	70

New Higher Education Programmes	2	12
Higher Apprenticeship programmes developed	1	7
NEETS on programme	50	450
School engagement programmes	10	100
Work Placements	100	700

And in terms of Apprenticeships:

<b>Additional learners:</b>	Year 1	by Year 5
Full Time learners at Level 1 - Level 3 16 – 18 years old	30	210
Adult Full time learners at Level 1 – Level 3	5	45
Adult Part time learners all levels (excluding short courses)	40	260
Apprenticeships starts	20	260
Short courses	300	2200
Higher Education Starts	15	165

*maximum 750 words*

Providing benefits to classroom-based learners:

***Explain how the project will provide benefits to classroom-based learners, including:***

Full time 16 – 18 year old learners will undertake a core programme which will aim to prepare them for work in Renewable Technologies, Advanced Manufacturing and Engineering. The centre will introduce learners to the latest technology and concepts and provide a state of the art learning environment. This vocational learning will be supported with structured, compulsory enterprise and employability activity as well as work placement within our employer network.

With an extensive offer of short courses and bespoke courses the college will provide additional learning opportunities for specific groups of learners who wish to follow a particular pathway to employment.

An I.T suite within the centre will include CAD software, online delivery capability, electrical and environmental technology testing, e-learning (VLE) packages.

The College has a well-established and rigorous process for supporting progression and tracking destinations in order to monitor the impact of training. This starts early in the year prior to graduation and aims to ensure that vocational learning has the desired impact of successful recruitment. In the case of the centre, the college will arrange progression talks and events from industry figures and employer engagement which aims to help learners progress into the industry. This delivery will be combined with excellent support for learners. Learners will have support from Pastoral Support Tutors, a dedicated resource who will focus on progression to positive destinations.

Adult learners will have access to provision at a variety of levels including up to L4 Higher Apprenticeship level. Adult learners will have access to the 24+ Loan scheme, making this provision affordable and accessible. High quality, Matrix accredited Information, Advice and Guidance will be on hand to assist in the choice of pathways for adults. The College will seek to develop the provision in a flexible and accessible way, providing fast-track options for adults wishing to gain skills quickly and also part time evening and weekend provision where

	<p>appropriate to accommodate adult learners with work and family commitments.</p> <p>This facility would contain Environmental and Technology training equipment, presented as it would be in a working environment to provide a competence based approach to training that supports various routes and levels for awareness and training.</p> <p>The equipment would support new routes for Apprentices and would allow the college to expand the Apprenticeship provision with a specialist approach.</p> <p>The equipment would provide up-skilling short course opportunities for building services engineers and construction workers to gain new and higher skills that support future opportunities in the sector.</p> <p>The equipment would provide an opportunity for those studying at higher level apprenticeships, HNC and HND candidates to apply theoretical design, build and monitoring concepts to a practical environment.</p> <p>The equipment would support the raising of awareness for full time, new entrant and schools by engaging in the practical elements of new emerging technologies that effect the environment locally and encourage STEM participation.</p> <p>The centre will provide equipment to develop an understanding of design needs for both retrofit and new builds and support higher levels of education. It will also allow learners to evaluate and monitor certain designs and concepts in heat loss, building controls and efficiency.</p> <p style="text-align: right;"><i>maximum 750 words</i></p>
<p>Improving the quality of teaching and learner success:</p>	<p><b><i>Explain how the project will support measurable improvements in:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>the quality of teaching and learning and learner success</i></b></li> <li>• <b><i>inadequate curriculum areas (if any)</i></b></li> </ul> <p>The curriculum areas of Construction and Engineering have both been graded as good (grade 2) in recent Ofsted inspections and are a significant element of the Crawley campus provision. Whilst a good proportion of learners achieve, acquiring the basic skills required to enter the workplace, it is incumbent upon us to challenge learners to engage with new agendas in the workplace such as the environmental impact and the sustainable life of any product or project. It is also evident that the two sectors are working more closely than ever in the design of construction of the built environment. It is expected that 50% of engineering jobs will be within the construction sector by 2020.</p> <p>Both curriculum areas have benefitted from the work already undertaken to engage with these wider issues and there is a strong emphasis on embedding of knowledge of sustainability and environmental impact into curriculum planning at all levels. However, apart from the Building Services elements of practical application such as photovoltaic and solar thermal, this has largely been based on a theoretical aspect to teaching, learning and assessment rather than in an applied approach which allows for learners to interact with new aspects and develop ideas.</p>

The new 'Technology Hub' would facilitate an applied approach to teaching, learning and assessment that would be beneficial to all levels of learning at the college and enable learners to gain 'hands on' experience and transform theoretical concepts into practical projects.

This applied approach would allow for a very interactive delivery of curriculum that supports and informs and strengthens the local STEM agenda and local employment in the construction and engineering sector.

The College has a large number of learners engaged from local schools and it is important that these learners are introduced to the ideas and concepts that underpin the built environment and green agendas. It is also important they are able to explore the opportunities open to them that link to the STEM agenda. The visitor centre will focus very heavily on this with an objective of progressing these young learners into Construction and Engineering at higher levels. Our 14-16 year old learners will also have the opportunity to engage with some of the technologies as part of their curriculum activities.

For post compulsory learners the centre will support a broadening of the 'Study Programme' and will enable short qualifications to be delivered in Environmental Awareness and support specific sector training such as insulation, retrofit techniques and new advances in energy creation and conservation. These short courses will be accredited and will form part of an 'Employment Passport' and encourage enterprise and success for learners with an emphasis on progression for higher level education.

At HNC and HND level for Engineering and Construction, the curriculum has been encouraged by both the awarding bodies and university partners to invest and engage in a more practical approach to education and training to encourage success and progression into either employment or university. The college has strong links with Brighton, Portsmouth and Chichester Universities and is very keen to develop facilities to enable learners to succeed in either route. Practical areas within the centre would enable higher level learners to develop research and experimental approaches to study resulting in higher grades and greater progression opportunities.

The college has always had a strong market share of skills training in the current workforce particularly at level 3 and above for Building services Engineers, with high success rates. However, with changing regulations and plans for 'licences to work' being introduced by DECC it is important that the college can develop and offer training in new innovations in sustainable energy creation and conservation.

New technologies such as the use of thermography will soon become the standard energy assessment tool, the new centre will enable areas to be created to train and accredit the use of this technology. There are currently significant developments in boiler design, and heat pumps that will all require accreditation to fit and service. It is vital that Central Sussex College can continue to support local employers, particularly

	<p>SMEs in developing these skills.</p> <p>Overall the creation of the new 'Technology Hub' will be pivotal in supporting and enhancing the development of training and skills in economically significant sectors whilst promoting the requirements to advance the STEM agenda and the opportunities it presents. This in turn will lead to higher success and progression for learners either into employment or higher studies in HE.</p> <p style="text-align: right;"><i>maximum 750 words</i></p>
Other Growth Measures:	<p><b><i>Explain how the project will contribute to other growth measures:</i></b></p> <p>The college has a well-established programme for learners with learning difficulties and disabilities. As part of this programme there are plans to establish a more employment based approach to learning. Whilst most learners benefit from the day to day activities that a college environment can provide, many show a keen interest in the practical activities that form part of the local environment and often gain employment in manual work.</p> <p>The centre will develop a range of activities that support knowledge of the wider environment and how skills can relate to important aspects of the community such as energy conservation and environmental protection. They will also link to expectations in the work place to protect and save resources. Short accredited courses will allow learners to progress in a range of topics and form part of a wider accreditation in environmental skills.</p> <p>The centre will provide opportunities for these learners to engage in activities and projects in a very practical way with some of the external land being dedicated to an environmental project for learning and understanding horticultural activities that will provide learners with a sense of ownership and responsibility over a sustained period of time.</p> <p>Central Sussex College offers HNC and HND routes in Construction and Engineering and whilst being successful for employed learners on a day release basis the courses are not as successful for learners progressing from full time level 3 courses onto the higher level. The most significant reason for this is the lack of opportunities for practical application of skills at a higher level. The centre will enable the college to offer a range of practical applications that will enhance this provision and provide simulated working environments in electrical/electronic, aero, composite design, robotics and CNC manufacture. All of these skills are in high demand within the 'Gatwick Diamond' and will continue to be so in light of developments in the local engineering sector and potential developments at Gatwick. All of these activities will enhance the quality and develop of the STEM agenda at Central Sussex College and promote higher level of progression.</p> <p>For Construction, the picture is similar with a very high demand for managers within the sector that are able to use the latest technology in design and build technology. There is also high demand for measuring</p>



and monitoring techniques to understand the long term sustainability of projects and the centre will house a monitoring facility for the college as a whole that will form the basis for projects for those studying on HE construction courses. This will allow the college to offer a wider range of courses to suit the local needs and provide the higher skills required in the current regeneration of West Sussex an in particular Crawley and Horsham.

Both of the above programmes will also enable the college to offer upskilling with individualised level 4 and 5 qualifications to meet the needs of employers and the local economy.

*maximum 500 words*

#### Section 4: Financial Value for Money and Affordability

Investment Appraisal and Running Costs:

<sup>k</sup>

Complete the table below to show the cost and Net Present Value (NPV) of each option:

Option	Cost (£000)	NPV (£000)
Proposed project	917	11605
Base case	745	2038

The investment appraisals should include estimates of any premises costs and operating savings arising from the project over a 20-year period.

Complete the table below to show the estimated premises costs and savings over a 20 year-period for the proposed project:

	Proposed Project Savings/Cost (£000)	Base Case Savings/Cost (£000)
A. Premises costs	480	600
B. Premises savings	0	0
Difference (A-B)	480	600

If the costs exceed the savings by more than 5 per cent of the total project cost then explain how the project will enable the applicant to reduce its overall premises costs per square metre over the investment period; or in exceptional cases, for example where the applicant proposes to build additional space to accommodate new provision, why the project is unable to contribute to lower premises costs (£/m<sup>2</sup>). (max 100 words).

Project Funding/ Finance:

l

Complete the table below to show how the project is to be funded/ financed.

Project funding/financing	Capital cost (£000)
Requested LEP funding	826
Applicant contribution (cash reserves)	91

	Loan finance	
	Disposal proceeds	
	Other public sector grants	
	Other	
	<b>Total</b>	917
	<p>Confirm whether the applicant would proceed with the project if Skills Capital funding were less than that requested:</p> <p style="text-align: center;">NO</p> <p>Additional comments (maximum 200 words): (for example, if disposal proceeds are to be used, please explain current status of disposal).</p>	
Expenditure Profile:	<p>Complete the detailed monthly expenditure template - for successful applications this will be used to determine grant payment profiles. This should be consistent with the updated expenditure profile information supplied in November 2014.</p>	
Post-Project Reviews:	<p>Confirm that a Post-Occupancy Review (POR) will be submitted in Coast to Capital's agreed format (to be advised) within 12 months of the completion of the project, YES</p> <p>Confirm that post-project review(s) has/have been submitted to the Skills Funding Agency in accordance with previous capital grant allocations, NO</p>	
Governing Body/Board Minutes	<p>Provide appropriate minutes to confirm approval of project details, expenditure and loan requirements. If not yet available, state when the governing body/board meeting will be held and when the relevant minute(s) will be available. If successful, no grant offer will be confirmed until we receive these minute(s).</p>	

<b>Section 5: Programme</b>	
Programme for Completion:	m <span style="float: right;"><i>maximum 100 words</i></span> See attached project plan.
Project Team Appointments:	Confirm, where known, consultants appointed to manage this project:  Project Manager:  Architect:  Quantity Surveyor/Cost Consultant:  Planning Supervisor:  Structural Engineer:  Electrical Engineer:  Mechanical Engineer:  <b>Not known at this stage, a tender process will be undertaken to appoint the above posts.</b>
Planning Consents:	Confirm current planning status, including constraints and potential issues (for example, s106, s278 agreements, listed buildings)  The build will be an extension of existing building and will be for educational purposes. We do not therefore envisage any significant planning issues.  The status is currently at tender stage and likely to go through building regulations once funding is confirmed.  <span style="float: right;"><i>maximum 200 words</i></span>

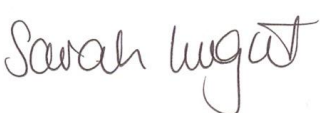
<b>Section 6: Risk</b>	
Risk and Mitigation:	Risks are predominantly associated to the budget for the new centre. The Budget has been carefully planned and will be robustly monitored.  Risks will be mitigated through coherent and thorough Project management. Project management will be conducted by Vistec on a day to day basis, overseen by the Director of Premises and Facilities/WSCC Building Control Officer and monitored by the College Project Management group on a weekly basis using appropriate project management documentation.  The College operates under a well-structured, detailed Risk Management Policy. (Please see attached Risk Register)

<b>Section 7: Past return on Investment</b>	
Lessons learned and past return on investment	Has the applicant completed a capital project in excess of £1 million (whether self-funded or LSC/SFA-funded) in the last five years? YES

	<p>If yes:</p> <ul style="list-style-type: none"> <li>• provide a brief description of the project including outturn cost</li> </ul> <p>Phase 3 of a new campus build at Haywards Heath amounted to £15.4m. This included entrance, foyer, classrooms and office/meeting areas and was ready for use Summer 2013.</p> <p style="text-align: right;"><i>maximum 100 words</i></p> <ul style="list-style-type: none"> <li>• comment on the return on investment achieved and the extent to which the project delivered on the intended outcomes.</li> <li>•</li> </ul> <p>The new campus build attracts 1300 students, predominately full time fully funded 16-18 year old students, which equates to approximately annual income of £5.9m. Additionally partnership student numbers equates to approx. annual income of £650k. Annual facility hire and trade income is additional and occurs due to well designed spaces and state of art facilities.</p> <p style="text-align: right;"><i>maximum 500 words</i></p> <ul style="list-style-type: none"> <li>• identify lessons learned from the previous project and explain how these lessons will be applied to the proposed CCIF project.</li> </ul> <p>The programme was brought in on time, to specification and in line with budget. Lessons learned include good project management, building control audit, weekly project group meetings and use of proformas: Milestones Chart, Progress form, Variation forms and Change control sheets. The exact systems were also applied to a recent smaller condition build and refurbishment projects, which also proved successful. Therefore this model will be utilised for this project</p> <p style="text-align: right;"><i>maximum 100 words</i></p>
--	---

<b>Section 8: Measurable Project Objectives</b>	
Measurable Project Outputs	<p>Provide a minimum of three specific, measurable, achievable, realistic and time framed (SMART) objectives/outputs for the proposed capital project</p> <ul style="list-style-type: none"> <li>• Learner Start Targets (see above)</li> <li>• Engagement outputs (see above)</li> <li>• New course development outputs (see above)</li> </ul> <p style="text-align: right;"><i>maximum 300 words</i></p>

<b>Section 9: Declaration</b>	
Declaration:	<p><b>I certify that the information provided in this Detailed Application is complete and correct.</b></p>

<b>Signature (College Principal/Chief Executive):</b>	
<b>Print Name:</b>	Sarah Wright
<b>Date:</b>	27 <sup>th</sup> February 2015

**Before submitting your detailed application ensure you have all the required supporting documentation:**

- one hard copy of the application form, signed and dated
- one electronic copy of the application form, signed and dated
- minutes confirming governing body/board approval for the Skills Capital Fund project
- Investment Appraisal for proposed project (latest version in Excel format)
- Investment Appraisal for base case (latest version in Excel format)
- Completed building cost breakdown analysis form
- Planned expenditure profile using the template provided (please complete in April to March financial years)
- Sketch plans and elevations (to the equivalent of at least RIBA Stage C)
- A detailed flow chart (for example a Gantt chart) setting out the project programme
- A risk-management plan (for projects in excess of £10 million in value or financial health Inadequate)
- College financial plan and commentary (latest version of financial plan in Excel format)
- Supporting evidence for any third-party project funding.

## EXPLANATORY NOTES

- <sup>a</sup> **Project Summary** – Summarise the applicant’s proposed project, including the scope and nature of development and/or refurbishment works (please note that the LEP/ Skills Funding Agency/BIS may publish this).

- b **Location of Project** – Provide the address of the proposed project, including post code.
- d **Changes in project since Expression of Interest submission** – Since submission of the Expression of Interest, state the change (if any) in total project costs and total amount of grant requested. Confirm that the project has not been subject to any material changes since submission of the Expression of Interest (section 3 of the guidance document on the [Capital Funding Page](#) refers to this).
- e **Estate Need** – Explain how the project relates to the applicant’s estate strategy and strategic objectives. Outline what the applicant intends to achieve, including the key drivers for the project. Ensure that the scope and nature of development and/or refurbishment works are clearly defined. Make it clear the extent to which the proposed project will meet estate need and how it links to the case for benefits to learners and economic growth (see section 3).
- f **Floor Area Improved/rationalised by Project m<sup>2</sup>** –Exclude farm and residential buildings. Quote both area (m<sup>2</sup>) and percentage.
- g **Inoperable/Category D Building Condition** – Where an applicant has accommodation in Category D (inoperable) that this project does **not** improve, explain why this is the case and set out the plans to deal with this space in the future.
- h **BREEAM** – Confirm targeted Building Research Establishment Environmental Assessment Method (BREEAM) rating for project. The expectation is that new-builds will achieve ‘Very Good’ and refurbishments will achieve ‘Good’. Confirm what work has been done to establish that the appropriate standard will be achieved.

i **Sustainability** – Explain how is the applicant addressing the sustainability agenda in relation to its estate. Make specific reference to work it may be involved in such as achievement or, or work towards recognised Environmental Management Systems, carbon/energy reduction and so on. Explain how the proposed project links to/is aligned to the applicant's sustainability strategy.

j **Acquisition Details (if applicable, freehold/ long leasehold only)** – Site/building to be acquired including areas (hectares and GIA in m<sup>2</sup>). Provide copy of heads of terms and details of professional advice and valuation obtained and any potential issues.

k **Investment Appraisal and Running Costs** – Applicants must accompany their application with an investment appraisal (in Excel format) for at least their preferred option **and a base case (do the minimum) option**, in accordance with the HM Treasury document 'The Green Book: Appraisal and Evaluation in Central Government'. Applicants are required to use the simplified investment appraisal model available, link provided by Coast to Capital, including supporting guidance notes. Applicants are required to complete this investment appraisal model for each option (base case and preferred option) as part of an application, including assumptions.

The investment appraisal for the project proposal is not required to show a positive net present value (NPV). However, it should provide a more favourable result than the base case option (that is, if both provide a negative NPV the proposed project should generate a smaller negative NPV than the base case).

l **Project Funding/Finance** – Applicants will need to demonstrate they will be financially viable after taking account of their contribution to the project, including any associated borrowings. Applicants will be required to provide

a risk management plan where either the project cost exceeds £10 million or 25 per cent of turnover, or the applicant's financial health calculated or Skills Funding Agency assessed grade is 'Inadequate' at the application date.

The applicant will be required to submit a financial plan (in Excel format) as part of its application using the latest financial plan spreadsheet model available on the SFA capital support for LEP website. The financial plan should be for at least two years after project completion. Colleges should submit the full plan, private applicants should submit the simplified financial plan and should provide supporting evidence for any third-party project funding, including loan finance, disposal proceeds and other public sector grants.

- <sup>m</sup> **Programme for Completion** – Outline the current position of project development. Provide a detailed project programme in the form of a Gantt chart. Show key milestones and timings relating to key aspects of the project (planning, procurement, contract award, project completion, and acquisition/disposal).