



## Section 2: Estate Need

### Estate Need:

Following the demise of the LSC capital funding programme, the College has worked hard at maintaining its estate. It developed a “fall back” property strategy which has been successfully implemented between 2010 and 2013. The College has undertaken a programme of minor capital works including the external refurbishment of B block, replacement of 7 temporary classrooms, a new roof on the learning centre and refurbishment of the Desborough maintenance building. Together with the installation of energy efficient lighting and double glazed windows, this programme has sought to protect the College’s quality of learner experience and in May 2012, Ofsted inspected the College and judged it to be Outstanding.

The College has since produced a new Property Strategy to cover the period 2013 to 2018 with these key strategic objectives;

- Replace the aging teaching facilities at Cranbury and Desborough annexes with high-tech learning environments to support new STEM curriculum developments.
- Generate contemporary teaching environments to support the activities of learners undertaking professional development and up-skilling.
- Reduce energy consumption, running costs and the College’s carbon footprint.

Two thirds of the College’s teaching accommodation is unfit for purpose, being in poor or inoperable condition. Much is insufficiently flexible and this leads to under-utilisation of much needed floor space. The annexe buildings in particular are outdated, do not support modern teaching and learning, nor deliver against the sustainability agenda.

The College seeks to remove 2,685m<sup>2</sup> of this sub-standard accommodation and, through replacement and refurbishment, to accommodate learning areas in new and improved spaces. Priorities for removal include a leaking temporary building, a Victorian school building at Cranbury Road and the 1920’s buildings at Desborough Road. Priorities for refurbishment include the 1960’s single and two storey buildings (C block) with draughty metal windows and cold or overheated rooms. Running and maintenance costs are high because of inefficiency and excess space. The project will result in a substantial increase in the proportion of category A and B space and significant reductions in energy and maintenance costs.

The recent addition of E block classrooms and the study centre at College House demonstrate the College’s commitment to sustainability, which these proposals will reinforce. Energy efficiency will be a high priority and renewable energy technology use will be extended. A BREEAM “Very Good” rating will be targeted for all of the buildings and there will be an on-going focus on environmental management.

The key elements of the proposed scheme include a new Advanced Technology Centre to meet the demand in computer sciences, electrical

engineering, electronics, building efficiency management and financial services. A replacement building for the Desborough annexe will accommodate hair and beauty, art, media and design in industry standard facilities, while the refurbished areas of C block will provide improved accommodation for hospitality and catering which is an area of growing demand. An upgrade to the external fabric of C block will substantially reduce the College's carbon footprint and energy consumption while enhancing the accessibility and appearance of what has become the main pedestrian entrance for most of the students. The new technology centre will release space in D block for the expansion of automotive engineering and plumbing, both of which are in modern, industry standard facilities but which have insufficient space to meet current demand.

College Gross Internal Area (GIA) m<sup>2</sup>:

**With reference to the college's 2011/12 eMandate return, complete the table below (2010/11 data). Allow for subsequent changes in estate and exclude farm and residential buildings.**

GIA (m2) recorded in the 2010/11 eMandate return	GIA (m2) before project*	GIA (m2) affected by project		GIA (m2) after project
16,035	16,365	New build/ acquired GIA:	4,147	17,827
		GIA to be refurbished:	2,520	
		Vacated/ demolished GIA:	2,685	

\*This includes the new study centre at College House completed in summer 2014.

Floor Area Improved/Rationalised by Project:

**Complete the table below to show the area of estate in eMandate condition A, B, C and D before and after the project**

GIA (m2) and percentage of estate in condition A, B, C and D (before project) [1]	%	GIA (m2) and percentage of estate in condition 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: 3,787	23	A: 7,934	45	A: 4,147	22
B: 2,152	13	B: 4,672	26	B: 2,520	13
C: 9,804	60	C: 5,221	29	C: (4,583)	(31)
D: 622	4	D: 0	0	D: (622)	(4)
Total: 16,365	100	Total: 17,827	100	Total: 1,462	

Inoperable/Category D Building Condition:

The College currently has 64% of accommodation within space categories C & D. The project will remove all the Category D accommodation. The remaining

	<p>Category C space, while considerably reduced, will be refurbished in the future phases of the Property Strategy as funds permit.</p>
<p>Project Costs:</p>	<p>All of the project costs have allowed for construction inflation within the programmed delivery periods and assume a BREEAM Very Good certification.</p> <p>For the teaching building the cost of £■■■■ / m<sup>2</sup> compares favourably with the benchmark £■■■■ / m<sup>2</sup> in the cost model. This is mainly because of the use of traditional external fabric materials. Reflecting current market experience, preliminaries and fees are lower than the model but this is balanced by a higher contingency allowance.</p> <p>The Advanced Technology Centre will benefit from economies of scale if the same design and build team is retained and for the same reasons as above the build costs compare favourably with the cost model, particularly when inflation after September 2015 is taken into account.</p> <p>The refurbishment costs equate to £■■■■ / m<sup>2</sup>, which is below the minimal level of the cost model. This is because the impact of the works is over a large area of 2520m<sup>2</sup>. In key areas the scope of refurbishment is substantial while in other large areas there will only be replacement windows and wall insulation.</p>
<p>BREEAM:</p>	<p>A BREEAM pre-assessment will accompany the planning applications and will target BREEAM Very Good. It is intended to focus on the following elements of the BREEAM code;</p> <ul style="list-style-type: none"> <li>• To involve all relevant stakeholders in the design process in order to provide a building that is fit for purpose.</li> <li>• To reduce carbon emissions and atmospheric pollution by encouraging energy generation from renewable sources.</li> <li>• To use construction materials with a low environmental impact</li> <li>• To achieve good building management by encouraging level of commissioning which enables optimum building performance;</li> <li>• To facilitate effective monitoring of energy use and consumption;</li> </ul> <p>A BREEAM Assessor has been appointed and preliminary assessments are being prepared for both new buildings</p>
<p>Sustainability:</p>	<p>Since the Environmental Strategy was approved in July 2009 the College has made considerable progress in addressing its carbon footprint. An Environmental Action Plan was presented to the Board in August 2011 and since then positive steps have been taken to improve energy efficiency as a key objective of planned improvements to the College estate. This has been demonstrated in the following projects:-</p>

	<p><b>B Block refurbishment</b> – an external refurbishment which has transformed the image of the College by removing the 1960s single glazed cladding and replacing it with insulated render and high efficiency glazing. With roof space insulation, local controls and energy efficient lighting, this £550k investment is contributing to a 40% reduction in the energy consumption of this building.</p> <p><b>New E Block classrooms</b> – these replaced dilapidated temporary classrooms with a flexible and efficient building. It exceeds the requirements of the building regulations by providing a highly insulated fabric which is serviced by heat recovering ventilation units. Local controls and high efficiency lighting are supported by a photovoltaic array which not only reduces energy consumption but is earning a tariff credit during periods when the building is not being used.</p> <p><b>Learning Centre roof replacement</b> – this could have been a like-for-like replacement project, but instead included an additional 120mm of roof insulation, the introduction of large areas of natural light and the installation of high efficiency LED lighting throughout the Learning Centre. The centre has been transformed into user friendly learning areas making maximum use of natural light. A considerable maintenance liability has been removed and the energy efficiency considerably improved.</p> <p><b>Continuing carbon emissions reduction</b> – the College is committed to reducing carbon emissions and our impact on the environment. In addition to these projects, voltage optimisation equipment has been installed and energy efficient lighting is replacing old fluorescent lamps. Strategies to reduce water consumption, increase waste recycling and reduce business travel all contribute to a diminishing carbon footprint. In the new schemes the College recognises the need to continue addressing energy efficiency and carbon reduction as an integral part of the estate improvement plans. As well as replacing old and inefficient buildings, the continuation of the external refurbishment programme is an integral part of the Property Strategy.</p>
Acquisition details (if applicable, freehold/ long leasehold only):	There is no property that needs to be acquired to enable this project to proceed. The new buildings will be constructed on the College freehold property.

**Section 3: Benefits to Learners, Employers, Local Community and Supporting Economic Growth - how the project meets the key criteria set out in Annex A of the FE College Capital Investment Strategy**

**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 be benefited by the project.**

	Learner numbers before project [1]	Learner numbers after project [2]	Change in learner numbers = [2-1]
14 – 16			
16-19 EFA	1621	1621	0
Adult Skills Classroom Based	3392	4342	950
16-18 Apprenticeships	144	144	0
Adult (19+) Apprenticeships	549	658	109
Adult Skills Workplace	415	415	0
<b>Total</b>	<b>6121</b>	<b>7180</b>	<b>1059</b>

**Curriculum Areas:**

**Which curriculum areas will be affected by the project including learner numbers? (Note: this will not be assessed but will assist with understanding the proposal)**

The project will provide larger modern technical and professional teaching facilities. The project will support the College's growing STEM curriculum offer including: computer sciences, advanced technology (for example laser technology, electrical and electronics), and professional up-skilling.

The redevelopment project will also provide additional capacity for the delivery of the College's employer led, Sector Based Work Academy provision (funded through a regional ESF contract). Our SBWA provides a 40% job outcome conversion rate for participants moving into work within the Solent LEP region. The additional capacity created by the redevelopment project will create a positive multiplier effect including the circular flow of income and creating hundreds of jobs within the community. Eastleigh College has moved over 400 individuals into sustained employment within the last 12 months through ESF.

	<p>The redeveloped buildings will also allow the College’s recruitment team to support more individuals seeking advice on new business start-up underpinning the Solent LEP Strategic Economic Plan aim to raise the business birth rates by 2020.</p> <p>The planned innovative advanced technology centre development will also enable growth of new higher training solutions at Level 4 and above for both local businesses and individuals seeking the technical skills to enter/progress within STEM related disciplines</p>
<p>Responding to current and future skills needs:</p>	<p><b>Explain how the project will enable a positive and measurable impact on responding to skills needs, including:</b></p> <p>The project is in direct response to the Solent LEPs strategic sector priorities including advanced manufacturing, engineering and construction management and to support the growth of the small and medium companies in the supply chain for maritime, aerospace and defence industries. It will also enable training for professional leadership and management, computer sciences and financial services to support the growth in the region’s businesses. In parallel, it contributes to the EU Cohesion Policy targeting key growth sectors including digital, support for SMEs and the low carbon economy.</p> <p>Eastleigh College has a strong track record of working closely with local companies to understand their training needs. In 2013 alone, the College provided training for over 3000 sponsored employees on the college site and a further 800 in the workplace. This intelligence has informed the planned areas for growth. There is already a lack of facilities on site to meet the current local demand for training in built environment management, electrical engineering, light engineering and computer sciences particularly at the higher technical level. Our priority is to increase the resident participation both in upskilling and in higher education and contribute to the predicted requirement for skills at level 4 and above.</p> <p>The project will also enable the expansion of trained local people to fulfil the requirements for replacement demand. The College recognises that significant training is required in the region to engage groups of the population that have not been in employment. Our work with the unemployed, the successful job outcomes and the close working with local employers to fill vacancies gives us confidence to tackle the expansion and meet the upskilling demands locally.</p> <p>Specifically the targets for the project are;</p> <ol style="list-style-type: none"> <li>1. 200 individuals moved from unemployed status/NEET into new sustainable jobs (ie lasting more than 4 weeks greater than 16 hours per week), within the Solent LEP area per academic year, with employment opportunities sourced and applicants/employers supported by Eastleigh College.</li> <li>2. Raise the proportion of the Solent LEP area population with Level 4 and above skills to 36% of the working age population from the current 32% - output measured annually based on growth in Level 4 and above provision (learner</li> </ol>

	<p>numbers)</p> <p>3. A 10% increase on STEM related enrolments year on year between 2014 and 2020.</p> <p>In summary, the project</p> <ul style="list-style-type: none"> <li>• meets current and future skills needs and supports growth industries and sectors</li> <li>• aligns with local stakeholder plans and identified needs, including Local Enterprise Partnership (LEP) and Eastleigh Borough Council</li> <li>• makes measurable contributions to specific local priorities, issues and challenges.</li> </ul>									
<p>Tackling NEETs and unemployment:</p>	<p><b>Explain how the project will have a positive and measurable impact to tackle:</b></p> <p><b>16-24 and adult unemployment</b></p> <p>The latest JSA Claimant data for Eastleigh (October 2014) is as follows</p> <table border="1"> <thead> <tr> <th><b>16-18</b></th> <th><b>19-24</b></th> <th><b>25+</b></th> </tr> </thead> <tbody> <tr> <td>20</td> <td>135</td> <td>540</td> </tr> <tr> <td>(0.4%)</td> <td>(1.6%)</td> <td>(0.8%)</td> </tr> </tbody> </table> <p>Current claimants in Eastleigh Borough training at Eastleigh College is 75 per year and around 30 gain sustainable employment.</p> <p>The target is that 200 more individuals each year will move from unemployed status/NEET into new sustainable jobs (ie lasting more than 4 weeks greater than 16 hours per week), within the Solent LEP area with employment opportunities sourced and applicants/employers supported by Eastleigh College. The College's current provision for the unemployed, funded through ESF, is designed to place unemployed adults into work through engagement with employers and the identification of skills needs, training unemployed individuals to meet those needs primarily through an individually tailored programme developing interview and customer service skills. The College has 40% successful outcomes and is one of the highest performing in the country in this regard. The intention is to expand this successful model with more technical training and continuing to work closely with local businesses to increase the successful placement of unemployed adults and young people.</p> <p><b>NEETS</b></p> <p>The College also currently has successful programme of intense training for twenty four, 16-18 year old NEETS each year providing progression pathways to other full time training courses in the College. This project enables the expansion of the technical provision available in the College as progression pathways for these young people at 18 who have taken longer to develop and apply themselves to their training. The close links with employers in the region ensures that work experience and employer based tasks and projects can be provided and offer a motivational opportunity for a young person to be directly engaged in</p>	<b>16-18</b>	<b>19-24</b>	<b>25+</b>	20	135	540	(0.4%)	(1.6%)	(0.8%)
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(0.4%)	(1.6%)	(0.8%)								

	<p>a workplace.</p> <p>Skills shortages The project is designed to enable the College to develop a STEM centre technical and professional training to adults and the curriculum plans are directly aligned to a number of the identified sector skills shortages in the Solent LEP. The priority of level three and four technical skills meets the local need for more higher skills and the project includes an expansion of programmes at level three, level 4 and of higher apprenticeships. The project is in direct response to the Solent LEPs strategic sector priorities including advanced manufacturing, engineering and construction management and to support the growth of the small and medium companies in the supply chain for maritime, aerospace and defence industries. It will also enable training for professional leadership and management, computer sciences and financial services to support the growth in the region's businesses.</p> <p><b>Planned growth of 950 learners in adults skills</b> Electrical Engineering Electronic Engineering Computer Network Engineering Financial Services Building Site Management Leadership and Management Microsoft Academy Business Improvement Techniques</p> <p><b>Planned growth of 100 HE learners</b> HND/C Computer Sciences (networking and programming) HND/C Construction and the Built Environment Management HNC Engineering</p> <p><b>Planned growth of 109 Higher Apprentices</b> Financial Services Engineering</p>
<p>Expanding and growing Apprenticeships and employer engagement:</p>	<p><b>Explain how the project will support the expansion and growth of Apprenticeships and employer engagement, with particular reference to:</b></p> <ul style="list-style-type: none"> <li>• <b>how the project will have a positive and measurable impact on increasing and expanding 16-18 and 19-24 Apprenticeships</b></li> <li>• <b>how the project will support the provision of enhanced progression routes to higher level training, including higher level Apprenticeships</b></li> <li>• <b>how the project will support the business and skills requirements of employers, particularly Small and Medium Enterprises (SMEs)</b></li> </ul> <p>Lead employers interested.</p> <p>As a result of the improved facilities and increased employer engagement, apprenticeship provision will naturally increase. The College already has an</p>

excellent reputation with local businesses as a responsive and high quality provider of employer training. The development of modern and up to date industry standard training facilities linked to identified skills gap areas will support the expansion of apprenticeships within these fields. The College already has a good track record of links with key industry bodies to sponsor training and equipment for example Baxi sponsor the college Gas Assessment centre. The new facilities will continue to attract employer sponsorship and involvement with curriculum and resources development.

The College is working closely with SEPNet (south east physics network) which is the regional membership body for the laser industry. In liaison with SEPNet, the College is supporting the growth of new start up businesses within the area. Up to date apprenticeship delivery with access to high quality facilities will enable us to continue to meet these needs.

Eastleigh College is also working closely with SPI Lasers who were established in 2000 to exploit technology developed by the renowned Optoelectronics Research Centre at the University of Southampton. The business focuses on the design and manufacture of fibre lasers for manufacturing. They have identified a clear need for upskilling their current workforce and increasing the labour pool within the local area. We have clearly identified the demand but currently do not have the facilities to meet this need. This development would enable the College to move forward with modern, up to date industry standards facilities. The ability to realise growth in new apprenticeship provision becomes possible.

Current curriculum planning is being closely aligned with employer needs and is focusing on the identified Solent LEP areas of growth which include High Tech Manufacturing, supporting the supply chain within the Marine Industry, Engineering and professional services. Clear progression routes from Level 2 through to Level 6 and beyond are being planned to enable seamless progression through training within the College. This coupled with the development of new and established employer relations will support the growth of apprenticeships at all levels.

The college already provides ongoing engineering apprenticeship opportunities and has high quality employer links. For example Radian which is a local housing association based in Eastleigh and Surveying Pathways based in Southampton. The College has a long standing relationship with Twinings in Andover for whom we deliver ongoing Business Improvement Techniques and Performing Manufacturing Operations. In addition we currently work with the following businesses within engineering:

Alresford Salad  
CM Precision  
Coopervision Ltd.  
Falcon Precisions  
GW Martin Machining Specialist  
Hampshire Insulations  
Howes Precision Hydraulics Ltd.

	<p>Hydor Ltd. LSC Fascades OKW Enclosures Ltd. WH Rowe and Son Ltd.</p> <p>A total of 41 Apprenticeship frameworks are already being delivered of which five are currently higher apprenticeships. The college is a highly experienced provider of work based learning.</p> <p>As a result of the new facilities and in response to local demand new apprenticeship provision will be developed within:</p> <p>Advanced Manufacturing Engineering Engineering Environmental technologies Electrotechnical technology Building energy management systems Facilities Management Construction management Advanced apprenticeship in civil engineering Advanced apprenticeship in surveying</p>
<p>Providing benefits to classroom-based learners:</p>	<p><b>Explain how the project will provide benefits to classroom-based learners, including:</b></p> <ul style="list-style-type: none"> <li>• <b>a positive and measurable impact on 16-18 learners</b></li> <li>• <b>a positive and measurable impact on adult learners</b></li> <li>• <b>a flexible resource base and industry-standard equipment and environments for vocational learning</b></li> </ul> <p>This Project will have a major impact on learners aged 16-18. It will link with the new study programmes to develop learners for progression, employment and higher education. It will do this by providing;</p> <ul style="list-style-type: none"> <li>• Greatly improved learning environments with state-of- the-art technical facilities and blended learning provision.</li> <li>• Occupation specific resources to better prepare young people for work.</li> <li>• An expanded “Engage Recruit” facility to raise aspiration, improve progression and assist adults and young people into employment.</li> </ul> <p>Adult learners will benefit from the Project through;</p> <ul style="list-style-type: none"> <li>• The installation of industry specific technical equipment in tailor made environments that reflect current industrial practices</li> <li>• Increased work with JCP and employers to develop technical training for the unemployed using the updated accommodation with occupationally specific resources</li> <li>• More appropriate teaching and learning spaces and facilities for adult learning programmes at the higher level.</li> <li>• Currently 31.9% of the working age population with the Solent LEP has an NVQ 4 or above qualification. This is below the national average of 32.9% and has been identified by the Solent LEP as a priority area for further development.</li> </ul>

	<p><b>Resource Base and Industry Standard Facilities and Environment</b></p> <ul style="list-style-type: none"> <li>• The project will provide flexibility through;</li> <li>• The integration of theory areas with workshops in STEM</li> <li>• The improved layout of Computer Science rooms enabling group work and individual work with teacher support</li> <li>• Improving the level of technology so rooms can be multi-purpose</li> <li>• The integration of technical resources for engineering and science</li> <li>• The development of lighter, high specification engineering to meet local demand and encourage more females into the industry.</li> <li>• More large rooms to give greater flexibility in timetabling.</li> <li>• Modern up to date facilities and equipment which are fit for purpose and enable learners to develop the skills needed by those sectors.</li> </ul> <p>Recent research carried out by Exeter University commissioned by the Solent LEP has identified a total net requirement of additional employment opportunities that will be needed by 2020 within the following key areas:</p> <p>Corporate managers/director = 37,000  Science Research, engineering and technical professions = 20,000  Business, media and public services = 25,000  Culture, media and sports occupations = 31,000</p> <p>The research also shows that over the next 6 years there is a significant demand for replacement rather than expansion due to the ageing workforce within these key sectors. This project will give us the ability to deliver new technologies to service this need and develop young people with the right skills for the industry and help to plug this skills and age gap.</p>
<p>Improving the quality of teaching and learner success:</p>	<p><b>Explain how the project will support measurable improvements in:</b></p> <ul style="list-style-type: none"> <li>• <b>the quality of teaching and learning</b></li> <li>• <b>learner success</b></li> </ul> <p>Eastleigh College was graded Outstanding at their last inspection in May 2012. The overall success rate continues to rise from 84% in the year of inspection (2011/12) to 89% in 2013/14.</p> <p>The improvement of the quality of teaching and learning would be enhanced by modern teaching accommodation with better ventilation and temperature control with more space for learners.</p> <p>Groups of 20 are currently housed in classrooms built for 12 to 16 learners. Since the availability of IT in the classroom has increased there is a further pressure on the space in the rooms. The limited size of the teaching spaces restricts the way in which teachers can do group work and move about to support individual learners.</p> <p>This proposal would enable us to</p> <ul style="list-style-type: none"> <li>• Redesign the STEM and professional teaching and self-study areas</li> <li>• It will create a state-of-the-art Technical and Professional Centre with</li> </ul>

	<p>Open Learning areas with computers to promote group learning, blended learning using ICT, and individual research</p> <ul style="list-style-type: none"> <li>• The teaching in priority areas in engineering, science, financial services, computer science and leadership and management will be enhanced by the improvements to occupationally equipped areas promoting higher level skills.</li> <li>• The Art and Hair and Beauty curriculum areas have very poor accommodation located in an old circa 1900s secondary school with high ceilings and inadequate ventilation and heating. The rooms are hot, uncomfortable and an inappropriate shape for learning or creating an appropriate and realistic salon environment for students to work with clients. The proposed building will allow energy efficiency; heating and ventilation control and enable salons to be specifically designed for commercial use and to create a realistic working situation. The Art department is planned to be located in the new building with improved room layouts and a central area for group work and critique. The environment with better glazing and ventilation will improve learning.</li> <li>• Workshops and theory areas will be co-located supporting blended learning approaches in engineering and computer science. The current accommodation is cramped and located on different floors to the workshops and do not support blended learning. The new technology block will enable learners to move more easily from theory to practice and so strengthen teaching and learning strategies.</li> </ul> <p>Teachers, trainers and assessors will have access to modern and up to date equipment which will result in learners leaving the College, ready for work with up to date knowledge and skills which are fit for purpose in the workplace. Having up to date staff with key industry knowledge, experience and skills will cascade throughout the college. Aspirations, standards and expectations will be raised by the high quality, modern facilities and equipment leading to motivated and committed learners who are keen to develop further and maximise their potential and opportunities for further success and development,</p>
Other Growth Measures:	<p><b>Explain how the project will contribute to other growth measures;</b></p> <p>By opening up the opportunities within apprenticeships we will be opening up job opportunities for local people and support their progression into employment. Over the following 6 years an additional 10,000 homes and associated jobs are targeted to be created. Eastleigh College is at the heart of this and is well placed to play a significant contributory factor to support the realisation of these goals. The development of the new build and extension of the offer within apprenticeships, employer training, Higher Education and the core curriculum will effectively contribute to meeting these targets.</p> <p>The College’s provision for learners with learning difficulties and disabilities is already outstanding. College House is a unique and outstanding addition to this provision and provides weekly residential places for up to 14 young people. This enables these learners to develop independent living and social skills within a supportive and safe environment. In addition to this provision the college also has over 100 learners with learning difficulties and disabilities who attend the</p>

	<p>main campus. The new build will enable growth of this area of provision by creating additional learning spaces which in turn will free up space within the main campus.</p> <p>The project will provide dedicated, specialist learning spaces which will enable a broader curriculum to be delivered. This will provide many more routes of progression for learners, more flexible routes and more opportunities for seamless progression through the levels of learning and ultimately through to Higher Education/Higher apprenticeships.</p>
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## Section 4: Financial Value for Money and Affordability

Investment Appraisal and Running Costs:

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

Option	Cost (£000)	NPV (£000)
Proposed project	12,400	3,078
Base case	0	(4,073)

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

The base case in the above table is a 'do nothing' option.

**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	780	638
B. Premises savings	1600	0
Difference (A-B)	-820	638

**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 college to reduce its overall premises costs per square metre over the investment period; or in exceptional cases, for example where the college proposes to build additional space to accommodate new provision, why the project is unable to contribute to lower premises costs (£/m<sup>2</sup>).**

The premises savings significantly exceed the premises costs and the project will therefore deliver lower on-going premises costs.

Project Funding/  
Finance:

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

Project funding/financing	Capital cost (£000)
Requested Local Growth Deal funding	9,000
College contribution (cash reserves)	0
Loan finance	
Disposal proceeds	
Other public sector grants	0
Other	0
<b>Total</b>	12,400

**Confirm whether the college would proceed with the project if Local Growth Deal funding were less than that requested:**

The College would not proceed with this project if the Local Growth Deal funding was less than requested

**Additional comments: (for example, if disposal proceeds are to be used, please explain current status of disposal).**

The College's proposes to dispose of two sites; both are approximately half an acre in size & will be sold with planning permission for residential development.

	<p>Initial discussions have already taken place with the planning authority and on one of the sites planning permission for residential development has been in place previously but has expired.</p> <p>The College's has commenced a two stage tendering process for the loan funding required to support the scheme. Willing funders have responded to the first stage and the second stage will follow grant confirmation</p>
Post-Project Reviews:	<p><b>Confirm that a Post-Occupancy Review (POR) will be submitted in the Agency's agreed format within 12 months of the completion of the project</b></p> <p>We confirm that a post occupancy review will be submitted in the agency's format within 12 months of the completion of the project.</p> <p><b>Confirm that post-project review(s) has/have been submitted in accordance with previous capital grant allocations</b></p> <p>We confirm that post project reviews have been submitted in accordance with previous capital grant allocations</p>
Governing Body Minutes	<p><b>Provide appropriate minutes to confirm approval of project details, expenditure and loan requirements. If not yet available, state when the governing body meeting will be held and when the relevant minute(s) will be available. If successful, no grant offer will be confirmed until the required minute(s) is received.</b></p> <p>The Eastleigh College Board approved the project at their meeting of 17 September 2014.</p>

## Section 5: Programme

Programme for Completion:	<p>The College will engage a full time, directly employed Project Manager to oversee the planning, procurement, design, construction and post project evaluation. Key project milestones are:</p> <ul style="list-style-type: none"> <li>• Submit planning application – December 2014</li> <li>• Funding approval – January 2015</li> <li>• Planning approval – March 2015</li> <li>• Commence work on site – June 2015</li> <li>• First new building complete – June 2016</li> <li>• Second new building complete – March 2017</li> <li>• Disposal of surplus accommodation – from July 2016</li> </ul>
Project Team Appointments:	<p><b>Confirm, where known, consultants appointed to manage this project:</b></p> <p>Project Manager: Andrew Chapman (directly employed by College)</p> <p>Architect: Richard Hopkinson Architects</p> <p>Quantity Surveyor/Cost Consultant: Robinson Low Francis</p>

	<p>Planning Supervisor: Gleeds</p> <p>Structural Engineer: Scott White &amp; Hookins</p> <p>Electrical Engineer: Elementa Consulting</p> <p>Mechanical Engineer: Elementa Consulting</p>
<p>Planning Consents:</p>	<p>The project will require town planning approval for the new buildings, the re-cladding of C Block and the redevelopment of the annexe sites.</p> <p>Planning permission was granted for a terrace of 10 houses on the Cranbury Road annexe site in 2007 and it has been agreed with the Principal Planning Officer that this will be resubmitted. The upgrade of the external fabric of C block has no impact on the surrounding neighbourhood and this will also be submitted as a detailed application without further consultation.</p> <p>The Borough Council does not consider the scheme to be controversial and accepts the need to link the various elements of the project. There are no listed buildings involved and the scheme will meet both educational and housing needs within the borough. Following a presentation to local area committee members and a public consultation event an application will be submitted to the local authority in December.</p>

## Section 6: Risk

Risk and Mitigation: An indicative risk register has been completed. The key risks are considered to be as follows;

Ref	Risk Description	Probability	Impact	Consequence	Mitigation
1	Grant funding is not approved	L	H	Early investment is written off. Project does not proceed	Restrict early expenditure.  Return to business as usual
2	Planning permission denied or delayed	L	H	Delay in programme; potential cost of appeal; project does not go ahead which affects student numbers and success rates.	Early engagement with Local Planning Authority and community. Use of high quality and sensitive design
3	Disposals are delayed and /or realise insufficient funds	L	M	Adverse impact on cash position as this has the same effect as a budget overspend	Make project scalable and have borrowing facility in place to cover shortfall.
4	Tendered costs exceed budget	M	M	Impact on long term financial health of the College	Robust project management Early appointment of cost manager. Detailed & firm Employer's Requirements
5	Failure to attract a funder for additional borrowing	L	H	Reduction in a key source of funding	Strengthen College operating position and clearly communicate steps being taken
6	Unexpected fall in student numbers	L	M	Income reduced with impact upon ability to service borrowing	Restrict borrowing to levels which are affordable
7	Project does not go ahead	L	H	Early investment is written off. Energy and maintenance costs increase. Less students are attracted by tired and outdated facilities	Develop a fall back property strategy. Limit liabilities while working at risk.

## Section 7: Past return on Investment

Lessons learned and past return on investment

**Has the college completed a capital project in excess of £2 million (whether self-funded or LSC/Agency-funded) in the last five years?**

The College completed a major redevelopment project in 2008 and had approval in principle for a second phase before funding was withdrawn

**If yes:**

- **provide a brief description of the project including outturn cost**

The completed project provided new construction and building services facilities in an extended D Block, two substantial new classroom blocks, a new Gas Assessment Centre and a new Motor Vehicle Workshop, together with a major refurbishment of Desborough Annex. Pedestrian and vehicular circulation was remodelled to address significant health and safety issues. With a budget of £9.9m the project was delivered for an outturn cost of £9.66m.

The LSC approval in principle was to deliver a second phase project of £36.4m but this did not proceed beyond RIBA Stage C.

- **comment on the return on investment achieved and the extent to which the project delivered on the intended outcomes.**

The College achieved a positive return on investment and met key objectives including:

- Growth in learner numbers in targeted technology areas;
- Provision of high quality, industry standard workshops;
- Replacement of temporary buildings with fit for purpose and flexible teaching rooms;
- Additional space to accommodate existing and future learners;
- A coherence of vocational areas, with supporting classrooms;
- Consolidation of the curriculum and economies of scale;
- Addressed many residual accessibility issues;
- Removed health and safety issues concerning traffic circulation;
- Significantly reduced annual energy and maintenance costs;
- Enhanced the capital value of the estate;
- Reduced the carbon footprint & progressed the sustainability agenda

As a result of the major redevelopment project, the College experienced a 12% growth in learner numbers. Despite this growth, estate running costs were reduced in many areas including energy and water consumption, planned and reactive maintenance, sewerage and waste disposal. This reduction represented an efficiency improvement of over 6% in an environment of rapidly escalating energy costs.

	<ul style="list-style-type: none"><li>• <b>identify lessons learned from the previous project and explain how these lessons will be applied to the proposed project.</b></li></ul> <p>Lessons learned which will be applied to the proposed project;</p> <p>The importance of early engagement with local authority officers and members for a successful town planning process.</p> <p>Complex controls have caused operational and maintenance issues so we will be keeping things simple in our future developments.</p> <p>A variety of spaces (size and functionality) which are flexible and future proofed</p> <p>Allow extra time for the provision of statutory services and IT</p> <p>Apply the same strict cost controls to the procurement of FF&amp;E and IT</p>
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## Section 8: Measurable Project Objectives

Measurable Project Outputs	<b>Provide a minimum of three specific, measurable, achievable, realistic and time framed (SMART) objectives/outputs for the proposed capital project</b>
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**Objective One:** To achieve an increase in STEM related enrolments and NEETS progression after completion of the new Advanced Technology Centre.

**Description:** the project will deliver the high technology facilities necessary to provide individuals and businesses with the pre-requisite technical skills at Level 3 and 4 to progress in STEM related disciplines. There will be expanded provision for NEETS to progress to full time training courses.

Specific:	The project proposed will increase STEM related enrolments by 10% year on year between 2017 and 2020, contributing to a 12.5% increase in the proportion of the population with Level 3 and 4 skills. 200 individuals per annum will move from NEET status to sustainable jobs
Measurable:	Analysis of enrolments and success rates from September 2017 compared to a 2013/14 baseline.
Achievable:	College's MIS manager to provide annual reports
Realistic:	This objective does not seek growth in learner numbers but a shift in focus towards STEM related subjects.
Timely:	September 2017 to June 2020 as a timeframe

**Objective Two:** To improve Estate Condition

**Description:** To eliminate the building stock classified as condition 'D' and on completion of the project to increase the College estate in condition categories A and B. This will satisfy one of the key criteria set out in the Skills Funding Agency's *FE College Capital Investment Strategy* (December 2012)

Specific:	At least two thirds of the building stock will be categorised as condition 'A' or 'B' upon completion of the project
Measurable:	Analysis of condition categorisation upon completion of the project in March 2017 and as part of the Post-Occupancy Review in line with the recognised approach, taking into account changes resulting from new build, refurbishment and disposals.
Achievable:	The College Estates Team can undertake this assessment
Realistic:	The objective is realistic as the condition of the estate is reviewed annually when the College submits property data to inform the annual eMandate report.
Timely:	September 2017 is when the relevant data will be submitted

**Objective Three:** To reduce energy consumption and running costs

**Description:** The design of both the new and refurbished buildings will focus on low maintenance and energy efficiency

Specific:	Using the baseline data for 2013/14 the project will deliver a 9% reduction in energy and maintenance costs
Measurable:	Analysis of these costs at the end of the 2017/18 College financial year will be fed into the Post-Occupancy Review referred to above.
Achievable:	Data can be extracted from financial accounts
Realistic:	The College currently exceeds national benchmarks for maintenance costs and energy consumption, mainly due to the large proportion of the estate in condition categories C and D.

**Section 9: Declaration**

<b>Declaration:</b>	<b>I certify that the information provided in this Detailed Application is complete and correct.</b>  <b>I confirm this project has not been the subject of a successful Enhance Renewal Grant (ERG) 3 funding application to the Agency.</b>
<b>Signature (College Principal):</b>	
<b>Print Name:</b>	Dr Jan Edrich
<b>Date:</b>	14 November 2014