



**South East Local Enterprise Partnership
Skills Capital Fund 2016-17
Specialist Equipment Application Form**

Form A: Specialist Equipment Only

Section A1: Applicant Contact Information	
Name of Lead Applicant Organisation:	Sussex Downs College
Lead Applicant Address:	Cross Levels Way, Eastbourne, East Sussex BN21 2UF
Contact Name and Job Title:	Paul Standen
Contact Telephone:	030 300 38628
Contact Email:	paul.standen@sussexdowns.ac.uk
Partner Organisations:	N/A
UPIN (where applicable): Lead Other Applicants	UKPRN: 10006432

Section A2: Project Details	
Employment and Skills Board Endorsement	Which area will you require endorsement from? (Kent, Essex or East Sussex) East Sussex
Title of Project:	3 rd Phase of refurbishment of Science Facilities at the Lewes Campus
Project Summary:	Provide a brief summary of the project. This project seeks to enhance the colleges STEM specialist facilities and the experience of the learners seeking to work in the STEM Sector. It is part of an ongoing 'phased improvement plan' to create a single, coherent STEM Centre

	<p>that is commercially relevant to local industry standard on the Lewes Campus within the existing footprint of the building.</p> <p>This phase of our STEM project seeks to create a further refurbished laboratory.</p> <p>The college was initially awarded £156,400 (being 33% of the total cost) in a previous bid for the 1st and 2nd phase of the refurbishment. Due to negotiations with builders and subcontractors, overall costs were reduced and therefore the full funding was not required, leaving a total underspend of £79,440 of the original SELEP award.</p> <p>This bid is for £39,514- of the underspend, to enhance the first floor laboratory which is the 3rd phase of the programme.</p> <p style="text-align: right;"><i>maximum 300 words</i></p>
Total Project Cost:	£ £119,740.79
Grant Requested: If Grant requested is more than £150,000 a financial case will be required. (See Annex B of the guidance document)	£[39,514.46] Percentage [33%] of total project costs
Location of Project:	<p>Provide the address of the proposed project, including postcode.</p> <p>Sussex Downs College, 1 Mountfield Road, Lewes, East Sussex, BN7 2XH</p>

Section A3: Specialist Equipment to be Purchased and Grant Requested

Reminder: SELEP requires proof of all purchased equipment costs. Where equipment includes an element donated by third parties as part of the applicant's match funding, we also require evidence of the value attributed to this equipment. SELEP is unable to pay capital grant for items where there is no appropriate proof of the cost. If your organisation can reclaim the VAT on the equipment, do not include this in your claim.

Description – including name and model of the equipment (The final item may be a different model as long as it provides the same or better function)	Quantity (a)	Item Cost, including VAT if applicable (b) £	Total Cost including VAT if applicable (c) (c = a x b) £

d - Total Purchase Price of all equipment (sum of c)			£
e - Total Grant support @ 50% (e = d x 50%)			£
Match funding offered			£
Section A4: Qualifying Statements			
Please DO NOT remove criteria or headings from the form as this makes it difficult for those assessing the bids.			
Need for Investment:	<p>Explain the key drivers for the project and how the project relates to LEP/government priorities. Outline what the project intends to achieve. Make it clear how the project links to the case for benefits to learners and economic growth (see section 4).</p> <p><i>(maximum 500 words. This will not be scored but enables assessment panel to understand the bid)</i></p>		
Use of equipment.	<p>Provide a short, simple and non-technical description explaining the specialist nature of the equipment required.</p> <p><i>(maximum 500 words. This will not be scored but enables assessment panel to understand the bid)</i></p>		
Benefits to Learners	<p>Tackling those not in employment, education or training (NEETs) and unemployment (if relevant): Explain how the project will have a positive and measurable impact on tackling:</p> <ul style="list-style-type: none"> • 16-24 unemployment • adult unemployment • NEETs <p><i>(Maximum 250 words, max score 6)</i></p>		
	<p>Expanding and growing Apprenticeships:</p>		

	<p>Explain how the project will support the expansion and growth of Apprenticeships, particularly in LEP priority sectors, with particular reference to:</p> <ul style="list-style-type: none"> • how the project will have a positive and measurable impact on increasing and expanding 16-18 and 19-24 Apprenticeships • how the project will support the provision of enhanced progression routes to higher-level training, including higher-level Apprenticeships <p style="text-align: right;"><i>(maximum 250 words, max score 6)</i></p>
	<p>Increasing employer engagement: Explain how the project will meet the needs of employers and provide them a greater role in shaping delivery, including:</p> <ul style="list-style-type: none"> • how the project will support the business and skills requirements of employers, particularly small- and medium-sized enterprises (SMEs). • How employers will be given an on-going role in co-production of the curriculum and steering delivery of provision <p style="text-align: right;"><i>(maximum 250 words, max score 6)</i></p>
	<p>Providing benefits to classroom-based learners: Explain how the project will provide benefits to classroom-based learners, including:</p> <ul style="list-style-type: none"> • a positive and measurable impact on 16-18 learners • a positive and measurable impact on adult learners • a flexible resource base and industry-standard equipment and environments for vocational learning. <p style="text-align: right;"><i>(maximum 250 words, max score 6)</i></p>
	<p>improving the quality (in particular success and retention rates) and the relevance of provision: Explain how the project will support measurable improvements in:</p> <ul style="list-style-type: none"> • the quality of teaching and learning • learner success. • Learner retention <p>Are any of the curriculum areas concerned inadequate and, if so, how will the project address these?</p>

	<p style="text-align: right;"><i>(maximum 250 words, max score 6)</i></p> <p>Other Growth Measures: Explain how the project will contribute to other growth measures, including:</p> <ul style="list-style-type: none"> • widening participation by creating improved opportunities for learners with learning difficulties and disabilities • offering more flexible routes and opportunities to higher education <p style="text-align: right;"><i>(maximum 250 words, , max score 6)</i></p>
<p>Supporting Economic Growth</p> <p>Please fully address the criteria in each section. Do not rely on evidence elsewhere in the document to show how you will meet the criteria.</p>	<p>Alignment with LEP and local Priorities Explain how the project will align with LEP and local skills priorities as outlined in the LEP Skills Strategy, Local Employment and Skills Board criteria in Annex C of the guidance and other supporting documents to tackle specific challenges and optimising local economic opportunities.</p> <p style="text-align: right;"><i>(250 Words maximum, max score 18)</i></p> <p>Skills shortages: Explain how the project will address skills shortages and/or support skills development in growth industries and sectors.</p> <p style="text-align: right;"><i>(250 Words maximum, max score 18)</i></p> <p>Industry relevance Explain how the project will provide industry relevant provision.</p> <p style="text-align: right;"><i>(250 Words maximum, max score 18)</i></p> <p>Local links: Explain how the project has or will be linked with employers and local Employment and Skills Board/Learning Partnerships. Please explain how you have worked with your local ESB to develop this application.</p>

(250 Words maximum, max score 18)

Added value:

Demonstrate added value and increased economic impact of the outcomes, such as enabling entry to high value employment.

(250 Words maximum, max score 18)

Support for other workplace provision:

Explain how the project will support other work place provision, and provide clear routes to higher level training including higher level Apprenticeships.

(250 Words maximum, max score 18)

Section A5: Financial Value for Money and Project Funding/Finance

Project Funding/Finance

For all projects:

Complete the table below to show how you intend to fund/finance the project. If you have a grant from another public sector body, please specify the source to avoid duplication of match:

Project funding/financing	Capital cost (£)	Percentage of total project costs (%)
Requested funding		
Applicant contribution (cash reserves)		
Loan finance (if applicable)		
Third party contribution		
Other public sector grants (Please specify source in table below)		
Total		

Confirm if you have secured/guaranteed all funding (YES/NO) and complete the following table identifying funding sources:

Source of Other Funding	Amount of Funding (£)	Confirm if funding secured/guaranteed (Yes/No)
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Total		

Additional comments (for example any conditions associated with the provision of third-party funding/financial contributions):

maximum 300 words

For projects requesting more than £150,000 and/or with a value of over £1 million:

Applicants will need to demonstrate that they will be financially viable after taking account of their contribution to the project, including any associated borrowings.

Applicants are required to submit a financial plan (Excel format – see annex B of the guidance document) as part of the application. The financial plan should be for at least two years after project completion. The required format can be found in Annex B of the guidance document and on the SELEP website.

Applicants will also have to score “compelling” for their “Benefits to learners” and “Supporting Economic Growth” sections if they are requesting more than 50% of the total project value.

Section A6: Measurable Objectives

Measurable Project Outputs	<p>Provide a minimum of three specific, measurable, achievable, realistic and time-framed (SMART) objectives arising from the acquisition of the proposed equipment. Please note that, in the event of an award being made, the applicant will be monitored against the objectives/outputs detailed in this section.</p> <p><i>maximum 300 words</i></p>
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Section A7: State Aid Risk Assessment

State Aid Explanation	<p>State Aid is financial support that is provided by the State to business organisations and State Aid rules exist to avoid public funded interventions distorting competition within the European Union. Generally State Aid is prohibited and unlawful. However there are number of exemptions, which if they apply, render the State Aid lawful and permitted. If you are an organisation covered by the FE and Skills</p>
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	<p>Act i.e.: colleges, you are exempt from State Aid</p> <p>The relevant exemption in respect of this application is De Minimis Aid. For your application to be successful it must fall within the De Minimis Aid criteria. The relevant regulation is the Commission Regulation (EC) No 1998/2006 (De Minimis Regulations).</p> <p>Under the De Minimis Aid criteria there is a De Minimis Threshold. Where an applicant, parent company or subsidiary receives aid, over a three year period that exceeds the threshold, they will not be entitled to De Minimis Aid.</p> <p>To decide whether your application is eligible for De Minimis Aid we need to know if you or any company in your group of businesses have received state aid in the previous 3 financial years or expect to receive state aid in the next 3 financial years.</p> <p>The De Minimis Threshold is €200,000 (approximately £167,000) over the 3 financial years. If some aid has been received by the undertaking in previous years but this does not exceed the De Minimis Threshold then funding may be granted up to the De Minimis Threshold level. The threshold applies to all aid received by a parent company/group of businesses rather than just a subsidiary.</p> <p>Where the de minimis aid has been applied incorrectly then recovery will be for the full amount of the aid regardless of whether only part of it exceeds the threshold.</p> <p>De Minimus Aid cannot be given in certain circumstances, these include:</p> <ul style="list-style-type: none"> • Aid to enterprises in road haulage operations for the acquisition of road freight transport vehicles. • Towards the same costs that are being supported under another block exemption or notified scheme. It is unlawful to provide De Minimis Aid for costs being funded under the State Aid cover of an exemption or notified scheme, if it means the specific allowable aid intensity will be exceeded. • Aid to enterprises in the agriculture sector (with the exception of those active in processing and marketing of agricultural products); • Aid to enterprises active in the coal sector; • Aid to undertakings in difficulty; • Aid for export-related activities, namely aid directly linked to the quantities exported, to the establishment and operation of a distribution network or to other current expenditure linked to the export activity. <p>You also need to be aware that if the European Commission considers that you are not eligible for De Minimis Aid the amount of aid awarded will be recoverable from you; with interest. It is therefore important that you are confident that you meet the De Minimis Aid criteria.</p> <p>The following is not a comprehensive list of all possible forms of State</p>
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	<p>Aid. However, it should give you an indication of common forms of State Aid which you may have been given over the past three years. If you are in any doubt as to whether previous assistance received would constitute State Aid, please raise your concerns with us as soon as possible.</p> <ul style="list-style-type: none"> • Business rate reliefs on properties elsewhere in England • State grants • Interest rate relief • Tax relief • Tax credits • State guarantees or holdings • Direct subsidies • Tax exemptions 								
<p>State Aid Declaration</p>	<p>SCF is a form of state aid, accordingly SELEP must know if the applicant received or is receiving state aid.</p> <p>Please complete one of the following two declarations, and submit with your application on company headed paper, duly signed. Your application will not be considered without this information being provided.</p> <p>Declaration 1 I confirm that [INSERT ORGANISATION/COMPANY] the organisation named above has not received De Minimis aid nor does it expect to received de Minimis aid during the previous 3 financial years (this being the current financial year and the previous two financial years), or over the next 3 financial years.</p> <p>I acknowledge that I am authorised to sign on behalf of [INSERT ORGANISATION/COMPANY]and understand the requirements of De Minimis (EC Regulations 1998/2006).</p> <p>By signing below, I confirm that I represent [INSERT ORGANISATION/COMPANY] and that the information set out above is accurate for the purposes of the De Minimis exemption.</p> <p>OR</p> <p>Declaration 2 I confirm that [INSERT ORGANISATION/COMPANY] has received or will be receiving the following De Minimis aid during the previous 3 fiscal years (this being the current fiscal year and the previous two fiscal years) or the next 3 fiscal years;</p> <table border="1" data-bbox="504 1659 1310 1783"> <tr> <td>Organisation providing the assistance/aid:</td> <td></td> </tr> <tr> <td>Value of assistance:</td> <td></td> </tr> <tr> <td>Nature of assistance:</td> <td></td> </tr> <tr> <td>Date of assistance:</td> <td></td> </tr> </table>	Organisation providing the assistance/aid:		Value of assistance:		Nature of assistance:		Date of assistance:	
Organisation providing the assistance/aid:									
Value of assistance:									
Nature of assistance:									
Date of assistance:									

	<p>I acknowledge that I am authorised to sign on behalf of [INSERT ORGANISATION/COMPANY] and understand the requirements of De Minimis (EC Regulations 1998/2006).</p> <p>[INSERT ORGANISATION/COMPANY] is not a business “in difficulty” as defined at 2.1 of the Community Guidelines and State Aid for Rescuing and Restructuring Firms in Difficulty (2004/C22/02) at the date of this declaration.</p> <p>By signing below, I confirm that I represent [INSERT ORGANISATION/COMPANY] and that the information set out above is accurate for the purposes of the De Minimis exemption.</p>
Section A8: Declaration	
Declaration	I certify that the information provided in this application is complete and correct.
Signature (Lead Applicant Chief Accounting Officer):	
Print Name:	
Date:	

Skills Infrastructure Capital Fund Form B: Capital Development Projects Only

Section B1: Applicant Contact Information	
Name of Lead Applicant Organisation:	<p>Insert the legal name of the organisation applying for the SICF grant that is responsible for the application and all assets that this project will attract.</p> <p>Sussex Downs College</p>
Lead Applicant Address:	Cross Levels Way, Eastbourne, East Sussex, BN21 2UF
Contact Name and Job Title:	Paul Standen Facilities Manager
Contact Telephone:	030 300 38628
Contact Email:	paul.standen@sussexdowns.ac.uk
Partner Organisations:	<p>For projects submitted by a lead organisation on behalf of a number of associated partner organisations</p> <p>N/A</p>

Section B2: Project Details	
Employment and Skills Board Endorsement	<p>Which area will you require endorsement from? (Kent, Essex or East Sussex)</p> <p>East Sussex</p>
Title of Project:	<p>Insert the title you have given the project.</p> <p>3rd Phase of refurbishment of Science Facilities at Sussex Downs College Lewes Campus</p>
Project Summary:	<p>Provide a brief description of the proposed capital project. Please state if there are any planning issues with the project and when you expect planning to be given.</p> <p>This project seeks to enhance the college STEM specialist facilities and experience of the learners seeking to work in the STEM Sector. It is part of an ongoing 'phased improvement plan' to create a single, coherent STEM Centre, on the Lewes Campus within the existing footprint of the building that is commercially relevant, up to date and in line with local industry standard requirements.</p>

	<p>This phase of our STEM project seeks to create a further refurbished laboratory.</p> <p>The college was initially awarded £156,400 (being 33% of the total cost) in a previous bid for the 1st and 2nd phase of the refurbishment. Due to negotiations with builders and subcontractors, overall costs were reduced and therefore the full funding was not required, leaving a total underspend of £79,440 of the original SELEP award.</p> <p>This bid is for £39,514. of the underspend, to enhance the first floor laboratory which is the 3rd phase of the programme.</p> <p style="text-align: right;"><i>maximum 300 words</i></p>
Total Project Cost:	Total Project cost: £119,740.79 (incl. VAT)
Grant Requested:	£39,514. (incl. VAT) 33% of total project costs.
Value of Equipment included within the total project value:	£[]
	Note: Applicants requesting a grant for specialist items of equipment with a single item cost in excess of £100,000 should use Application Form A (above).
Location of Project:	Sussex Downs College, 1 Mountfield Road, Lewes, East Sussex, BN7 2XH

Section B3: Need for Investment	
Need for Investment:	<p>Explain the key drivers for the project and how the project relates to LEP/government priorities. Outline what the project intends to achieve. Make it clear how the project links to the case for benefits to learners and economic growth (see section 4).</p> <p><i>(maximum 500 words. This will not be scored but enables assessment panel to understand the bid)</i></p> <p>This is part of an ongoing phased project that has been driven by local employers identified needs and the SELEP priorities around Advanced Manufacturing and Engineering and Niche Growth. This STEM focused initiative will support economic growth in East Sussex. Its ambition reflects the SELEP Economic Growth Strategy which recognises that high value growth industries rely heavily on STEM based skills but that organisations struggle to recruit appropriately skilled adults and work ready young people.</p> <p>Our previous laboratories were out of date and needed modernising to reflect and anticipate local needs, priorities and industry standards and to adapt to</p>

changing technologies.

The College recognises that up to 16% of local business cannot fill their current vacancies and this coupled with a trend towards a 'knowledge based' economy are two key drivers for change. This phase of the programme will improve training that will address skills shortages for the Science pathway. Improving the skills base is vital to exploit emerging technologies and new markets. The STEM sector needs 820,000 science, engineering, and technology professionals by 2020 to replace existing skills and meet new demand (RAEng, 2012). UKCES employer skills survey data (2014) shows that "41% of employers are anticipating STEM recruitment difficulties over the next three years".

Many of our Science pathways lead to work in the Health sector, which is our top employing sector in East Sussex, accounting for 19.3% of employment in East Sussex compared to the national average of 12.7% (ONS Business Register & Employment Survey). The East Sussex Growth Strategy 2014-2020 records that 'Highly Innovative Firms employ a significantly higher share of science, technology, engineering and maths (STEM) graduates.'

The STEM Centre will be a dynamic teaching space, adding value to our current STEM curriculum. The environment we will create will aim to encourage students to progress in STEM related subjects and specialisms. It will help students to understand the importance of STEM in their future career pathways.

There will be marginal running cost savings following installation of new lighting and new heating. The siting of Science Labs within the same locality will facilitate a flexible and seamless delivery of both practical and theoretical aspects of the courses.

This work is aligned to the priorities of Skills East Sussex, the local Employment and Skills Board, who has identified STEM as one of their priority sectors given the projected skills gaps in STEM and the growth in demand of STEM businesses for those with relevant qualifications. The project will also equip the College to deliver in line the Industrial Strategy and to be prepared for new technical qualifications anticipated through the new Skills White Paper. This project is fully supported by Holly Aquilina on behalf of East Sussex County Council [and Skills East Sussex](#).

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Gross Internal Area of Project (GIA) m²:

Complete table 1 below to identify the size and nature of the proposed skills project. Where a skills project is part of a larger project (for example a training facility within a larger building), then provide information relating solely to the skills/training facility.

Table 1: Gross Internal Area (GIA) of Project

	GIA m ²
GIA of new build	[] m ²
GIA of space acquired (freehold or long lease)	[] m ²
GIA to be refurbished/remodelled	76.65 m ²

Project Costs:

Complete the [cost breakdown form](#) for refurbishment projects. N/A – see attached spreadsheet

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Justify/explain any variances from the [Skills Funding Agency's cost model](#).
N/A

maximum 400 words

For projects including leasehold properties: (property is freehold)

Length of lease: [] years.

Date of first break clause: after [] years or state if not applicable.

Length of rent free period: [] years or state if not applicable.

Average rent each year (taking account of normal market concessions): £[]

Amount of capitalised rent included in project costs: £[]

Name of independent valuation adviser: []

Confirm supporting evidence is submitted with the application: YES/NO

BREEAM (Building Research Establishment Environmental Assessment):

The LEP's expectation is that new-builds will achieve BREEAM 'Excellent' and refurbishments will achieve BREEAM 'Very Good'.

Confirm the targeted BREEAM rating for project.

Confirm the work carried out to establish that it will achieve the appropriate standard (for example, the completion of a BREEAM pre-assessment report).

Sussex Downs College will strive to achieve a 'very good' rating for refurbishment of existing accommodation.

The Project Working Group (including Science Curriculum staff, Facilities staff and Architect) will look at the design and construction of the project relating to low carbon and low impact design, and will minimise the energy demands.

	Visible engagement with College Leadership Team (CLT) and Science staff on reviewing monitoring. Local procurement of Building Contractors and Specialist Sub-Contractors where possible and locally sourced materials will be used.
Acquisition details (if applicable, freehold/leasehold only):	State the areas (hectares and GIA in m ²) of the proposed site/buildings. Provide copy of heads of terms and details of professional advice and valuation obtained. N/A <i>maximum 200 words</i>

Section B4: Specialist Equipment to be Purchased and Grant Requested

If you including equipment in your bid as well as building works please complete this section.
Applicants requesting a grant for specialist items of equipment with a single item cost in excess of £100,000 should use Application Form A

Reminder: The LEP requires proof of all purchased equipment costs. Where equipment includes an element donated by third parties as part of the applicant's match funding, we also require evidence of the value attributed to this equipment. The LEP is unable to pay capital grant for items where there is no appropriate proof of the cost.

Description – including name and model of the equipment (The final item may be a different model as long as it provides the same or better function)	Quantity (a)	Item Cost, including VAT if applicable (b) £	Total Cost including VAT if applicable (c) (£ = a x b) £
Equipment as in previous separate bid – no change			
d - Total Purchase Price of all equipment (sum of c)			£
e- Total Grant support @ 50% (e = d x 50%)			£

Use of equipment.	Provide a short, simple and non-technical description explaining the specialist nature of the equipment required. <i>(maximum 500 words. This will not be scored but enables assessment panel to understand the bid)</i>
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Section B5: How the Project Meets Key Investment Criteria - Benefits to Learners, Employers and Supporting Economic Growth

Please **DO NOT** remove criteria or headings from the form as this makes it difficult for those assessing the bids.

Impact on Growth
NOTE: In the responses to the questions in this section, it is important to refer to the learner number table

and to include quantifiable targets and measures, as appropriate, to assist with an objective assessment of the application. Wherever possible, support your responses with proposed measurable impacts of the project.

Learner Numbers:

Complete Table 2 below to show the number of learners that will benefit from the project. (Please note, growth in learner numbers is not essential – for projects which will improve facilities for existing learners, you will need to explain the benefits of the investment in subsequent sections).

Table 2: Learners benefiting from the project

Learner Level	Learner numbers before project [1]	Learner numbers after project [2]	Change in learner numbers = [2-1]
Level 1	0	0	0
Level 2	0172	20296	20124
Level 3	5391201	6006230	29615
Level 4+	0	010	010
Adult Skills Classroom-Based	90208	100457	10249
Adult Skills Workplace	0	0	0
16-18 Apprenticeships	Intermediate: 0	Intermediate: 0	Intermediate: 0
	Advanced: 0	Advanced: 210	Advanced: 210
	Higher: 0	Higher: 0	Higher: 0
Adult (19+) Apprenticeships	Intermediate: 0	Intermediate: 0	Intermediate: 0
	Advanced: 0	Advanced: 510	Advanced: 510
	Higher: 0	Higher: 10	Higher: 010
Total	2915563	3576312	66749

Curriculum/Skills Areas:

Which skills sectors/levels will the project affect, including learner numbers? (NOTE: We will not assess this but it will assist with understanding the proposal.)

This stage 3 phase will be primarily for the biology area, It is anticipated that the biology provision at Lewes will include the below number of learners once phase 3 has been completed:
 Biology A/A2 Level: 210
 ACCESS (STEM related) programmes that include biology: 90

maximum 200 words

Benefits to learners and employers

Tackling those not in employment, education or training (NEETs) and unemployment (if relevant):

Explain how the project will have a positive and measurable impact on tackling:

- 16-24 unemployment
- adult unemployment
- NEETs

The STEM Centre will facilitate some of our work in supporting both job seekers (of all ages) and disengaged young people (NEETs.) The physical presence of a STEM Centre will in itself help to increase motivation and aspiration and help us to showcase well defined pathways into local jobs within the STEM sector(s). Our aim is to increase the involvement of local employers to facilitate 'taster days' and work experience.

Research suggests that young adults who have experienced four or more employer engagement activities such as work experience were five times less likely to be NEET than their peers. Young adults who are exposed to employer engagement experiences also tend to progress well towards their career ambitions.

The STEM Centre will provide a professional environment from which to run STEM style Sector Based Work Academies. Our teaching staff are familiar with the benefits of embedding essential or functional skills (English, Maths and ICT) into various subjects including STEM. We will continue to embed these skills into the everyday learning for our students on all programmes. Essential skills such as reading, writing and ICT is also embedded into our pre-employment programmes.

(Maximum 250 words, max score 6)

Expanding and growing Apprenticeships:

Explain how the project will support the expansion and growth of Apprenticeships, particularly in LEP priority sectors, with particular reference to:

- how the project will have a positive and measurable impact on increasing and expanding 16-18 and 19-24 Apprenticeships
- how the project will support the provision of enhanced progression routes to higher-level training, including higher-level Apprenticeships

We have expanded our Apprenticeship offer to include the Laboratory & Science Tech Apprenticeship and have recently secured a partnership with Cogent Skills UK who have expertise in STEM and industry regulation. They support science industry employers to attract, retain and develop people who can contribute to business success in the STEM sector. The college will be jointly delivering these apprenticeships with Cogent Skills UK, using both the skills of the college to deliver the technical qualifications using our up to date industry relevant equipment and Cogent will be delivering the onsite part of the qualification using their expertise and knowledge of employers in the STEM industry. This will expand the 16 to 18 and 19 to 24 apprenticeship offer by 20% against previous year's enrolments in this sector.

We are also seeking to expand our Higher Apprenticeship offer to include the Life Science and Chemical Science. This framework is designed to provide employers with an alternative option to graduate recruitment. It offers students the opportunity to gain qualifications up to graduate level with the added bonus of hands on experience gained via work. The framework has been mapped to the requirements of the Science Council Technician Register, allowing the higher apprentice to gain professional recognition as a Registered Technician (RSciTech) or a Registered Scientist (RSci). It is a new progression route for students completing the Advanced Apprenticeship in Laboratory and Science Technicians or BTEC Nationals and A Levels in STEM subjects.

(Maximum 250 words, max score 6)

Increasing employer engagement:

Explain how the project will meet the needs of employers and provide them a greater role in shaping delivery, including:

- How the project will support the business and skills requirements of employers, particularly small- and medium-sized enterprises (SMEs).
- How employers will be given an on-going role in co-production of the curriculum and steering delivery of provision

Locally, the county hosts a number of clusters of businesses that require STEM based skills including certain engineering and advanced manufacturing niches, such as vacuum technologies, photonics and precision instruments, as well as the manufacture of industrial pumps and the manufacture of electric and electronic components. Local employers requiring industry relevant provision have articulated to us a growing need for learners with STEM qualifications (which they are currently recruiting in from outside the County).

Our STEM centre will allow us to offer a high-quality STEM curriculum that is current, in line with industry requirements and relevant to local employers, of which the local majority are SME's. As part of our ongoing curriculum planning process they will be consulted on their current and future requirements to ensure these facilities meet their ongoing needs.

Through our involvement with local chambers of commerce and employer engagement events the college works closely with employers ensuring they play an active role in steering the delivery of STEM provision.

(Maximum 250 words, max score 6)

Providing benefits to classroom-based learners:

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

- a positive and measurable impact on 16-18 learners
- a positive and measurable impact on adult learners

- a flexible resource base and industry-standard equipment and environments for vocational learning.
- New and improved STEM learning facilities will be of great benefit to our classroom-based learners and will have a significant influence over student's decisions to study with us with a 3% increase in enrolments to these topics for 17/18.
- Science Laboratories will include the latest industry standard equipment including high spec labs. Students expect up to date computing & audiovisual equipment and this kind of equipment in up to date laboratories will have a positive impact on achievement and retention.
- A new lab design will encourage group work, peer teaching and thus more independent, student-centred learning environment and will be able to be used flexibly for a variety of teaching methods that can now reflect environment of the industry the learners will ultimately work in.
- For adult learners the project would enhance our already very successful Access offer. This includes a number of STEM related pathways some of which are oversubscribed e.g. nursing. We currently offer ACCESS pathways for Medical Science, Medicine, Combined Sciences and Nursing. With these new facilities and the up to date equipment from a previous bid we anticipate a 4% in adult enrolments to STEM related pathways for 17/18

(Maximum 250 words, max score 6)

improving the quality (in particular success and retention rates) and the relevance of provision:

Explain how the project will support measurable improvements in:

- the quality of teaching and learning
- Learner success.
- Learner retention

Are any of the curriculum areas concerned inadequate and, if so, how will the project address these?

- The quality of provision will be improved by this new aspirational environment. For example, developing links with the local Education Business Partnerships to support more 'contextual learning' and establishing a STEM Club that supports wider links with schools and related progression and careers information.
- Our current collective success rates for all our STEM programmes is 81.2% for 16-18s and we anticipate this increasing to at least 85% post-investment.
- For 19+ learners the success rate is 77.9% and we anticipate this rising to 81%.

- The number of learners who progress to STEM related courses at university is expected to rise
- Key areas being targeted by the college are developing our pastoral support for STEM learners via study support areas in the dedicated STEM area. Using new lab spaces to further developed a range of strategies for learners with varied levels of ability. Promoting the work of teachers who organise a wealth of activities outside lessons providing learners with an insight into the application of science in a range of employments contexts.

(Maximum 250 words, max score 6)

Other Growth Measures:

Explain how the project will contribute to other growth measures, including:

- widening participation by creating improved opportunities for learners with learning difficulties and disabilities
- offering more flexible routes and opportunities to higher education

Of our learners currently studying STEM programmes, 19% have declared a learning difficulty or disability. We will continue to support these learners needs and the planned centre will improve the support available to learners throughout their programme as all STEM facilities will be in one area ensuring that any specialised equipment or support they may need will always be available to them in the right place at the right time.

Our current gender profile for STEM based programmes is 47% female to 53% male compared to a 50/50 ratio across the whole College. Through various campaigns run from the new STEM centre we anticipate narrowing this gap by at least 2 percentile points in the first year post investment. (Women currently make up just 15.5% of the UK's core STEM workforce – and just 8% of engineering professionals, The Royal Society of Edinburgh).

STEM subjects are a known pathway into many different higher level training programmes and the delivery and opportunities at the STEM centre will open up entry into higher level education and training for students that may not have previously has this opportunity.

(Maximum 250 words, max score 6)

Supporting Economic Growth - how the project meets the key priorities of the LEP Skills Strategy (Annex B)

Alignment with LEP and local priorities

Explain how the project will align with LEP and local skills priorities as outlined in the LEP Skills Strategy, Federated Area criteria in Annex C of the guidance and other supporting documents to tackle specific challenges and optimising local

economic opportunities.

As identified in the SELEP Skills Strategy - there is unmet demand for Science Technology Engineering and Mathematics (STEM) qualified workers.

This STEM focused initiative will support economic growth in East Sussex. Its ambition reflects the SELEP Economic Growth Strategy which recognises that high value growth industries rely heavily on STEM based skills but nearly two in five firms requiring STEM employees face difficulties in recruitment of appropriately skilled adults and work ready young people.

Our STEM Centre in Lewes seeks to address some of these skills shortages.. Up to 16% of local business cannot fill their current vacancies and this coupled with a trend towards a 'knowledge based' economy are two key drivers for change. The space and equipment used within the Centre will provide training that will address skills shortages for STEM pathways with this phase specifically supporting the biology pathway.

(Maximum 250 words, max score 18)

Skills shortages

Explain how the project will address skills shortages and/or support skills development in growth industries and sectors.

It is anticipated that the STEM Centre will have facilitates to support some of our work with both job seekers (of all ages) and disengaged young people (NEETs.) The physical presence of a STEM Centre will in itself help to increase motivation and aspiration and help us to showcase well defined pathways into local jobs within the STEM sector(s).

'23% of businesses report being unable to find experienced staff with STEM skills, potentially slowing down the transition to a low carbon economy.' The centre will train students to become the STEM staff of the future and help to grow businesses in this sector of the economy in East Sussex.

The College recognises the vital role we can play in delivering STEM education to young people and adults and ensuring that employers are provided with a suitably skilled and qualified workforce. Improving the skills base is vital to exploit emerging technologies and new markets. Locally, the county hosts a number of clusters of businesses that require STEM based skills enhancement of premises through this grant will allow us to provide a highly specialised and technologically rich environment. Investing in our STEM Centre will support our students to have the opportunities to enter into high value employment.

(Maximum 250 words, max score 18)

Industry relevance

Explain how the project will provide industry relevant provision.

Employers have supported in the design and requirements of the buildings to ensure they are industry relevant, so that learners have an up to date experience with the college making the transition into the workplace easier.

We are have recently started to work closely Cogent Skills, who are “the UKs strategic body for skills in the science industries, led by sector employers and who work with employers to develop, design and deploy solutions for the science industries”, through this close working partnership we will be able to ensure our provision is up to date and industry relevant and will work with them to flex our delivery to emerging needs

The design and development of the learning programmes will be agreed with relevant employers to ensure that not only the qualification requirements are met but also the atmosphere and additional engagement activities really support learners to be work ready as soon as they leave the college.

(Maximum 250 words, max score 18)

Local links

Explain how the project has or will be linked with employers and local Employment and Skills Board/Learning Partnerships. **Please explain how you have worked with your local ESB to develop this application.**

The college has excellent working partnerships with local employers and continuously works with local Employment and Skills board/Learning partnerships. This application is a result of this close working relationship and consultation, where employers expressed a need for students to leave college with experience and training in the use of up-to-date STEM sector equipment. Employers will continue to be regularly consulted in the development of the provision which will ensure that the it is kept in-line with local employer’s requirements and changing business needs. Through the close working relationship we have with employers and partners, we will arrange visits and presentations at the STEM centre by local employers and site/employer visits for students. These visits to the STEM centre by employers will showcase to employers the industry standard equipment and training provided students at the STEM centre.

(Maximum 250 words, max score 18)

Added value

Demonstrate added value and increased economic impact of the outcomes, such as enabling entry to high value employment.

The East Sussex Growth Strategy 2014-2020 records that ‘Highly Innovative Firms employ a significantly higher share of science, technology, engineering and maths (STEM) graduates.’ The STEM centre will be a dynamic teaching space, adding value to our current STEM curriculum. The environment we will create will aim to encourage students to progress in STEM related subjects and

specialisms. It will help students to understand the importance of STEM in their future career pathways.

This project will enable a 5% increase in the number of learners being able to study STEM based subjects at university over a 3 year period following investment.

The STEM centre will equip students with current technical, practical skills and knowledge in STEM sectors enabling them to transition quickly into either higher education or high level employment.

Learners having up-to-date experience of industry relevant equipment will feed into the local economy by ensuring employers are able to take on employees who are highly trained and experienced. These highly trained employees will therefore quickly contribute into the business, which will in turn allow the business to grow at a faster pace. Highly trained STEM students will become valued employees and this will enable businesses to develop further, meet their objectives and feed into local economic development.

(Maximum 250 words, max score 18)

Support for other workplace provision:

Explain how the project will support other work place provision, and provide clear routes to higher level training including higher level Apprenticeships.

The SELEP Skills Strategy highlights that the proportion of residents with higher level (4+) qualifications is relatively low' and the college aims to address this by expanding our Higher Apprenticeship offer by seeking to offer the Life Science and Chemical Science

Our aim is to increase the involvement of local employers to facilitate 'taster days' and work experience. Research suggests that young adults who have experienced four or more employer engagement activities such as work experience were five times less likely to be NEET than their peers. Young adults who are exposed to employer engagement experiences also tend to progress well towards their career ambitions

A recent survey conducted by the College found that 42% of employers surveyed said they would consider taking on a Laboratory & Science Tech Apprentice. The College has a track record of delivering Sector Based Work Academies (SBWA) in partnership with Job Centre Plus. These SBWAs can be planned to respond to employer vacancies in a particular sector.

They tend to be intensive programmes lasting 2-3 weeks and typically have 3 key components including 1) Pre Employment Training i.e. specific skills relevant to the recruiting sector; 2) A work experience placement and 3) a guaranteed interview. The STEM Centre will provide a professional environment from which to run STEM style Sector Based Work Academies.

Section B6: Financial Value for Money and Affordability

Investment Appraisal and Running Costs:

For projects with a value of over £1 million:

Applicants must submit their application with an investment appraisal (in Excel format) for at least their preferred option **and an alternative option**. The alternative option should reflect what the applicant would do if no LEP capital grant was forthcoming, in accordance with the ['HM Treasury Green Book: Appraisal and Evaluation in Central Government'](#).

Applicants must use the Skills Funding Agency's simplified investment appraisal model available on the [Capital Funding page](#) on the GOV.UK website for this process, including supporting guidance notes:

Applicants are required to complete this investment appraisal model for each option (alternative option and preferred option) as part of the application.

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 alternative option (that is, if both provide a negative NPV the proposed project should generate a smaller negative NPV than the alternative option).

Complete the table below to show the cost and NPV of each option:

Option	Cost (£000)	NPV (£000)
Proposed project	£0	£0
Base case	£0	£0

Project Funding/ Finance:

For all projects:

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

Funding/Financing of Proposed Project

Project funding/financing	Capital cost (£000)
Private sector	£ []
LEP Skills Capital Infrastructure Funding	£ 39,516
Applicant's contribution (cash reserves)	£79,028
Loan finance	£ []
Disposal proceeds	£ []
Other public sector grants	£ []
Other	£ []
Total	£ 119,740

Confirm if you have secured/guaranteed all non-LEP funding (YES) and complete the table below to identify funding sources:

Funding Sources of Proposed Project

Source of Non-LEP Funding	Amount of Funding (£)	Confirm if funding secured/guaranteed (Yes/No)
Sussex Downs College	79,028	Yes
Total	79,028	

Additional comments (for example any conditions associated with the provision of third-party funding/financial contributions):

For all projects over £1 million and all providers requesting grant in excess of £150,000:

Applicants will need to demonstrate that they will be financially viable after taking account of their contribution to the project, including any associated borrowings.

Applicants are required to submit a financial plan (Excel format) as part of the application. The financial plan should be for at least two years after project completion. See Annex B of the SELEP Skills Capital Fund application guidance. Applicants will also have to score “compelling” for their “Benefits to learners” and “Supporting Economic Growth” sections if they are requesting more than 50% of the total project value.

Expenditure Profile:

Complete the [monthly expenditure template](#) for the period 2016/17 to the planned completion date of the project.

Confirm the amount of LEP capital funding to be claimed by 31 March 2017
£39,514.

Post-Project Reviews:

Confirm that you will submit a Post-Project Review (PPR) in the LEP’s format within 12 months of the completion of the project:

YES (delete as appropriate).

Section B7: Programme

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).

Please see attached working spreadsheet with all relevant dates.

maximum 200 words

Planning Consents:

Confirm current planning status, including constraints and potential issues (for example, s106, s278 agreements, listed buildings). N/A

maximum 200 words

Section B8: Measurable Project Objectives

Measurable Project Outputs

Provide a minimum of three specific, measurable, achievable, realistic and time framed (SMART) objectives/outputs for the proposed capital project.

- On completion of the project the condition of the room will be regraded from condition C to condition A
- 5% increase in the number of learners progressing into University and into STEM based industries over a three year period following investment.
- The project will be completed by April 2017.

maximum 300 words

Section B9: State Aid Risk Assessment

State Aid Explanation

State Aid is financial support that is provided by the State to business organisations and State Aid rules exist to avoid public funded interventions distorting competition within the European Union. Generally State Aid is prohibited and unlawful. However there are number of exemptions, which if they apply, render the State Aid lawful and permitted. If you are an organisation covered by the FE and Skills Act i.e.: colleges, you are exempt from State Aid

The relevant exemption in respect of this application is De Minimis Aid. For your application to be successful it must fall within the De Minimis Aid criteria. The relevant regulation is the Commission Regulation (EC) No 1998/2006 (De Minimis Regulations).

Under the De Minimis Aid criteria there is a De Minimis Threshold. Where an applicant, parent company or subsidiary receives aid, over a three year period that exceeds the threshold, they will not be entitled to De Minimis Aid.

To decide whether your application is eligible for De Minimis Aid we need to know if you or any company in your group of businesses have received state aid in the previous 3 financial years or expect to receive state aid in the next 3 financial years.

The De Minimis Threshold is €200,000 (approximately £167,000) over the 3 financial years. If some aid has been received by the undertaking in previous years but this does not exceed the De Minimis Threshold then funding may be granted up to the De Minimis Threshold level. The threshold applies to all aid

received by a parent company/group of businesses rather than just a subsidiary.

Where the de minimis aid has been applied incorrectly then recovery will be for the full amount of the aid regardless of whether only part of it exceeds the threshold.

De Minimis Aid cannot be given in certain circumstances, these include:

- Aid to enterprises in road haulage operations for the acquisition of road freight transport vehicles.
- Towards the same costs that are being supported under another block exemption or notified scheme. It is unlawful to provide De Minimis Aid for costs being funded under the State Aid cover of an exemption or notified scheme, if it means the specific allowable aid intensity will be exceeded.
- Aid to enterprises in the agriculture sector (with the exception of those active in processing and marketing of agricultural products);
- Aid to enterprises active in the coal sector;
- Aid to undertakings in difficulty;
- Aid for export-related activities, namely aid directly linked to the quantities exported, to the establishment and operation of a distribution network or to other current expenditure linked to the export activity.

You also need to be aware that if the European Commission considers that you are not eligible for De Minimis Aid the amount of aid awarded will be recoverable from you; with interest. It is therefore important that you are confident that you meet the De Minimis Aid criteria.

The following is not a comprehensive list of all possible forms of State Aid. However, it should give you an indication of common forms of State Aid which you may have given over the past three years. If you are in any doubt as to whether previous assistance received would constitute State Aid, please raise your concerns with us as soon as possible.

- Business rate reliefs on properties elsewhere in England
- State grants
- Interest rate relief
- Tax relief
- Tax credits
- State guarantees or holdings
- Direct subsidies
- Tax exemptions

State Aid Declaration

SCF is a form of state aid, accordingly SELEP must know if the applicant received or is receiving state aid.

Please complete one of the following two declarations, and submit with your application on company headed paper, duly signed. Your application will not be considered without this information being provided.

Declaration 1

I confirm that Sussex Downs College the organisation named above **has not received De Minimis aid nor does it expect to receive de Minimis aid**

during the previous 3 financial years (this being the current financial year and the previous two financial years), or over the next 3 financial years.

I acknowledge that I am authorised to sign on behalf of Sussex Downs College and understand the requirements of De Minimis (EC Regulations 1998/2006).

By signing below, I confirm that I represent Sussex Downs College and that the information set out above is accurate for the purposes of the De Minimis exemption.

OR

Declaration 2

I confirm that [INSERT ORGANISATION/COMPANY] **has received or will be receiving the following De Minimis aid** during the previous 3 fiscal years (this being the current fiscal year and the previous two fiscal years) or the next 3 fiscal years;

Organisation providing the assistance/aid:	
Value of assistance:	
Nature of assistance:	
Date of assistance:	

I acknowledge that I am authorised to sign on behalf of [INSERT ORGANISATION/COMPANY] and understand the requirements of De Minimis (EC Regulations 1998/2006).

[INSERT ORGANISATION/COMPANY] is not a business "in difficulty" as defined at 2.1 of the Community Guidelines and State Aid for Rescuing and Restructuring Firms in Difficulty (2004/C22/02) at the date of this declaration.

By signing below, I confirm that I represent [INSERT ORGANISATION/COMPANY] and that the information set out above is accurate for the purposes of the De Minimis exemption.

Section B10: Declaration	
Declaration:	I certify that the information provided in this SCF application is complete and correct.
Signature (Applicant Chief Operating Officer):	
Print Name:	Angela Wooller

Date:

29-3-17