

The template

This document provides the business case template for projects seeking funding which is made available through the **South East Local Enterprise Partnership**. It is therefore designed to satisfy all SELEP governance processes, approvals by the Strategic Board, the Accountability Board and also the early requirements of the Independent Technical Evaluation process where applied.

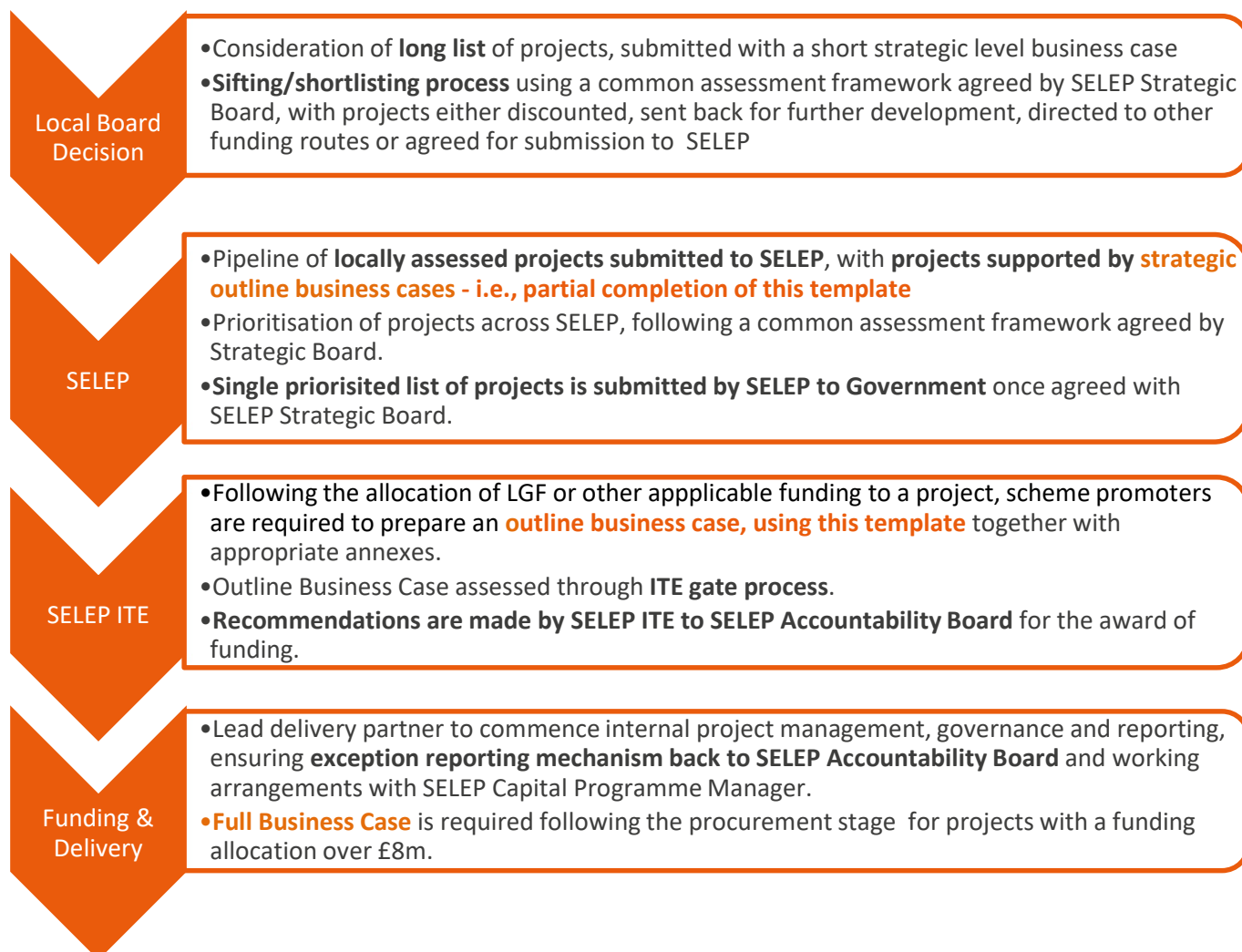
It is also designed to be applicable across all funding streams made available by Government through SELEP. It should be filled in by the scheme promoter – defined as the final beneficiary of funding. In most cases, this is the local authority; but in some cases the local authority acts as Accountable Body for a private sector final beneficiary. In those circumstances, the private sector beneficiary would complete this application and the SELEP team would be on hand, with local partners in the federated boards, to support the promoter.

Please note that this template should be completed in accordance with the guidelines laid down in the HM Treasury's Green Book. <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

As described below, there are likely to be two phases of completion of this template. The first, an 'outline business case' stage, should see the promoter include as much information as would be appropriate for submission though SELEP to Government calls for projects where the amount awarded to the project is not yet known. If successful, the second stage of filling this template in would be informed by clarity around funding and would therefore require a fully completed business case, inclusive of the economic appraisal which is sought below. At this juncture, the business case would therefore dovetail with SELEP's Independent Technical Evaluation process and be taken forward to funding and delivery.

The standard process

This document forms the initial SELEP part of a normal project development process. The four steps in the process are defined below in simplified terms as they relate specifically to the



Note – this does not illustrate background work undertaken locally, such as evidence base development, baselining and local management of the project pool and reflects the working reality of submitting funding bids to Government. In the form that follows:

Version control	
Document ID	Harlow College
Version	1 – 29 July 2020
Author	Harlow College
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Authorised by	
Date authorised	

1. PROJECT OVERVIEW

1.1. Project name:

[Specify the name of the scheme, ensuring it corresponds with the name of the scheme at programme entry (when added to the LGF prioritised list of projects or other shortlisting process).]

Remodelling of 'T' Level buildings at Harlow College.

1.2. Project type:

[Site development, skills, innovation etc.]

Site development in order to deliver skills needs.

1.3. Federated Board Area:

[East Sussex, Kent & Medway, Essex, and Thames Gateway South Essex]

Essex.

1.4. Lead County Council / Unitary Authority:

[East Sussex, Kent, Medway, Essex, Thurrock, Southend-on-Sea]

Essex County Council.

1.5. Development location:

[Specify location, including postal address and postcode.]

Harlow College, Velizy Avenue, Harlow Essex CM20 3LH

1.6. Project Summary:

[Provide a summary of the project; max. 0.5 pages.]

The GBF investment will repurpose accommodation to a centre for delivering healthcare, health science, education and childcare, sustainable modern construction methods and digital technologies, embedding innovation in the different vocational pathways and fully preparing the College for the introduction and delivery of T Levels.

The project will develop a centre to strengthen Harlow College's curriculum offer in healthcare, digital technology and construction thereby meeting the demand for skills in key sectors that are deemed as priorities across SELEP. The project will also improve accommodation and teaching spaces for the Education and Childcare T level pathway. The investment will ensure access to state-of-the-art equipment and facilities to support delivery including apprenticeships and higher technical levels. This will enable employers to have access to the right expertise and will ensure that our learners are fully equipped with the skills and attitudes to exploit employment opportunities. Healthcare, health science, construction and digital are key priority areas for SELEP, responsible for significant numbers of vacancies. The impact of Brexit on healthcare is potentially large as it is reliant upon a skilled migrant workforce. With significant infrastructure projects and 300,000 new homes planned across the region, there is a growing need to establish green and low carbon construction skills to meet the challenge. Digital technology is identified by the Essex Employment and Skills Board as a skill shortage that cuts across all areas of employment and business growth.

The project will support growth in Harlow and the wider West Essex area including the £400m relocation of Public Health England (or its successor) from Wiltshire and North London to Harlow; the need for health professionals including for the potential new hospital in West Essex; the growth at the Harlow Enterprise Zone, including the £200m Kao Data Campus, with its wider digital technology requirements that support infrastructure, coding, business and big data.

1.7. Delivery partners:

[List all delivery partners and specify the lead applicant and nature of involvement, as per the table below.]

Partner	Nature of involvement (financial, operational etc.)
Harlow College	Lead Applicant
SELEP	Financial
Public Health England	Strategic
Princess Alexandra Hospital	Strategic
Harlow Council	Operational
Places for People	Strategic
Zed Generation/Build Eco	Strategic
Digital Innovation Zone	Strategic
Harlow Enterprise Zone	Strategic
Harlow Growth Board	Strategic
UK Innovation Corridor	Strategic

Harlow College have communicated its plans to develop T Level provision, with the aspiration to eventually align this to the further development of an Institute of Technology (IoT) serving both SELEP and the UK Innovation Corridor (UKIC). Our initial plans have been presented to the UKIC and Harlow Growth Board, receiving strong support in both cases and a commitment to work collectively to ensure the project successfully supports the Harlow Enterprise Zone and growth in the local economy.

Harlow College has strategic Statement of Intent agreements in place with both PHE and PAHT. These documents lay out how our organisations intend to work together in order to develop skills pipelines aligned to opportunities in both areas. T Levels delivery will be central to realising the aspirations of better equipping local young people and residents to be able to take up opportunities in both areas. As our teams move into detailed curriculum planning during the remainder of this academic year, both organisation will become further involved in order to ensure the relevance and appropriateness of plans and teaching spaces, as well as identifying and planning industrial placement opportunities.

Zed Generation, Build Eco and Places for People are all involved locally in the development of low carbon and green construction methods to support the local planned housing growth. Harlow College has led discussions with all organisations in relation low carbon skills and included these in our plans to develop our Construction based T level provision. This includes the development of a sustainable energy centre and the aspiration to build a number of carbon neutral demonstrator homes on the college's campus (not included as part of this project).

The Project also aligns closely with our work and involvement within the Digital Innovation Zone (DIZ)

1.8. Promoting Body:
[Specify who is promoting the scheme.]

Harlow College

1.9. Senior Responsible Owner (SRO):
[Specify the nominated SRO and provide their contact details. The SRO ensures that a programme or project meets its objectives and delivers projected benefits. This is not the same as a Section 151 Officer.]

Will Allanson – Deputy Principal
Email: wallanson@harlow-college.ac.uk
Telephone: 01279 868399
Mobile: 07824532975

1.10. Total project value and funding sources:
[Specify the total project value, how this is split by funding sources, and any constraints, dependencies or risks on the funding sources, as per the table below.]

Funding source	Amount (£)	Constraints, dependencies or risks and mitigation
T Level Capital Fund	£1,500,000	TLCF bid submitted June 2020. Funding is dependent on successful assessment of the bid. Outcome of bid expected in October 2020.
Harlow College match funding	£500,000	Maximum affordable College match.
SELEP GBF	£1,500,000	Request under Get Building Fund
Total project value	£3,500,000	Dependent on successfully securing all three sources of funding.

1.11. SELEP funding request, including type (LGF, GPF, GBF etc.):
[Specify the amount and type of funding sought from SELEP to deliver the project. Please also confirm that the funding will not constitute State Aid.]

This project is seeking the sum of £1,500,000 Get Building Fund (GBF) from SELEP.

The funding for this project does not constitute State Aid. The training elements of the project are outside the scope of State Aid as the purpose of the new facilities is to teach young people aged 16-18 years and adult returners to the labour market. There are no other State Aid issues. All purchasing decisions will be compliant with Harlow College's financial regulations and will comply with public procurement regulations, both of which are routinely subject to external audit.

1.12. Exemptions:
[Specify if this scheme business case is subject to any exemptions (and provide details of these exemptions) as per the SELEP Assurance Framework 2017, Section 5.7.4 and 5.7.5]

This project is not subject to any exemptions.

1.13. Key dates:

[Specify dates for the commencement of expenditure, the construction start date and the scheme completion/opening date.]

Element	Key Date
Appoint Design consultants	29 th April 2020
Establish design and programme to RIBA Stage 2 (T Level Capital Fund)	4 th May–12 th June 2020
Submission for T Level Capital Fund	25 th June 2020
Submission for SELEP GBF	Sept 2020
Wider scope design work (SELEP Get Building Fund)	Oct – Dec 2020
Procurement of Contractors and mobilisation	Dec 2020-Mar 2021
Construction phase 1 for Construction and Digital pathways N building (including the development of Digital labs in the adjoining A building)	March 2021
Phase 1 completion	June 2021
Construction phase 2 for Health & Science and Education & Childcare pathways pathways in K Building	June 2021
Phase 2 completion	Oct 2021
T Levels provision commences (Health & Science partially in temporary accommodation)	Sept 2021
T Level provision continues in final accommodation	Oct 2021

1.14. Project development stage:

[Specify the project development stages to be funded, such as inception, option selection, feasibility, outline business case, detailed design, procurement, full business case, implementation, the current project development stage, and a brief description of the outputs from previous development stages. Add additional rows as necessary. Please note, not all sections of the table may require completion.]

Project development stages completed to date			
Task	Description	Outputs achieved	Timescale
Appointment of design consultants	Development of design brief	Full design brief aligned to T Level curriculum intent	Team in place April 2020
Design and programme	Feasibility, design/layout of spaces and fully costed programme	RIBA Stage 2 design completed	Completed June 2020
T Level Capital Fund application	Development of detailed submission, including	Outline of activities required to reshape spaces, benefits, outputs and risk mitigation.	Submission made June 2020
Project development stages to be completed			
Task	Description	Timescale	
Wider scope design work (SELEP GBF)	Amending RIBA stage 2 report to include additional development into scope of works	Sept 2020-Oct 2020	

Procurement of contractors and mobilisation	Development of a transparent procurement process in order to bring on contractors, whilst ensuring value for money is achieved.	Dec 2020–March 2021
Curriculum design	Development of a new industry relevant curriculum to support pathways into employment	May2020–May 2021
Employer engagement	Engage with employers to develop pathways into employment, support curriculum relevance, develop industrial placement strategy and develop employer advisory boards	Oct 2020–May 2021 (and ongoing)
Construction phase 1	Remodelling of building N to develop a sustainable energy centre, including Digital labs within the adjoining A building and remodelling 1 st floor of N building ready for delivery of T levels in Sept 2021	March 2021–June 2021
Construction phase 2	Remodelling of two floors to building K to develop medical environments, a hospital ward and assisted living spaces, as well as improving accommodation and teaching spaces ready for delivery of T levels in Sept 2021 including for the Education and Childcare pathway.	July 2021–Oct 2021
T Levels provision commences	First cohorts of T Level learners enrolled and delivery commences with some pathways not in final accommodation.	Sept 2021
T Level provision continues in final accommodation	Health & Science T Level pathway learners move to final accommodation	Oct 2021

1.15. Proposed completion of outputs:

[Include references to previous phases / tranches of the project (link to the SELEP website) and to future projects to be funded by SELEP. Please see SELEP Programme for more information.]

Apart from the stages listed in section 1.14 above, there are no previous phases or tranches to this project. All relevant outputs relating to the capital project and funds will be completed by October 2021. Learner outputs have been set to be measured over a five year period to 2026.

2. STRATEGIC CASE

The Strategic Case should present a robust case for intervention, and demonstrate how the scheme contributes to delivering the SELEP Strategic Economic Plan (SEP) and SELEP's wider policy and strategic objectives. It includes a rationale of why the intervention is required, as well as a clear definition of outcomes and the potential scope for what is to be achieved.

The outlook and objectives of the Strategic Case need should, as far as possible, align with the Monitoring and Evaluation and Benefits Realisation Plan in the Management Case.

2.1 Scope / Scheme Description:

[Outline the strategic context for intervention, by providing a succinct summary of the scheme, issues it is addressing and intended benefits; max. 2 pages.]

The GBF investment, together with the T Level Capital Fund and the College's own match will repurpose accommodation to develop centres for delivering healthcare, health science, sustainable construction, education, childcare and digital technologies. These centres will embed innovation in the different vocational pathways and fully prepare the College for the introduction and delivery of T Levels. South East LEP support will enable additional teaching and learning activities to achieve increased skills outputs and apprenticeships. The investment will ensure access to state-of-the-art equipment and facilities to support delivery including apprenticeships and higher technical levels. This will enable employers have access to the right expertise and will ensure that our learners are fully equipped with the skills and attitudes to exploit employment opportunities. It will support skills initiatives with employers in a number of SELEP's identified key sectors including:

Healthcare and health science are responsible for significant numbers of vacancies. The South East LEP Skills Strategy 2018-2023 states that there are over 45,000 vacancies in Health and Care, including nurses, care workers, medical practitioners, social workers and care managers. The impact of Brexit on healthcare is potentially large as it is reliant upon a skilled migrant workforce. With existing strong relationships with Princess Alexandra Hospital and Public Health England the investment will enable us to engage with more young people in learning to ensure the public health system can tackle health challenges today and in the future.

The construction sector within the SELEP area will see significant housing and infrastructure growth, with up to 300,000 new homes projected for completion by 2030. This is coupled with locally and nationally important infrastructure schemes such as the Lower Thames Crossing, an additional M11 junction, the planned relocation of Public Health England (or its successor) to Harlow and Princess Alexandra Hospital Trust moving into a brand new hospital. SELEP's Skills Strategy 2018-2023 identifies 213,973 employee jobs in construction related careers, with the sector currently suffering with an aging workforce. There is also a growing need for 'green' and low carbon skills and there is a trend towards pre-fabricated housing speeding up construction. The GBF investment will enable the College to develop young people aligned to the future skills needs of the sector, including those relating directly to modern/digital methods of design and construction and sustainable energy.

Digital technology is identified by the Essex Employment and Skills Board as a skill shortage that cuts across all areas of employment and business growth. The South East LEP Skills Strategy 2018-2023 states that there are over 30,000 vacancies in IT, Digital and Creative industries, including web developers, software developers and IT Support. The Strategy indicates that the current 'digital revolution' applies across all other sectors, including health care, construction and education with the need for digital skills growing. Again hard to fill vacancies are likely to be increased by Brexit. The growth at the Harlow Enterprise Zone, including the £200m Kao Data Campus, with its wider digital technology requirements that support

infrastructure, coding, business and big data will add to the demand for skilled workers in this sector. Close collaboration with partner employers will underpin this project to develop the skills and confidence of students, including industrial placements, visits and applied projects with employers.

Education, including early year's education, makes up 156,000 jobs across SELEP with 33,000 vacancies and reported difficulties recruiting and people leaving sector. UKCES identifies secondary school teachers and educational support assistants as jobs of the future with a general challenge in schools, colleges and universities to recruit to sector specialism especially where there are shortages in the sector itself.

The capital investment will contribute towards the repurposing of three floors in buildings to provide learners with up-to-date and inspiring learning environments, equipped with the latest digital technology to support the delivery of a modern curriculum. This will better prepare young people for careers within the identified T Level routes.

Objective 1 – To align the College to business need in demand areas identified in SELEP's Skills Strategy 2018-2023 and the Government's Skills Strategy to develop world-class skills for a flourishing and inclusive economy and support economic growth. The project will specifically align the healthcare, health science, education and construction curricula to:

- Harlow's Enterprise Zone/Science Park/Data Campus.
- the relocation of Public Health England to Harlow. Harlow College and Public Health England (PHE) have signed a Statement of Intent to develop a Strategic Partnership which provides opportunities for work placements, pre-apprenticeship and apprenticeship pathways at PHE and its supply chain and to develop science outreach activities on the Harlow College campus support the recruitment challenges experienced by Princess Alexandra NHS Trust and the wider health and care sector serving West Essex.
- To provide key pathways, which develop new technologies and sustainable construction, to support growth, linked to the new Garden Town.
- To ensure a supply of qualified people to support public services, such as health and education, linked to growth.

Objective 2 – To prepare for new industry relevant technical qualifications in healthcare, health sciences, education and construction.

- Providing places for an additional 40% of learners and Apprentices.

Objective 3 –To develop industry-specific teaching and learning spaces that supports the West Essex employment base: creating sector relevant spaces fit for purpose, with excellent IT facilities and industry standard resources, equipped and fully prepared to deliver T-Levels across healthcare, health sciences, education and construction.

- We will rejuvenate and extend the life of adjoining buildings by reshaping, modernising and developing bespoke internal spaces within the buildings and renewing the fabric of buildings, making them energy efficient and sustainable.

Objective 4 – To support the LEP strategy of increasing participation of young people and adults in work, education and training, with a focus on raising skill levels, supporting priority sectors, meeting skills gaps and promoting Apprenticeships.

- The project supports the development of the Government's new Apprenticeship Standards and the College will be equipped to deliver 14 pathways.

Objective 5 - to support employers in West Essex by ensuring that they are engaged in the skills agenda: ie to engage them in the roll-out of T-Levels, support Apprenticeships and up-skilling the workforce, engage in the 'digital revolution'.

- We will be specifically equipped to deliver new T-levels and Apprenticeship provision in our new centre.
- We will have a specific focus on embedding new technology and how it can be used to improve all aspects of our work.

With the support of the GBF, completed facilities will comprise of impressive, flexible teaching and social learning spaces, with excellent IT facilities and industry standard resources, enhancing employability and progression to higher levels of learning and Apprenticeships. Harlow College staff will take advantage of the new facilities to ensure our learners have optimal knowledge, skills and experience to meet the requirements for important sector based jobs across the South East LEP. This project represents an innovative solution to longstanding skills issues in the health sector, the need for green and low carbon skills for the construction industry and responds to the growing need for skills expertise particularly to support the digital revolution, from digital communications infrastructure to robotics, digital care and e-learning, all of which will transform the workplaces and work.

2.2 Logic Map

[Establish a Logic Map using information from Appendix E. This will provide a logical flow between inputs, outputs, outcomes and impacts for the scheme]

Please also refer to the separate Annex 1 – Outputs per T-Level Industry Area.

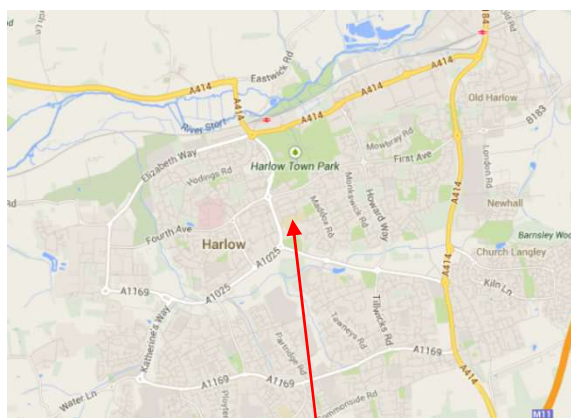
Inputs	Outputs	Outcomes	Impacts
<i>For all schemes:</i> <i>Take from section 1.10 / Financial Case</i> Grant Spend £1.5m Matched Contributions Spend £0.5m Leveraged Funding £1.5m Revenue funding	<i>For all schemes:</i> <i>The scheme will deliver a centre of excellence with outstanding up to date facilities delivering the following learner numbers between 2021-2026:</i> <i>216 learners following 2 pathways within the Construction T Level route</i> <i>280 learners following 1 pathway within the Digital T Level route</i> <i>202 learners following 1 pathway within the Education</i>	<i>174 progressions into jobs/apprenticeships/HE technical study within the Construction sector</i> <i>225 progressions into jobs/apprenticeships/HE technical study within the IT/Digital sector</i> <i>202 progressions into jobs/apprenticeships/HE technical study within the Education sector</i> <i>360 progressions into jobs/apprenticeships/HE technical study within the Health Science sector</i> <i>154 positive progressions from L2 pre apprenticeship/transition programmes into apprenticeship/ jobs across all T Level routes</i>	Young people are better informed and equipped to respond to sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills The emerging high-growth digital sector is better supported with a work ready talent pool Increase in the take-up of Apprenticeships

	<p><i>& Childcare T Level route</i></p> <p><i>450 learners following 2 pathways within the Health & Science T Level route</i></p>		<p>Local residents are equipped to take up the jobs that are created and that significant employers, including those involved in the housing & infrastructure growth of Harlow, Public Health England (or its successor), Princess Alexandra Hospital and businesses at Harlow Enterprise Zone.</p>
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2.3 Location description:

[Describe the location (e.g. characteristics, access constraints etc.) and include at least one map; max. 1 page excluding map.]

Harlow College campus is located on a single site in Harlow's town centre.



Harlow College, Velizy Avenue



The buildings relating to this proposal are buildings K and N which are both situated within the College campus. The buildings are highlighted in red on the campus site plan above right. K building was constructed in the late 1940s. N building was constructed in the early 1990s using a Terrapin construction format. Aside from some refurbishment carried out by the College in 2014 to the top floor of K building, the buildings remain largely as constructed and in need of modernisation.

The following classifications have been used to identify key characteristics and current conditions.

Condition A - As new condition - Typically features one or more of the following:

- typically built within the last five years or may have undergone a major refurbishment within this period,
- maintained/serviced to ensure fabric and building services replicate conditions at installation,

- no structural, building envelope, building services or statutory compliance issues apparent,
- no impacts upon operation of the building.

Condition B - Sound, operationally safe, and exhibiting only minor deterioration - Typically features one or more of the following:

- maintenance will have been carried out,
- minor deterioration to internal/external finishes,
- few structural, building envelope, building services or statutory compliance issues apparent,
- likely to have minor impacts upon the operation of the building.

Condition C - Operational but major repair or replacement needed in the short to medium-term (generally 3 years) - Typically features one or more of the following:

- requiring replacement of building elements or services elements in the short to medium-term,
- several structural, building envelope, building services or statutory compliance issues apparent, or one particularly significant issue apparent,
- often including identified problems with building envelope (windows/roof etc.), building services (boilers/chillers etc.),
- likely to have major impacts upon the operation of the building, but still allow it to be operable.

Condition D - Inoperable or serious risk of major failure or breakdown

- building is inoperable or likely to become inoperable, due to statutory compliance issues or condition representing a health and safety risk or breach,
- may be structural, building envelope, or building services problems coupled with compliance issues,
- the conditions are expected to curtail operations within the building (exclude very minor items which can be rectified easily).

The table below is taken from an update to the College's Property Strategy, following the 2014 improvements.

Building	Size m ²	% Condition A	% Condition B	% Condition C	% Condition D
Building N	2,516		49	49	2
Building K	2,489	41		44	15

Taking into consideration of the location of the buildings within the campus, the growth in our student numbers and the need to adapt spaces to develop a relevant curriculum that meets the needs of growth and priority sectors, we have concluded that a phased decant of specific areas of both buildings is the only realistic option to avoid large scale campus wide disruption. Demolition and re building would be extremely disruptive to the campus and would also result in significant on campus capacity issues during the works.

2.4 Policy context:

[Specify how the intervention aligns with national/regional/local planning policies and the SELEP SEP; max. 3 pages.

Smaller schemes: (less than £2 million) are required to complete this section in line with the scale of the scheme; max. 1 page]

This project will support a range of national and SELEP policies to meet the increased proportion of jobs requiring higher-level skills by raising the skill levels of young people and adult returners and increasing the take-up of Apprenticeships, particularly in technical/STEM subjects. It will support the specific skills in high-growth sectors linked to the growth of Harlow and the Harlow Enterprise Zone, support the major inward investment in Harlow by the relocation of Public

Health England (or its successor) and support the local NHS and care sector to address the significant number of vacancies locally.

The digital revolution is transforming the way we work today. Most people today carry digital technology. This technology is used to communicate, to carry out transactions, to inform, to measure and to prompt. Digital technology is now moving from the creative and cultural economy, where it has had a profound impact, to other sectors, which are harnessing its innovative potential as a driver of productivity. Digital now cuts across all sectors, from robotics in logistics, Building Information Modelling in the construction and engineering sectors, to the application of digital care all sectors are increasingly being impacted. This project will support the South East LEP Skills Strategy 2018-2023 to meet the digital revolution. It will develop a suite of digital technology labs to strengthen Harlow College's curriculum offer at higher technical levels to ensure employers have access to the right skills and to ensure that our learners are fully equipped with the skills and attitudes to exploit employment opportunities. It will develop more highly skilled, value added learners at Level 3 and Level 4, including Higher Apprenticeships, in Construction, Health and Social Care, Science and Education and Childcare. These are all key priority areas for SELEP and digital technology is identified by the Essex Employment and Skills Board as a skill shortage that cuts across all areas of employment and business growth.

Our project supports the national Industrial Strategy: Building a Britain fit for the future by:

- Supporting the digital and data revolution
- Helping individuals to gain new skills enabling them to reach their full potential, leading to greater earning power
- Supporting businesses with a skilled workforce that employers need
- Upgrading the infrastructure of the College by investing in technical education to support new technical qualifications
- Supporting skills and growth in Harlow, a town identified in the Industrial Strategy as undergoing renewal, the location for the new Public Health England (or its successor) science hub and Harlow Enterprise Zone, where the College is working collaboratively with local business and civic leaders to develop innovative solutions and attract inward investment.

The project also addresses the South East LEP's imperative, given in the SEP, to improve skill levels to ensure a talent pool/pipeline of skilled young people in the priority sectors of Construction, Healthcare, Education and childcare and Digital Technologies. The project represents a significant opportunity to:

- address the sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills
- support the emerging high-growth digital sector
- support the need in the Healthcare sector for local provision to meet skills gaps and shortages
- increase the take-up of Apprenticeships
- invest in skills to ensure local residents are equipped to take up the jobs that are created and that significant employers, including Public Health England, Princess Alexandra Hospital and businesses at Harlow Enterprise Zone, can source local skills and labour to underpin growth.

2.5 Need for intervention:

[Specify the current and future context and articulate the underlying issues driving the need for intervention referring to a specific market failure, need to reduce externalities, Government redistribution objectives etc.; max. 2 pages.]

The Sainsbury Report on Technical Education published in July 2016 highlighted the need for reform of the further education and skills system, with a specific focus on the technical education pathway as a compliment to the academic A-level pathway.

The technical pathway has two modes of learning – one which is ‘college-based’ and one which is ‘employment-based’, i.e. apprenticeships. The two routes are designed to end up at broadly the same place, and take into account that at 16 not every learner will have access to an apprenticeship. The content of the two routes will be aligned, but inevitably there will be certain aspects that cannot be fully delivered through a course based in a college, and there will be aspects of learning that an employment-based learner will need to acquire in college.

The Report defines a framework of 15 routes which will encompass all technical education at Levels 2-5. These routes are divided up into a number of occupations. Each occupation or clusters of related occupations will have a single technical qualification at Level 2 and another at Level 3.

Construction, Digital, Health & Science and Education & Childcare are four of the 15 routes identified in the Sainsbury report, in addition Social Care which is often linked with a Health curriculum is a route. The development of spaces in anticipation of delivering T Levels will allow the College to effectively prepare for delivery of these new technical qualifications, alongside apprenticeship standards.

The Post-16 Skills Plan supports the implementation of the Sainsbury Report, outlining the major issue faced by the UK economy.

“We face a major challenge: the pressing need for more highly skilled people, trained effectively, to grow the economy and raise productivity, and ensure prosperity and security for individuals.”

Harlow College has an important role to play in supporting industry to meet the skills challenges ahead:

- Supporting employers with the skills they need. The College works closely with Public Health England and Princess Alexandra Hospital, Harlow Enterprise Zone and the Digital Innovation Zone in West Essex as well as other partners to identify, plan and deliver appropriate skills and training interventions across sectors in line with the latest labour market intelligence.
- Delivering strategic, cross-industry initiatives to ensure a steady supply of skilled labour for employers, developing skills solutions to meet local challenges and to provide support for upskilling and reskilling.
- Helping employers to tackle current and future skills issues, including encouraging and enabling greater uptake of apprenticeships, supporting the development of T Levels and the provision of industry placements, and tackling issues of diversity. The College will work with the Careers and Enterprise Company, National Careers Service and others to encourage more young people and returners to the workforce to pursue careers in healthcare and digital industries.

2.6 Sources of funding:

[Promoters should provide supporting evidence to show that:

- all reasonable private sector funding options have been exhausted; and
- no other public funding streams are available for or fit the type of scheme that is being proposed

Public funding is regarded as a last resort. Promoters are encouraged to think carefully about and provide strong evidence that the intervention they are proposing has exhausted all other potential sources of funding and there is a genuine need for intervention from the public sector; max. 1.5 pages.]

Harlow College's 2020-2025 Property Strategy identifies the capital works required for T Levels as one of seven key estate priorities over the next five years. As a result of this, the College needs to balance what is required in terms of capital investment to assist us in realising our Strategic Plan, with what is affordable to deliver without destabilising the financial position of the College in difficult and uncertain times. The College has therefore set out and Governors have agreed to an affordable investment plan that delivers four of the seven priorities by 2021/22. As a result of an agreed loan facility to the maximum level that the College is currently able to service, the College can contribute £1,104,000 across all identified priorities. However, three essential priorities equating to £520,000 capital spend cannot be funded from any other capital funded opportunity, leaving the necessity for the College to fund these works through its own budget.

The remainder of the set capital budget has been aligned to support this T Levels capital application and the T Levels specialist equipment application later in the year. Capital investment after 2022 will be dependent upon successfully securing capital investment funding via an IoT bid.

The projected cost of the project using current industry benchmarks for medium scale refurbishment comes out at £3.5 million. This figure was higher than the College was able to commit match funding towards within our recent T Levels Capital Fund application and the College therefore reduced the scope and impact of the project to £2 million.

Our ask from this fund would be to make up the difference from our £2 million T Level submission to £3.5 million to enable us to place specific improvements that were stripped out of our scope back into the project. We would be able to treat each fund independently, with specifically ring fenced works relating to each fund, which together helps us realise what is really needed to modernise these areas of our campus in line with our ambitions for a career led curriculum designed to fully support the local economy in key growth areas. We believe that it would also provide value added for each fund in terms of impact and return on investment. A summary showing the proposed funding source breakdown for the project is bulleted below:

- T Level Capital fund = £1,500,000
- College match = £500,000
- GBF Fund = £1,500,000

2.7 Impact of non-intervention (do nothing):

[Describe the expected outcome of non-intervention. Promoters should clearly establish a future reference case and articulate the impacts on environment, economy and society, if applicable. The future reference case should acknowledge that market conditions are likely to change in the future, with or without any intervention. 'Do nothing' scenarios where nothing changes are unlikely; max. 1 page.]

Option of non-intervention – Do Nothing. This would result in no change to the current curriculum or teaching, learning and assessment and fewer people would be trained in the skills employers want. The Do Nothing option does not address any of the aforementioned needs of

employers in the T Levels priority sectors and, in the case of Digital, in wider sectors of the economy where it cuts across all areas of employment and business growth. Specifically it does not address the lack of local FE provision or support the proposed growth in the economic development of the Enterprise Zone or wider Essex area. It places the College in a much weakened position to support economic growth across key SELEP priority areas.

This option would leave the substantive accommodation in buildings N and K undeveloped. An independent examination of the property by Lambert Smith Hampton identified these buildings as “dated, in reasonable condition with a good internal specification.” This was further confirmed within the Review of Essex Colleges and the recent FECDC study completed by the Department for Education in 2019.

2.8 Objectives of intervention:

[Outline the primary objectives of the intervention in the table below, and demonstrate how these objectives align with the problems presented in the Need for Intervention section.]

Project Objectives (add as required)

Objective 1 – To align the College to business need in demand areas identified in SELEP’s Skills Strategy 2018-2023 and the Government’s Skills Strategy to develop world-class skills for a flourishing and inclusive economy and support economic growth. The project will specifically align the healthcare, health science, education and construction curricula to:

- Harlow’s Enterprise Zone/Science Park/Data Campus.
- The relocation of Public Health England to Harlow. Harlow College and Public Health England (PHE) have signed a Statement of Intent to develop a Strategic Partnership which provides opportunities for work placements, pre-apprenticeship and apprenticeship pathways at PHE and its supply chain and to develop science outreach activities on the Harlow College campus support the recruitment challenges experienced by Princess Alexandra NHS Trust and the wider health and care sector serving West Essex.
- To provide key pathways, which develop new technologies and sustainable construction, to support growth, linked to the new Garden Town.
- To ensure a supply of qualified people to support public services, such as health and education, linked to growth.

Objective 2 – To prepare for new industry relevant technical qualifications in healthcare, health sciences, education and construction.

- Providing places for an additional 40% of learners and Apprentices.

Objective 3 –To develop industry-specific teaching and learning spaces that supports the West Essex employment base: creating sector relevant spaces fit for purpose, with excellent IT facilities and industry standard resources, equipped and fully prepared to deliver T-Levels across healthcare, health sciences, education and construction.

- We will rejuvenate and extend the life of adjoining buildings by reshaping, modernising and developing bespoke internal spaces within the buildings and renewing the fabric of buildings, making them energy efficient and sustainable.

Objective 4 – To support the LEP strategy of increasing participation of young people and adults in work, education and training, with a focus on raising skill levels, supporting priority sectors, meeting skills gaps and promoting Apprenticeships.

- The project supports the development of the Government’s new Apprenticeship Standards and the College will be equipped to deliver 14 pathways.

Objective 5 - to support employers in West Essex by ensuring that they are engaged in the skills agenda: ie to engage them in the roll-out of T-Levels, support Apprenticeships and up-skilling the workforce, engage in the 'digital revolution'.

- We will be specifically equipped to deliver new T-levels and Apprenticeship provision in our new centre.
- We will have a specific focus on embedding new technology and how it can be used to improve all aspects of our work.

Problems or opportunities the project is seeking to address (add as required)

Problem / Opportunity 1: Opportunity – businesses meet their skills gaps

Problem / Opportunity 2: Opportunity – digital inclusion

Problem / Opportunity 3: Problem – decaying infrastructure in College classrooms

Problem / Opportunity 4: Opportunity – with investment can meet the priorities laid out within the Skills Action Plan within the SELEP Skills Strategy 2018 - 2023

Problem / Opportunity 5: Opportunity – with investment can meet skills shortages and vacancies.

[Complete the following using a system of 0, ✓, ✓✓, ✓✓✓ which maps the objectives to their ability to address each problem. Add rows and columns as required and note not all sections of the table may require completion; max. 1 page.]

	Problems / opportunities identified in Need for Intervention section				
	Opportunity 1	Opportunity 2	Problem 3	Opportunity 4	Problem / Opportunity 5
Objective 1	✓✓✓	✓✓✓		✓✓✓	✓✓✓
Objective 2	✓✓✓	✓✓✓		✓✓✓	✓✓✓
Objective 3	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓
Objective 4	✓✓✓	✓✓✓		✓✓✓	✓✓✓
Objective 5	✓✓✓	✓✓✓		✓✓✓	✓✓✓

2.9 Constraints:

[Specify high level constraints or other factors such as social/environmental/financial/developments/schemes/legal consents and agreements which may affect the suitability of the Preferred Option; max. 0.5 page.]

The main constraint is refurbishing the buildings whilst teaching and learning is taking place on campus, in parts of the building adjacent to the planned work. The College, along with its consultant team, have built mitigating factors in to the programme of scheduled works. These include: careful planning and programming of the building works and a decant programme to other parts of the campus whilst phased work is completed.

2.10 Scheme dependencies:

[Provide details of any related or interdependent activities that if not resolved to a satisfactory conclusion would mean that the benefits of the scheme would not be fully realised; max. 0.5 page.]

The SELEP GBF fund funding is sought to complete the funding package to support the generation of the benefits. This is also dependent upon other matched and leveraged funding sources. The College submitted an application to the T Level Capital Fund requesting £1.5 million and Harlow College has committed £0.5 million in match funding. All three funding sources will be required in order to deliver the full benefits of the scheme.

2.11 Expected benefits:

[This section identifies scheme benefits (which will be achieved through delivering the scheme) which may not be valued in the Economic Case. Specify the extent of the scheme benefits referring to relevant economic, social, environmental, transport or other benefits. This is where any 'GVA based' estimates of benefits should be reported together with any dependent development (e.g. commercial or residential floorspace). Please reference the relevant section of the Economic Case where additional information regarding the assessment approach can be found; max. 0.5 page.]

The College expects that this innovative solution to what is a long standing skills issue will deliver the following outcomes and benefits, achieved through GBF investment from September 2021:

Harlow College will provide training that will address skills shortages and support skills development in growing sectors. The annual GVA for the centre is £578,220 (see appendix SELEP GBF BCR), with a GVA over a 20 year period of £30,062,347 and a Benefit Cost Ratio of 1:8.6. When tested against a scenario showing a 50% reduction in learner take up due to COVID-19 and/or lack of employer buy in and an increase in estimated costs, the 20year GVA is £15,031,173 with a BCR of 1:3.4. The repurposed accommodation and new equipment will provide a pipeline of individuals with the skills needed to enter or return to employment or to secure existing employment through up-skilling. This will meet skills shortages and gaps and will impact positively on employers.

Greater collaboration with employers through alignment with local skills priorities: the project will develop and support collaboration between the College and employers within the construction, health, science, education and childcare and digital technology sectors to improve learning, employment and apprenticeship outcomes and progression pathways into and within work. It will increase extended work experience/placement opportunities and build sustainable collaboration with employers in steering and shaping the curriculum and delivery to ensure relevance leading to the implementation of T-Levels. We will engage with 150 employers in the project by 2022, delivering 1,100 industrial placements and a 1,000 jobs/apprenticeships by 2026.

Renewal and modernisation of 4,900m² teaching and learning accommodation: rejuvenate and extend the life of existing buildings by reshaping, modernising and developing bespoke internal spaces within the buildings to appropriately house our sustainable construction, Digital Technologies, Education and Childcare and Health Sciences provision and renewing the external fabric. In repurposing space that is inefficient and in poor condition, the GBF will create spaces that are flexible, fit for purpose and good to learn in so students are inspired, use industry standard equipment and environments and learn digital technology skills.

Widen participation: creating improved opportunities for learners with learning difficulties and disabilities, providing opportunities for adults returning to the workforce and young people who are NEET, offering transition programmes with progression to work and Apprenticeships and pathways to higher education. The Coding Lab will also be made available to schools to engage younger learners in digital technologies.

Growth: Development of new T Level programmes and technical qualifications leading to 1,148 learners completing T Level programmes across 4 T level routes by 2026. It is anticipated that this in turn will lead to growth in apprenticeships and progression to higher levels of learning beyond 2026.

2.12 Key risks:

[Specify the key risks affecting delivery of the scheme and benefit realisation e.g. project dependencies, stakeholder issues, funding etc. Information on risk mitigation is included later in the template. This section should be kept brief and refer to the main risk register in the Management Case; max. 0.5 page.]

Financial risks

Should GBF funding not be secured this project will not go ahead in its intended scale and scope. With partial funding, the project would be scaled back and consist of minor refurbishment with significant areas of both K and N building still requiring remodelling and modernising. T Level provision would be difficult to deliver over the longer term, without further capital investment. In this scenario, the College would need to balance its ability to deliver across all T Level routes and the affordability to invest in the modernising of buildings still required in order to deliver an outstanding learner experience.

The cost estimates have been prepared by our professional consultant team and experienced managers and has taken into account cost evidence from comparable refurbishment projects. All project activities will be subject to tendered prices with appropriate contingencies taking a guaranteed maximum price approach when procuring contractors. Our highly qualified and experienced project management and finance staff will ensure that the project is managed on time and in budget.

Site and Delivery Risks

An experienced project delivery team, with relevant experience of delivering construction programmes of similar size and complexity, will oversee the project. Our skilled and experienced Estates Team will undertake thorough preparatory work prior to their restoration of the buildings.

Output Risks

We consider output failure as a 'low-risk' to the project, because there is a constant requirement for such skills provision in West Essex and beyond. This is evidenced through job vacancies, demand for apprentices and through the current age profile of the existing workforce. The College is graded 'Good' by Ofsted and will apply its extremely effective curriculum planning and Learning, Teaching and Assessment Strategy to this project to ensure high levels of student success.

COVID-19 could have the potential in reducing take up in the first two years of T Level delivery, through lack of employer engagement and/or low learner take up. Our strong links with key sector based employers enables the College to work closely with employers to map skills and needs as the local economy recovers from the pandemic and the pre COVID planned growth returns. Likewise, the College has strong links with our feeder schools and is able to deliver comprehensive CEIAG that enables young people to make fully informed choices in relation to their next steps.

3 ECONOMIC CASE

The economic case determines whether the scheme demonstrates value for money. It presents evidence of the expected impact of the scheme on the economy as well as its environmental, social and spatial impacts.

In addition to this application form, promoters will need to provide a supporting Appraisal Summary Table (AST). This should provide:

- *a calculation of Benefit-Cost Ratio (BCR) according to the DCLG Appraisal Guidance, with clearly identified, justified and sensitivity-tested assumptions and costs*
- *inclusion of optimism bias and contingency linked to a quantified risk assessment*
- *inclusion of deadweight, leakages, displacement and multipliers*

Smaller schemes (less than £2 million) are not required to provide a supporting AST, and do not have to calculate a BCR.

3.1 Options assessment:

[Outline all options that have been considered, the option assessment process, and specify the rationale for discounting alternatives.

Promoters are expected to present a sufficiently broad range of options which avoid variations (scaled-up or scaled-down version) of the main options. The key to a well scoped and planned scheme is the identification of the right range of options, or choices, in the first instance. If the wrong options are appraised the scheme will be sub-optimal from the onset.

Please also refer to the seepage Annex 2 – Investment Appraisals and BCR.

The College considered 4 options initially:

Preferred option 1– repurpose two buildings on the campus to establish a career led curriculum via T Levels - This is the only option that fully supports the College's Property Strategy 2020-2025 to address the sector-specific skills requirements of employers in Construction, Healthcare, Education and Childcare and Digital Technology. It is a good use of existing buildings, repurposed to College needs with upgraded teaching facilities and new equipment, able to cater for the forecasted growth in housing and infrastructure in Harlow, the economic growth resulting from the Harlow Enterprise Zone, Public Health England (or its successor) relocating into the town and the significant demands for qualified staff in the construction and health and social care sectors. This option maximises the use of existing resources and provides a cost efficient means of allowing the College to maximise its ability to respond to local needs and priorities. Harlow College has a good record in the completion of new build and refurbishment schemes, delivered to a high standard to budget and within prescribed timescales.

Option 2 – Do Nothing. No change to the current curriculum or teaching, learning and assessment. The Do Nothing option does not address any of the aforementioned needs of employers in the Construction, Healthcare Education and Childcare and Digital Technology sectors and, in the case of Digital, in wider sectors of the economy where it cuts across all areas of employment and business growth. Specifically it does not address the lack of local FE provision or support the proposed growth in the economic development of the Enterprise Zone or wider Essex area. It places the College in a much weakened position to support economic growth across key SELEP priority areas.

Option 3 – New build on campus with demolition. This option would involve the demolition of a three storey 1950s stock building, which is structurally linked to another building (J Block). In addition the option would also include the demolition of a two storey 1990s stock building, also structurally linked to another building (A Block). Given that both buildings would also consist of classrooms and specialist workshops accommodating significant numbers of learners within the other curriculum areas not delivering T Levels, this would lead to a huge amount of on campus disruption. Learners from other curriculum areas would therefore be affected by this option, including those studying on Media and Journalism and Automotive curriculum areas. With no other suitable accommodation on campus, this would very likely lead to the need to decant in excess of a 1,000 learners off site and into rented accommodation away from the main campus. This option would be a significantly larger in scale than the preferred option, with considerable demolition and construction phases, which would in turn require a significantly higher budget to the proposed preferred option. The College would not be in a position to bear the level of match funding required to support such a project and much of the spend would not be directly related to T Levels delivery. Again, this option is not aligned with the College's 2020-2025 Property Strategy and adopting this option would also lead to an inability for the College to realise its other ambitions in developing curriculum areas outside of this bid but in high demand within our local growing economy.

Option 4 – Only repurpose to level of reduced budget in the event of unsuccessful bid with TLCF or GBF. Whilst this would deliver some of the skills benefits outlined above, it would lead to a limitation of suitable spaces to deliver T Levels across all pathways in the short and longer term. It would also result in the need to focus works solely on internal teaching spaces in order to achieve an acceptable level of impact for learners, but would also result in a lack of investment in the fabric and infrastructure of the buildings, leading to the need for further future investment, without which the buildings would remain inefficient and quickly further deteriorate. In the intervening period prior to additional investment being secured, there would also be the need for the College to increase repairs and annual capital costs from its own budget, thereby placing financial challenges on the College's financial stability. This option would restrict the College's ability to fully respond to growing T Levels and apprenticeship provision in these key priority areas. On a value for money judgement, it would be more efficient to carry out the full repurposing of the buildings, given in option 1, at the same time.

Long list of options considered:

*Description of all options which have been considered to address the problem(s) identified in the **Need for Intervention** section above, including options which were considered at an early stage, but not taken forward.*

Options assessment:

Describe how the long list of options has been assessed (assessment approach), rationale behind shortlisting/discarding each option.

Short list of options:

The 'Options Assessment' section is an opportunity to demonstrate how learning from other projects and experience has been used to optimise the proposal, and the Preferred Option is expected to emerge logically from this process; max. 2 pages.

Smaller schemes (less than £2 million) are required to complete an Options assessment which is proportionate to the size of the scheme; max. 1 page.]

The following table identifies the outcome of the investment appraisal assessment for each option.

	Capital cost	NPV at 3.5% as Test Discount Rate over 20 years	SELEP contribution as % of total capital costs	NPV SELEP contribution ratio	Average annual running cost saving per Agency £ invested
Investment appraisal					
Option 1 - Refurbish 2 buildings (Preferred Option)	£3,500,000	£9,062,116	42.9%	6.04	2.29
Option 2 - Do Nothing	£ -	-£22,230,014	0	0	-48.99
Option 3 - Demolish existing and build new	£24,734,400	-£1,798,172	91.9%	-0.08	2.23
Option 4 – Reduced scope of refurbishment	£2,000,000	£4,447,724	75%	2.97	0.001

Each option was also scored out of 10 against the following criteria and then weighted by the factors shown.

Criteria	Weighting
Funding Available	4
Affordable	3
Low risk	2
Value for Money	2
Reduced Running costs	2
Planning approval	2
Delivers space requirements	4
Programme timing	3
Meets Educational Needs	4
Meets LEP priorities	5

Options Appraisal	Weighting	Option 1 - repurpose 2 buildings		Option 2 - do nothing		Option 3 - demolish and new build on campus		Option 4 - reduced scope of refurbishment	
		Score out of 10	Total	Score out of 10	Total	Score out of 10	Total	Score out of 10	Total
Funding Available	4	9	36	0	0	1	4	9	36
Affordable	3	8	24	1	3	1	3	1	3
Low risk	2	8	16	1	2	1	2	5	10
Value for Money	2	8	16	1	2	2	4	4	8
Reduced Running costs	2	9	18	0	0	8	16	4	8
Planning approval	2	9	18	0	0	4	8	9	18

Delivers space requirements	4	10	40	1	4	4	16	6.5	26
Programme timing	3	9	27	0	0	2	6	3	9
Meets Educational Needs	4	9	36	1	4	6	24	6	24
Meets LEP priorities	5	10	50	1	5	10	50	5	25
TOTALS			281		20		133		167

The options appraisals process clearly indicates Option 1 as the most beneficial with the greatest outputs and impact and therefore the preferred option.

Option 2 was discounted as it does not align with Harlow College's Property Strategy 2020-2025 which outlines the College's strategic intentions to invest in its estate in order to achieve our strategic ambition of delivering a career led curriculum with resources that mirror industry. It also does not align to SELEP's Skills Strategy or Plan to meet the envisaged skills demands resulting from the proposed economic local growth. The result of adopting this option would lead to the gradual decline of the College's estate which would eventually significantly reduce the College's ability to respond to learner and local skills needs due to the poor continuous deterioration of a significant portion of the campus buildings.

Option 3 was discounted on the grounds of affordability due to the level of current funding opportunities available and the College's ability to raise or service borrowing at the level required to match fund a project of this scale, whilst also remaining financially stable and with a good ESFA financial rating. Additionally, this option would also involve an unacceptable level of disruption across the College's operation and would lead to further costs through the relocation of students off site whilst mass demolition and construction works were carried out to the buildings involved. The costs of which are not factored into the investment appraisal for this option.

Option 4 was discounted as it was deemed that this option would restrict the College's ability to fully respond to growing T Levels and apprenticeship provision in these key priority areas and a further phase of investment would be needed in the next 2-3 years in order to prevent further decline of the existing buildings. On a value for money judgement, it would therefore be more efficient to carry out the full repurposing of the buildings, given in option 1, at the same time

3.2 Preferred option:

[Describe the Preferred Option and identify how the scheme aligns with the objectives. Include evidence of stakeholder support for the Preferred Option either through consultation on the scheme itself or on the strategy the scheme forms part of; max. 1 page.]

Preferred option – repurpose two buildings on the campus to establish a career led curriculum via T Levels This is the only option that fully supports the College's strategy to address the sector-specific skills requirements of employers in healthcare, education, digital, health science and construction.

It is a good use of existing buildings, repurposed to College needs with upgraded teaching facilities and new equipment, able to cater for the forecasted growth resulting from the Harlow Enterprise Zone, Public Health England relocating into the town, associated Garden Town

developments and the significant demands for qualified staff in the education, health and social care sectors.

This option maximises the use of existing resources and provides a cost efficient means of allowing the College to maximise its ability to respond to local needs and priorities. Harlow College has a good record in the completion of new build and refurbishment schemes, delivered to a high standard to budget and within prescribed timescales.

The College has strong support from stakeholders, including Princess Alexandra Hospital (PAH), Harlow Council and Public Health England (PHE). The College has an existing partnership with PAH whose training and development facilities are co-located on the Harlow College campus. The College has signed a statement of intent to work with PHE promoting opportunities for young people into work at its new facility, which will be located in Harlow. The College is represented on the Harlow Growth Board and the UK Innovation Corridor Board. All these stakeholders recognise the benefits that a strong skills and education provision brings to their skills gaps and the local economy.

The scheme meets each objective, as stated in Sections 2.1 (Scope / Scheme Description) and 2.8 (Objectives of Intervention) above, by:

- Aligning the College to business need in demand areas identified in SELEP's Skills Strategy 2018-2023 and the Government's Skills Strategy to develop world-class skills for a flourishing and inclusive economy and support economic growth.
- Preparing for new industry relevant technical qualifications in healthcare, health sciences, education and construction.
- Developing industry-specific teaching and learning spaces that supports the West Essex employment base: creating sector relevant spaces fit for purpose, with excellent IT facilities and industry standard resources, equipped and fully prepared to deliver T-Levels across healthcare, health sciences, education and construction.
- Supporting the LEP strategy of increasing participation of young people and adults in work, education and training, with a focus on raising skill levels, supporting priority sectors, meeting skills gaps and promoting Apprenticeships.
- Supporting employers in West Essex by ensuring that they are engaged in the skills agenda: ie to engage them in the roll-out of T-Levels, support Apprenticeships and up-skilling the workforce, engage in the 'digital revolution'.

3.3 Assessment approach:

[Describe the approach used to assess the impacts of the scheme, describing both the quantitative and qualitative methods used, and specify the Do Minimum and Do Something scenarios. The assessment approach should be a proportionate application of the DCLG guidance; max. 1.5 pages].

The College has undertaken an investment appraisal for each of the options summarised in the table above in section 3.1. This uses the Education Skills Funding Agency methodology for calculating capital costs and premises savings ratios per learner.

Investment appraisal score – net present value (NPV) is a 20-year calculation based upon initial expenditure, running costs, income and residual values, giving a 20 year return on investment. The template is a standard calculation devised and used by the Education Skills Funding Agency for all capital project proposals.

In relation to the preferred option, the figures give a residual NPV of £9,062,116 over a 20 year period for the preferred option. This is based upon the projected income per T Level FTE at £5,200. The added sensitivity analysis includes scenarios that include a 20% reduction/increase

in income, capital costs and expenditure. All scenarios show the preferred option with a positive NPV, thereby demonstrating a viable on-going project. This is also evident within the scores for the remaining value for money indicators.

In addition to the investment appraisal, each option from the initial long list was scored in a detailed options appraisal with weighted success criteria. The process quickly identified two options which were short listed as a potentially viable project. The preferred option was selected due to the fact that it was clearly a more beneficial, more deliverable option over the long term and resulted in the strongest value for money.

The preferred option was further tested through a benefit cost ratio study which confirmed a strong return on investment taking into account four scenarios with built in account options bias and a combination of sensitivities reducing learner number by 50% and increasing estimated costs by 25%. In all four tests the preferred option demonstrated a strong benefit cost ratio.

3.4 Economic appraisal assumptions:

[Provide details of the key appraisal assumptions by filling in the table in Appendix A, expand if necessary. Key appraisal assumptions as set out in Appendix providing justification for the figures used and any local evidence, where appropriate (different from the standard assumptions or the ones with the greatest influence on the estimation of benefits). Explain the rationale behind displacement and deadweight assumptions.

Smaller schemes (less than £2 million) are not required to complete this section].

Investment Appraisal

The College undertook a full investment appraisal for each option using the Education Skills Funding Agency methodology for calculating capital costs and premises savings ratios per pound invested. Investment appraisal score – net present value (NPV) is a 20-year calculation based upon initial expenditure, running costs, income and residual values, giving a 20 year return on investment. Other value for money indicators for consideration are:

- Agency contribution % of total capital costs
- NPV/Agency contribution ratio
- Average annual running cost saving per pound agency invested

The template is a standard calculation devised and used by the Education Skills Funding Agency for all capital project proposals. In relation to the preferred option, the figures give a residual NPV of £9,062,116 over a 20 year period for the preferred option. This is based upon the projected income per T Level FTE at £5,200. The added sensitivity analysis includes scenarios that include a 20% reduction/increase in income, capital costs and expenditure. All scenarios show the preferred option with a positive NPV, thereby demonstrating a viable on-going project. This is also evident within the scores for the remaining value for money indicators.

Options Appraisal

The options appraisal considered all options against a set of College devised criteria containing 10 key factors to consider in assessing the merits of each scheme. The College also weighted each criteria in order of importance to the College against our strategic intentions, also taking into account deliverability, risk, value for money, affordability, constraints and SELEP/local priorities. The options appraisal identified two potential projects as both affordable, deliverable and beneficial with the preferred option the most advantageous.

Benefits Cost Ratio

The BCR analysis looked at learner numbers before and after the project with the centre running at the anticipated capacity and calculating how learner increases added fiscal and economic

value both annually and over a 20 year period. The assumptions were taken from the links contained within the BCR spreadsheet included with this business case as the separate Annex 2 – Investment Appraisals and BCR. In calculating values of savings for each learner/qualification type, the College took a conservative approach to assessing the values by averaging lower and higher values for differing qualifications at the same level (e.g. City & Guilds values Vs BTEC values) and male/female GVA. The result was further tested against optimism bias and sensitivity testing by considering the following scenarios;

- 50% learner uptake due to COVID-19 and/or low employer buy in
- 25% overrun in the project capital budget due to increased inflation costs and/or contract premiums added due to COVID-19 challenges
- A combination of 50% reduced learner intake and a 25% project budget overrun

All four tests resulted in a strong BCR ratio, annual GVA learner and 20 year all learner type economic value output. A standard 3.5% overall discount over 20 years was also factored into calculations commencing from year 1 – the academic year 2021-22

Additionality and Deadweight Loss

Additionality and Deadweight Loss (DWL) was also considered as part of the BCR study. Additionality takes the overall additional learner numbers generated as a direct result of the project which gives an overall 52.38% increase in all learner types across all provision for the relevant T Level sector based subjects. A DWL considers the potential loss/displacement of an estimated number of level 3 learners, opting for T Levels as opposed to the applied and technical routes currently available. It was estimated that a DWL for this particular line of learner type could be 47.62%, equating to 18% of the total annual learner numbers after the project.

Displacement, Leakage and substitution considerations

In quantifying student numbers as beneficiaries for the project, displacement, leakage and substitution have been considered implicitly. The annual earnings figures used to calculate ROI are based on the earnings of all those who benefit from training. By default, these include those who do not work in the target sectors or gain lower economic benefit from the targeted training. Therefore by default the calculations include a measure of displacement, leakage and substitution. Without longitudinal sector specific data (which is not available mapped against sector based training), it is not possible to ascertain the difference for if the whole target cohort worked in the sector.

Multiplier considerations

It is not valid in an educational sense to estimate a supply chain multiplier benefit. We considered the best multiplier effect based on training and education to be the benefit to the local economy, which in itself is a multiplier. At capacity the multiplier **provides 8.6 times the input to the initial scheme.**

3.5 Costs:

[Provide details of the costs of the scheme. All public-sector costs should be included:

- *Public sector grant or loan*
- *[Public sector loan repayments] (negative value)*
- *Other public sector costs*
- *[Other public sector revenues] (negative value)*

If the land is owned by the public sector, then the public sector will be incurring holding costs assumed to be 2% of the existing value of the land per year. Should the land be used for non-residential development these holding costs will be avoided. This needs to be reflected in the appraisal as a negative cost.

Please note that any private costs associated with the development should be included in the appraisal as a dis-benefit and therefore feature in the numerator of the BCR calculation rather than the enumerator.

Additional details regarding the consideration of costs as well as standard assumptions that can be used in the absence of local data can be found in the [DCLG appraisal data book](#).]

Please also refer to the separate Annex 3 – Overview of Costs and Annex 4 – Harlow – T-Levels Cost Estimate 21.08.20.

The capital cost of the scheme will be spent over two financial years, which equates to three years when measured in educational academic years as shown in the tables below:

Financial year ending 31st March	2020/21	2021/22
Construction/refurbishment	██████	██████
VAT	██████	██████
Sub-total	██████	██████

Academic year ending 31st July	2019/20	2020/21	2021/22
Construction/refurbishment	██████	██████	██████
VAT	██████	██████	██████
Sub-total	██████	██████	██████

Inflation assumptions

Consideration and assumptions in relation to inflation have been included in all costs and financial estimates for the project. The inflationary factor built into the cost estimate is based on RICS (Royal Institute of Chartered Surveyors), BCIS (Building Cost Information Services) indices for 2nd quarter 2021. It is also benchmarked against other similar value schemes undertaken by the Quantity Surveyor employed as part of our professional consultant team.

Sunk costs

The College has a 5 year Accommodation and Property Strategy, as a normal part of its business operation. College revenue funding is used to invest resources, both human and physical, into projects that are part of this strategy. Not all projects within the Strategy are realisable within the 5 years life of the strategy but the College recognises the upfront investment required to realise some of the projects. These 'sunk' costs are treated as normal costs to the business as part of its financial accounting. No sunk costs will be claimed from the GBF for the project.

3.6 Benefits:

[Provide details of the benefits of the scheme identifying the 'initial' and adjusted benefits that were used to calculate the 'initial' and 'adjusted' BCR. The DCLG Appraisal Guidance provides additional details regarding the initial and adjusted benefit calculations on page 17.

'Initial' Benefits

All impacts quantified based on the Green Book Guidance and Green Book Supplementary and Departmental Guidance should feature in the 'initial' BCR calculation. These impacts currently include:

- Air quality
- Crime
- Private Finance Initiatives
- Environmental
- Transport (see WebTAG guidance)
- Public Service Transformation
- Asset valuation
- Competition
- Energy use and greenhouse gas emissions
- Private benefits e.g. land value uplift
- Private sector costs if not captured in land value
- Public sector grant or loan if not captured in land value
- Public sector loan repayments if not captured in land value

'Adjusted' Benefits

There are several external impacts to the users or entities already present in a development area or to the society that are additional to the impacts included in the Green Book Supplementary and Departmental Guidance.

Such external impacts include potential agglomeration impacts on third parties, health impacts of additional affordable housing and brownfield land clean-up, educational impacts of additional housing, transport externalities, public realm impacts, environmental impacts, and cultural and amenity impacts of development. Such externalities should still form part of the appraisal and included in the 'adjusted' BCR.

Promoter should present here additional estimates of impacts based on their own evidence. These estimates might be based on tentative assumptions where the evidence base is not well established. Additional guidance regarding the identification of externalities and ways of estimating the 'adjusted' impacts are available in Annex F of the DCLG Appraisal Guidance.]

The Benefit Cost Ratio, taking into consideration discounted factors, equates to 8.6:1 when using the annual economic output value of the centre.

Test 1 – Centre delivered to budget and running at capacity

Capital Costs	£3,500,000
Total Costs	£3,500,000.00
GVA Annual all learner type economic value output (at centre capacity)	£2,043,690.00
20 year all learner type economic value output	£30,062,347.63
Benefit Cost ratio	8.6

A discount factor is applied to the economic output as shown in the table below.

Year	Discount Factor	Revised Total
1	1	£1,071,304.00

2	0.966183575	£1,035,076.33
3	0.9335107	£1,000,073.75
4	0.901942706	£966,254.83
5	0.871442228	£933,579.54
6	0.841973167	£902,009.22
7	0.813500644	£871,506.49
8	0.785990961	£842,035.26
9	0.759411556	£813,560.64
10	0.733730972	£786,048.93
11	0.708918814	£759,467.56
12	0.684945714	£733,785.08
13	0.661783298	£708,971.09
14	0.639404153	£684,996.23
15	0.61778179	£661,832.10
16	0.596890619	£639,451.31
17	0.576705912	£617,827.35
18	0.557203779	£596,934.64
19	0.53836114	£576,748.44
20	0.52015569	£557,244.87
		£15,758,707.66

The three adjusted Benefit Cost Ratios taking into consideration discounted factors, optimism bias and sensitivity tests all equate to positive ratios when using the annual economic output value of the centre.

Test 2 – Centre delivered to budget but running at 50% capacity

Capital Costs

£3,500,000

Total Costs

£3,500,000.00

GVA Annual all learner type economic value output (at 50% centre capacity)

£1,021,845.00

£15,031,173.82

20 year all learner type economic value output

Benefit Cost ratio

4.3

Test 3 – Centre delivered 25% over budget but running at capacity

Capital Costs

£4,375,000

Total Costs

£4,375,000.00

GVA Annual all learner type economic value output (at 50% centre capacity)

£2,043,690.00

£30,062,347.63

20 year all learner type economic value output

Benefit Cost ratio

6.9

Test 4 – Centre delivered 25% over budget and running at 50% capacity

Capital Costs	£4,375,000
Total Costs	£4,375,000.00
GVA Annual all learner type economic value output (at 50% centre capacity)	£1,021,845.00
20 year all learner type economic value output	£15,031,173.68
Benefit Cost ratio	3.4

3.7 Local impact:

[If the scheme has a significant level of local impacts these should be set out in this section.]

The Project has the following local impacts:

- Young people and adults achieve sustainable jobs with relevant qualifications and the capacity to train to higher levels to reach higher value employment
- Existing employees gain new skills and make their jobs sustainable
- Training will provide employers with a pool of skilled labour, with businesses able to fill vacancies, meet technical skills shortages in four sectors identified by SELEP in its Skills Strategy 2018-23 as areas of growth
- The investment is in subject areas that will form four of the T-Level routes and will help the College prepare effectively for the delivery of these new technical qualifications.
- The investment enables the college to move towards its strategic intention, as stated in our Strategic Plan 2019-2024, of developing a career led curriculum, with facilities that mirror industry and aligned to the future growth and skills needs of the local economy.
- PAHT – The project will support PAHT by providing clear routes for learners into health and healthcare roles in the proposed new Hospital in Harlow. This will include the development of progressing T Level learners into Health & Care apprenticeships at levels 3 to 6.
- PHE – The project will maximise a positive impact through the development of skills pipelines in science based roles linked to PHE Harlow, including the development of industrial placements and progression into science based apprenticeships from L3 top 6. Additionally PHE's infrastructure, maintenance and support function will be supported through the development of apprenticeship routes into laboratory technical, digital support and building services functions.

3.8 Economic appraisal results:

[Please provide details of the key appraisal results (BCR and sensitivity tests) by completing the table below. Please note, not all sections of the table may require completion.]

Promoters should also include a statement which identifies other schemes which may have potentially contributed to the same benefits/impacts.

Smaller schemes (less than £2 million) are not required to complete a quantified economic appraisal but are required to include a Value for Money rationale.]

	DCLG Appraisal Sections	Option 1 relative to status quo (Do Something)	Option 2 relative to status quo (Do Nothing)	Option 1 - 20% increase in capital costs	Option 1 - 20% increase in running expenditure	Option 1 - 20% reduction in income
A	Present Value Benefits [based on Green Book principles and Green Book Supplementary and Departmental Guidance (£m)]	£9,062,116	£22,230,014	£8,574,107	£7,077,527	£4,655,424
B	Present Value Costs (£m)	£3,500,000	£0	£4,200,000	£6,303,207	£3,500,000
C	Present Value of other quantified impacts (£m)	-	-	-	-	-
D	Net Present Public Value (£m) [A-B] or [A-B+C]	£5,562,116	-£22,230,014	£4,374,107	4774,320	£155,424
E	'Initial' Benefit-Cost Ratio [A/B]	2.6	0	2.0	1.1	1.3
F	'Adjusted' Benefit Cost Ration [(A+C)/B]					
G	Significant Non-monetised Impacts	<p><i>[Please provide details of the non-monetised impacts of the scheme. Please note that, where monetisation is not possible, a qualitative assessment of the potential impacts should be carried out and presented in the Business Case submission. The DCLG Appraisal Guidance provides additional details regarding the use of multi-criteria analysis (MCA) on page 25 or switching values to capture the significance of such impacts on page 26]</i></p> <p>The most significant non-monetised impact is the impact the scheme will have on our ability to recruit high calibre staff to support students to learn effectively. A good, industry standard working environment has a significant impact on our ability to both recruit and retain experienced dual professionals. Ultimately these impact on student outcomes and added value, but this is not easy to assess in a quantifiable way.</p>				
H	Value for Money (VfM) Category	<p><i>[A VfM category should be produced for each spending option. The VfM should be based on the overall assessment of both monetised and non-monetised impacts. The VfM category will ultimately represent a judgment based on the size of the monetised benefits relative to the monetised costs (the BCR) and the potential significance of non-monetised impacts. Additional guidance can be found on page 28 of the DCLG Appraisal Guidance]</i></p>				

	DCLG Appraisal Sections	Option 1 relative to status quo (Do Something)	Option 2 relative to status quo (Do Nothing)	Option 1 - 20% increase in capital costs	Option 1 - 20% increase in running expenditure	Option 1 - 20% reduction in income
		<p>Value for money indicators (ROI) – Do Something</p> <p>NPV/Capital cost ratio = 1.6 NPV SELEP contribution ratio = 6.04 GBF Capital contribution = 42% Average annual running cost saving per £ invested = 2.29 Fiscal estimated saving (20yrs) =£11.5M Economic estimated saving (20yrs) =£30M</p> <p>Value for money indicators (ROI) – Do Nothing</p> <p>NPV/Capital cost ratio = 0 NPV SELEP contribution ratio = 0 GBF Capital contribution = 0 Average annual running cost saving per £ invested = -48.99 Fiscal estimated saving (20yrs) =£0 Economic estimated saving (20yrs) =£0 (Figures taken from Sensitivity analysis within the Benefit cost ratio analysis option in Annex 2)</p> <p>Value for money indicators – NVP – Do Something</p> <p>NPV = £9,062,116 (at 3.5% Test Discount Rate (TDR) over 20 years)</p> <p>(Figures taken from Sensitivity analysis within the Investment appraisal – Preferred option in Annex 2)</p>				
I	Switching Values & Rationale for VfM Category	<p><i>[Sensitivity analysis can be used to identify a 'switching value' particularly with respect to additionality]</i></p> <p>20% increase in capital costs - NPV = £8,574,107 20% increase in expenditure – NPV = £7,077,527 20% reduction in income – NVP = £4,655,424 (Figures taken from Sensitivity analysis within the Investment appraisal – Preferred option in Annex 2)</p>				
J	DCLG Financial Cost (£m)	N/A	N/A			
K	Risks	Risks are outlined in section Appendix B Key risks include:	The key risk is that doing nothing means the buildings become unusable	Risks are outlined in section Appendix B Key risks include:	Risks are outlined in section Appendix B Key risks include:	Risks are outlined in section Appendix B Key risks include:

	DCLG Appraisal Sections	Option 1 relative to status quo (Do Something)	Option 2 relative to status quo (Do Nothing)	Option 1 - 20% increase in capital costs	Option 1 - 20% increase in running expenditure	Option 1 - 20% reduction in income
		Costs exceed budget and Programme slippage	and learner numbers in effect dwindle.	Costs exceed budget and Programme slippage	Costs exceed budget and Programme slippage	Costs exceed budget and Programme slippage
L	Other Issues	N/A	N/A			

4 COMMERCIAL CASE

The commercial case determines whether the scheme is commercially viable and will result in a viable procurement and well-structured deal. It sets out the planning and management of the procurement process, contractual arrangements, and the allocation of risk in each of the design, build, funding, and operational phases.

4.1 Procurement options:

[Present the results of your assessment of procurement and contracting route options and the supplier market, and describe lessons learned from others or experience; max. 1 page.]

Harlow College will lead and manage the procurement for this project and will use its existing Procurement Policy to make appointments for all contractors. This is compliant with EU procurement rules and will demonstrate best value for the private and public sector investment. The Harlow College Procurement Policy is subject to audit by external auditors.

The whole project will be overseen by Harlow College's Resources Committee with daily management led by an experienced Project Manager.

The College has a long history of successfully delivering similar sized schemes, including the University Centre Harlow (£6 million), University Technical College (£6.6 million) the Advanced Manufacturing & Engineering Centre (£7.5 million) and currently Stansted Airport College – the latter funded with SELEP capital funding. These projects were delivered on target, on time and to budget with external audit confirming the appropriateness of the procurement routes.

4.2 Preferred procurement and contracting strategy:

[Define the procurement strategy and contracting strategy (e.g. traditional, (design and build, early contractor involvement) and justify, ensuring this aligns with the spend programme in the Financial Case and the project programme defined in the Management Case; max. 2 pages.]

Our preferred approach to procurement would be via a tender competition on a design and build two stage contracting process in order to bring contractors on board as early as possible, to finalise design and reach cost certainty as early as possible in the process. However, given the tight time constraints of when all capital expenditure is required to be spent and the fact that the College will be rolling out T Level delivery in September 2021, the College will, if deemed necessary, opt for a procurement and contracting route via an established framework recognised by the National Association of Construction Frameworks, such as Scape Procure. The College has significant recent experience of contracting and delivering large construction projects on time and to budget. These include the delivery of the £11m Harlow Advanced Manufacturing and Engineering centre (HAMEC) in 2017 via a two stage design and build contract and the development of the £11m Stansted Airport College in 2018 via the Scape Procure contract. Whichever route is deemed necessary, the College will retain our professional consulting team to act on our behalf and ensure the College receives value for money and a timely completion.

Our Board of Governors has approved a set of financial regulations to be observed by the College, such rules applying with equal force to all Governors and employees and to all transactions of the College. Clearly documented procurement procedures emphasise that it is the duty of all personnel involved in purchasing to observe the highest standard of conduct and to follow a procurement process which emphasises the principles of value for money, competitive tendering, transparency and best practice. The Harlow College Procurement Strategy has been subject to external audit and judged to meet the law.

In this instance the project involves refurbishment of existing buildings. The Board of Governors will approve expenditure levels for which formal quotations are required to ensure the College receives value for money for all transactions involving public funds.

As required by procurement rules, some of the work on the buildings will be subject to a competitive tender exercise to a specification set by the College and will be based on value for money, adequacy of design including health and safety and fire resistance, ability to work the upgrade building whilst students and staff are using the building.

Some of the internal refurbishment will be carried out by the College's own in-house Building Works Team, the staff of which hold professional trade skills. This team is experienced in the refurbishment of the buildings that are the subject of this application, having previously successfully refurbished other floors in the building. This will bring value for money to the intervention.

Equipment, furniture and fittings purchased for the new teaching areas will be subject to the College Financial Regulations and Procurement Strategy.

4.3 Procurement experience:

[Describe promoter (and advisor) experience of the proposed approach including any lessons learnt from previous procurement exercises of a similar scale and scope; max. 0.5 pages.]

Harlow College has received funding from the South East Local Enterprise Partnership for two large capital projects – Harlow Advanced Manufacturing and Engineering Centre and Stansted Airport College. Both projects involved a multi-million pound investment to construct teaching and workshop space and the purchase of high specification equipment to facilitate training to meet the needs and expectations of employers. Harlow College recognised the importance of having robust arrangements in place to ensure effective delivery of the projects, to spend public funds to deliver high value for money and to realise the benefits of the investment. Both projects were delivered on time and on budget demonstrating that Harlow College has the significant promoter and adviser experience to implement this project successfully.

The Board of Governors has determined that for such projects an independent audit of the project be commissioned to review the project for return on investment, good practice etc. The independent audit of the Harlow Advanced Manufacturing and Engineering Centre project has been carried out and gave a Grade of Significant Assurance to Governors that risk management and control arrangements were managed effectively. This audit reviewed whether the project implementation strategy was fit for purpose, the expenditure budgets and actual expenditure incurred, and whether targets set were met. The auditor had no issues to raise with Governors in respect of procurement of building contractors or the purchase of equipment, indicating that this had been carried out in line with the College procurement process and was conducted lawfully.

4.4 Competition issues:

[Describe any competition issues within the supply chain; max. 0.5 page.]

A professional consultant team of industry based experts has already been assembled and taken the scheme to RIBA Stage 2. This, along with benefit of not needing to pursue planning consent, will enable the College to rapidly move to procuring our contractors of choice and wider supply chain. The experience of the consultant professionals and our management team places us in a strong and informed position to swiftly choose the most appropriate procurement route in order to avoid potential challenges caused by the tight time constraints of the project delivery and/or capacity issues caused by COVID-19.

4.5 Human resources issues:

[Where possible, describe what you have done to identify and mitigate against any human resource issues; max. 0.5 pages.]

As set out in the risk analysis below there is a low level risk of staff involved in the project leaving, or being unable to continue prior to completion of the project. To mitigate against this outcome, the College has put in place, as part of our succession planning procedure, a shadowing process allowing senior and middle managers to be familiar with the project which will enable them to step in should the need arise.

With our strong professional team of industry based consultants already in place and ready to mobilise as soon as funding has been confirmed, we do not envisage significant issues relating to procuring contractors equipped to complete the project in a timely manner. Our procurement procedure will full test bidders ability to demonstrate access to an adequate sized and skilled workforce and supply chain.

4.6 Risks and mitigation:

Specify the allocation of commercial risks (e.g. delivery body, federated area, scheme promoters) and describe how risk is transferred between parties, ensuring this is consistent with the cost estimate and Risk Management Strategy in the Management Case; max. 1 page.]

Risk Analysis *Likelihood and impact scores: 5: Very High, 4: High, 3:Medium, 2:Low, 1:Very Low			
Risk	Likelihood Score*	Impact Score*	Mitigation
Risk 1 COVID-19	3	3	Our consultant team of industry based professionals and management team are well placed to ensure access to suitable contractors and supply chain. Construction work will be carried out in full isolation to the rest of the college community. The construction industry has developed strong procedures throughout the pandemic and UK lockdown. In the event of an outbreak at the college leading to a shutdown for learners and staff, the campus would remain open for contractors to continue works.
Risk 2 Not securing sufficient funding to repurpose both buildings, hence not meeting industry needs	2	3	The project would be scaled back and consist of minor refurbishment with no significant change to the curriculum.

Risk 3 Failure to secure GBF or TLCF funding	2	2	Without GBF and TLCF funding the scheme will not go ahead.
Risk 4 Programme slippage	2	2	The programme plan is based upon recent experience of a refurbishment project of similar size and complexity. Our consultant team, project manager and delivery team will follow a programme consistent with good practice and experience and will track and monitor progress across the life cycle of the project.
Risk 5 Unexpected additional construction costs due to unidentified issues not identified prior to works commencing	1	4	The project has been fully costed by RICS certified quantity surveyors in line with industry cost benchmarks and with an appropriate contingency for the size of the project. Our procurement strategy will seal a high percentage cost certainty at a very early stage on the contracting procedure.
Risk 6 Costs exceed budget	1	2	Project activities will be subject to tendered prices with appropriate contingencies when procuring contractors and equipment. All costs will be reviewed and monitored by staff experienced in capital programmes.
Risk 7 Poor financial management through the construction programme	1	2	Our highly qualified and experienced project management and finance staff will ensure that the project is managed on time and in budget, with decisions taken by the College's Resources Committee in a timely manner to ensure that the project is appropriately managed.
Risk 8 Staff leave their posts mid-project or become unavailable to work on the project.	1	2	Project posts will be filled by existing College staff, identified at an early stage as back-up/shadow to support the project. Ensure complete records of work are available at any point.

Risk 9 Failure to meet the specified outputs	1	2	There is a constant requirement for such skills provision in West Essex and the College routinely ensures high levels of student success through its effective Teaching, Learning and Assessment Strategy
Risk 10 Failure to achieve stakeholder support	1	1	Stakeholder support is documented and supported with other partnership activity
Risk 11 Organisational issues affect project timescales	1	1	Ensure project phases are properly assessed against College timetable to identify potential issues and to develop building decant programme in phases aligned to the already established project programme GANTT

4.7 Maximising social value:

[Where possible, provide a description of how the procurement for the scheme increases social value in accordance with the Social Value Act 2012 (e.g. how in conducting the procurement process it will act with a view of improving the economic, social and environmental well-being of the local area and particularly local businesses); max. 0.5 page.]

Harlow College and partners will at all times ensure that added economic, social and environmental benefits will be maximised and secured through the project's procurement and delivery.

Current proposals under development are to provide opportunities for local people to be educated and trained during the construction phase. This will include opportunities for work placements and apprenticeships in allied disciplines as well as training opportunities for unemployed jobseekers looking for work in construction to ensure that local people have the skills and knowledge to be better prepared to enter into career pathways, relevant to the skills and recruitment needs of PHE and the local health sciences economy. By also using the College's in-house Building Works Team, as well as, leveraging our relationship with contractors we can guarantee that such opportunities will be provided.

The external works to the buildings will provide environmental benefits to a building constructed in the 1940s, by providing additional insulation to the building, reducing the College's carbon footprint.

Prior to the procurement process, Harlow College will identify what skills are required locally to provide economic benefit. The multi-disciplinary education centre will be supplied with industry standard equipment that will enable young people, apprentices and unemployed people to gain employment, including with small businesses and voluntary, charity and social enterprises, bringing new skills to support and sustain their growth.

5 FINANCIAL CASE

The Financial Case determines whether the scheme will result in a fundable and affordable Deal. It presents the funding sources and capital requirement by year, together with a Quantitative Risk Assessment (QRA), project and funding risks and constraints. All costs in the Financial Case should be in nominal values¹.

The profile of funding availability detailed in the Financial Case needs to align with the profile of delivery in the Commercial Case.

5.1 Total project value and funding sources:

[Specify the total project value and how this is split by funding sources by year, as per the table below (expand as appropriate). This should align with the total funding requirement described within the Project Overview section. Please include details of other sources of funding, and any conditions associated with the release of that funding. LGF can only be sought to 2020/21.]

Funding breakdown (in financial years starting April 1 st) (Capital)						
<i>The funding profile should include all project costs including risk contingency and consideration for project inflation costs.</i>						
Source	Prior to 2018/19	2019/20	2020/21	2021/22	2022/32 onwards	Total
GBF 3B			£103,778	£1,396,222		£1,500,000
<i>Other sources of funding (please list below)</i>						
TLCF			£103,778	£1,396,222		£1,500,000
Harlow College			£33,788	£466,212		£500,000
			£241,344	£3,258,656		£3,500,000

5.2 SELEP funding request, including type (LGF, GPF, GBF etc.):

[Specify the amount and type of SELEP funding sought to deliver the project. This should align with the SELEP funding requirement described within the Project Overview section.]

This project is seeking the sum of £1,500,000 Get Building Fund (GBF) from SELEP.

The funding for this project does not constitute State Aid. The training elements of the project are outside the scope of State Aid as the purpose of the new facilities is to teach young people aged 16-18 years and adult returners to the labour market. There are no other State Aid issues. All purchasing decisions will be compliant with Harlow College's financial regulations and will comply with public procurement regulations, both of which are routinely subject to external audit.

5.3 Costs by type:

Detail the cost estimates for the project by year as per the table below (expand as appropriate) and specify how the inclusion of the Quantitative Risk Assessment (QRA) and other overheads

¹ Nominal values are expressed in terms of current prices or figures, without making allowance for changes over time and the effects of inflation.

aggregate to the total funding requirement. Where conversion has been made between nominal and real cost estimates (and vice versa) please provide details of any inflation assumptions applied. The Financial Case should not include Optimism Bias. Please confirm that optimism bias has not been applied in the Financial Case. Also, include details of the agreed budget set aside for Monitoring and Evaluation, and ensure this aligns with the relevant section in the Management Case. Please note, not all sections of the table may require completion.]

Cost type	20/21 £	21/22 £	22/23 £
Construction/refurbishment	45,872	353,097	
QRA (including contingency)		255,300	
Consultancy and project management fees	155,250	107,150	
VAT	40,224	543,105	
Total funding requirement	241,346	5,258,656	

The Financial Case does not include Optimism Bias.

Extract from our capital policy

Building improvements (including to those inherited from the Local Education Authority) made since incorporation are included in the balance sheet at cost.

Freehold buildings including associated professional fees are depreciated on a straight line basis over their expected useful life to the College of between 10 and 52 years.

Equipment costing less than £500 per individual item is recognised as expenditure in the period of acquisition, with the exception of some computer hardware items costing less than £500 which have been capitalised. All other equipment over £500 is capitalised at cost.

All costs identified in the above table have been reviewed and we can confirm that all of the expenditure fits within the College's capital policy as outlined above.

5.4 Quantitative risk assessment (QRA):

[Provide justification for the unit costs and a Quantitative Risk Assessment (QRA) provisions (detailed in the capital and non-capital tables above); max. 2 pages. Please provide supporting documents if appropriate.]

The project's cost plan has been compiled by or consulting professionals, taking into account the architectural drawings and designs developed in line with the project brief given to our architects. The costs also take into account the specialist advice received by our mechanical and electrical specialist consultants. All costs are estimated by a RICS certified Quantity Surveyor and based on current market rates and Industry projections to 2021, assuming a contract is agreed through a competitive tender via OJEU.

Our cost plan has been updated to 21.08.2020 and is included with this business case, along with the full project and financial risk management and can be found in the separate Annex 5.

5.5 Funding profile (capital and non-capital):

[Where possible, explain the assumed capital and non-capital funding profile, summarise the total funding requirement by year, and funding source (add rows / columns as appropriate). Please note, not all sections of the table may require completion. Also, explain the external factors which

influence/determine the funding profile, describe the extent of any flexibility associated with the funding profile, and describe non-capital liabilities generated by the scheme; max. 1 page.]

	Expenditure Forecast					
Funding source	17/18 £000	18/19 £000	19/20 £000	20/21 £000	21/22 £000	22/23 £000
Capital source 1 - GBF				£120,672	£1,379,328	
Capital source 2 - TLCF				£120,672	£1,379,328	
Capital source 3 - Harlow College					£500,000	
Total funding requirement				£241,344	£3,258,656	

5.6 Funding commitment:

[Provide signed assurance from the Section 151 officer to confirm the lead applicant will cover any cost overruns relating to expenditure and programme delivery, as per the template in Appendix B. Please also confirm whether the funding is assured or subject to future decision making.]

The College as lead applicant will cover any cost overruns as per the template in Annex B.

In relation to the TLCF leverage funding and the College match funding, the College has written confirmation from Clydesdale Bank confirming their willingness to loan the funds and we are waiting for the TLCF capital decision, expected in October 2020.

5.7 Risk and constraints:

[Specify project and funding risks and constraints. Describe how these risks have, where appropriate, been quantified within the QRA/contingency provisions; max 0.5 pages.]

There are several risk and delivery constraints. The primary delivery constraint to the project is financial viability in the absence of TLCF and/or GBF support. Should both funds be secured, there will still be financial constraints but these are expected to be managed through the procurement process.

There will be design constraints given that this is a refurbishment rather than a new build, the existing structure limiting the flexibility of the design of the new facility. However as demonstrated, this is the most economically viable option. This will be managed by the Project Manager, Deputy Principal and experienced Estates Team.

With the refurbishment of any building constructed in the 1940s/50s there is the risk of asbestos. This will be managed through our skilled and experienced Estates Team and contingency planning. An initial contingency fund will be reserved set at the level of 10% of project cost, reviewed on a monthly basis in order to maximise value for money and manage risk.

A full project risk management plan and register has been developed and will be monitored weekly throughout the project weekly by the Deputy Principal and Executive Director – Finance and Facilities, The Project Risk Register is then scrutinised at every meeting of the Resources Committee. The Committee will ensure appropriate action is taken through the College Risk Management Policy to respond to or mitigate risks as they are identified. This forms one part of the College's risk management strategy. All College Risk Registers are monitored and reviewed monthly by the College Executive (more frequently if necessary). Scrutton Bland, who provide

the College's internal audit service receive copies of the Risk Register and their annual audit plan will take into account risks facing the College.

6 MANAGEMENT CASE

The management case determines whether the scheme is achievable and capable of being delivered successfully in accordance with recognised best practice. It demonstrates that the spending proposal is being implemented in accordance with a recognised Programme and Project Management methodology, and provides evidence of governance structure, stakeholder management, risk management, project planning and benefits realisation and assurance. It also specifies the arrangements for monitoring and evaluation in terms of inputs, outputs, outcomes and impacts.

6.1 Governance:

[Nominate the project sponsor and Senior Responsible Officer, explain the project governance structure (ideally as a diagram with accompanying text) and describe responsibilities, project accountability, meeting schedules etc.; max. 1 page.]

Harlow College is the Project Sponsor and Will Allanson, Deputy Principal of the College, is the Senior Responsible Officer.

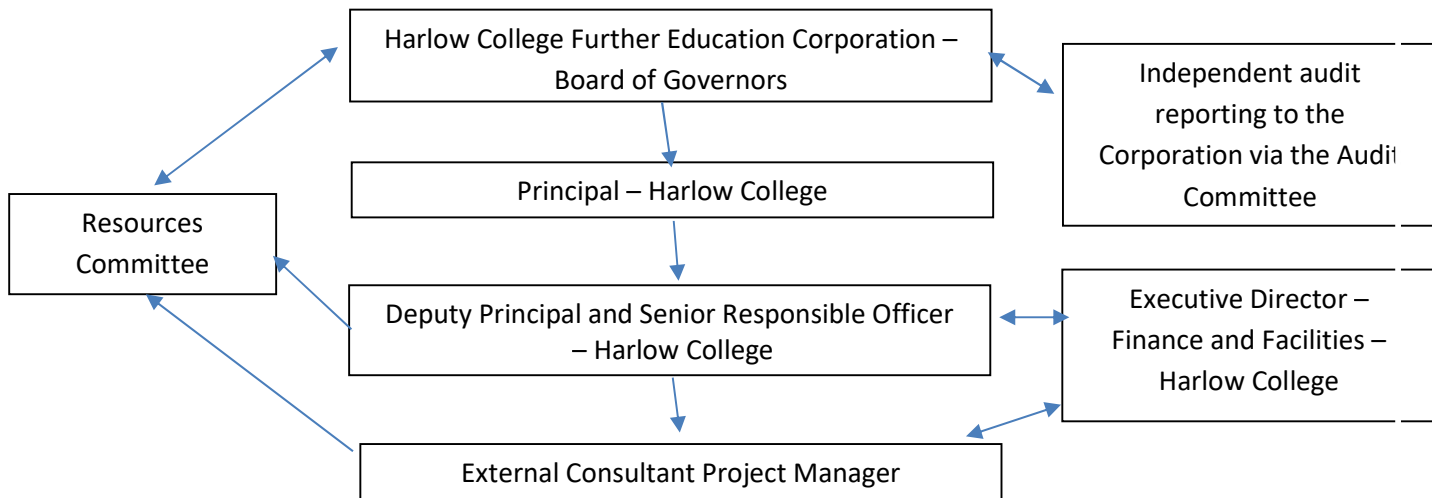
The Board of Governors of Harlow College has overall responsibility for the delivery for this GBF project. The Resources Committee will be responsible for the strategic management of the project. The Board appointed the audit firm Scrutton Bland to undertake independent audits of previous GBF projects to identify good practice in delivery, the management of risks and value for money. Lessons learned and successful strategies will be taken forward into this project.

The Resources Committee will be responsible for oversight of the project and for decision-making in relation to any material change to scope, cost or programme to ensure the effective delivery of the project and to manage key risks. The Committee will ensure appropriate tried and tested arrangements for the project are implemented, with robust measures in place for contract management, the delivery of benefits and the management and mitigation of risk.

All contract award decisions relating to contractors will be made in accordance with our financial regulations and procurement rules.

The Senior Responsible Officer and Project Manager will be Will Allanson, Deputy Principal. He has vast experience of managing complex capital programmes, delivered on time and on budget. He will have delegated authority to make operational decisions within appropriate agreed limits for their roles and will have day-to-day responsibility for ensuring delivery of capital works. He will maintain a risk management log which will be subject to scrutiny to ensure that appropriate actions are taken to respond to or mitigate risks as they are identified. He will work with the Executive Director – Finance and Facilities to deliver the project procurement strategy to ensure an effective cycle for the acquisition of contractors, services, materials, goods and equipment.

The diagram on the following page shows the project governance structure.



6.2 Approvals and escalation procedures:

[Specify the reporting and approval process; max. 0.5 pages.]

The chart above details the approval and escalation procedures.

The external consultant project manager and the Senior Responsible Officer will be responsible for the day-to-day management and implementation of the project. Project progress will be reported on a weekly basis to the Principal. The Senior Responsible Officer will have approval authority for spend within the confines of Harlow College financial regulations. The limits set out in the regulations and the College's procurement processes will be adhered to at all times.

The Resources Committee will be responsible for oversight of the project and for decision-making in relation to any material change to scope, cost or programme to ensure the effective delivery of the project and to manage key risks. The Committee will ensure appropriate tried and tested arrangements for the project are implemented, with robust measures in place for contract management, the delivery of benefits and the management and mitigation of risk.

6.3 Contract management:

[Explain your approach to ensuring that outputs are delivered in line with contract scope, timescale and quality; max. 0.5 pages.]

The Deputy Principal of the College will act as the single point of contract for the College through which all decisions are channelled. The Project Manager will similarly provide the single point of contact for disseminating decision information to the designers working closely with the team to ensure it remains on time and within budget. A programme (GANTT) chart is contained within Appendix D and the separate Annex 6. It details the activities of work to be undertaken logically linked to show key deliverables and milestones for the project. The team appointed to assist with the capital funding bid includes the following: Veaga Ltd - independent project managers; 3BM Spaces – architects and space planners; CPW (Couch Perry Wilkes) – mechanical and electrical consultants and Fusion – cost managers.

Post capital funding award, the intention is to appoint the same team via an OJEU compliant framework, such as the NHS SBS framework, on a one stop shop multi-disciplinary team arrangement. This will allow a quick and efficient procurement route to market ensuring the T Level qualifications can be delivered on time.

With regard to construction we have tailored the programme to tender the works on a stage 3 basis advertising the works to local building contractors, ensuring compliance with College's financial standing orders. However, upon successful award of capital funds the College will undertake a procurement strategy considering other procurement routes including local / national frameworks. This will help understand the best route in obtaining value for money.

From a Capital delivery perspective this will be provided by the Deputy Principal, working closely with our Project Manager who will be responsible for managing the development of designs planning and co-ordinating activities during the pre-construction and construction phases of work. The independent Project Manager will be responsible for ensuring the project is delivered on time and too budget. He will work closely and report directly to the Deputy Principal providing regular updates in terms of outturn costs, budget and generally managing the decision and approvals process for the project. He will manage the risk register, programme, administer the building contract and interface with end users of the College as necessary.

6.4 Key stakeholders:

[Describe key stakeholders, including any past or planned public engagement activities. The stakeholder management and engagement plan should be provided alongside the Business Case; max. 0.5 pages.]

We have consulted with and have support from: Princess Alexandra Hospital Trust, Public Health England, Apple – Everyone Can Code, JISC, Digital Innovation Zone (Epping Forest, Harlow & East Herts), Harlow District Council, Harlow Enterprise Zone. We will also be working with Places for People, ZedGeneration and Build-Eco in relation to modern homes design and construction. In the case of both Public Health England (or its successor) and Princess Alexandra Hospital, Statements of Intent have been signed to commit the organisations to work with Harlow to improve the skills of local people in the health science, health and care sectors and to improve their chances of gaining employment with opportunities to progress in higher levels of learning.

We have an existing network of employer stakeholders with whom we work closely who provide an in-depth understanding of local need. They will add value by increasing the volume of employers and participants involved. We work with

- Employer Advisory Boards and Sector Bodies, attending their meetings to shape provision to support sector-specific priorities, leading to the development of courses and new apprenticeship standards
- Employer growth clusters e.g. ports, airports, Enterprise Zones, London-Stansted-Cambridge Corridor
- Chambers of Commerce/FSB to reach SMEs re employer needs

Stakeholder engagement and management forms part of the College Strategic Plan 2019-2024.

6.5 Equality Impact:

[Provide a summary of the findings of the Equality Impact Assessment (EqIA) and attach as an Appendix to the Business Case submission. If an EqIA has not yet been undertaken, please state when this will be undertaken and how the findings of this assessment will be considered as part of the project's development and implementation. The EqIA should be part of the final submission of the Business Case, in advance of final approval from the accountability board; max. 0.5 pages.]

No Equalities Impact Assessment has yet been carried out for the construction phase. However, the design of the building and its external features will ensure best practice in providing access

for people with impairments within the context of planning policy, during which the EIA would be carried out.

When the T-Level curriculum has been confirmed with employers, an Equalities Impact Assessment will be carried out for teaching, learning and assessment.

6.6 Risk management strategy:

[Define the Risk Management Strategy referring to the example provided in Appendix C (expand as appropriate), ensuring this aligns with the relevant sections in the Financial and Commercial Case. Please provide supporting commentary here; max. 0.5 pages.]

The strategy of the College is as follows:

A full project risk management plan and register has been developed and will be monitored weekly throughout the project weekly by the Deputy Principal and Executive Director – Finance and Facilities, The Project Risk Register is then scrutinised at every meeting of the Resources Committee. The Committee will ensure appropriate action is taken through the College Risk Management Policy to respond to or mitigate risks as they are identified.

This forms one part of the College's risk management strategy. All College Risk Registers are monitored and reviewed monthly by the College Executive (more frequently if necessary).

Scrutton Bland, who provide the College's internal audit service receive copies of the Risk Register and their annual audit plan will take into account risks facing the College.

6.7 Work programme:

[Provide a high-level work programme in the form of a Gantt Chart which is realistic and achievable, by completing the table in Appendix D (expand as appropriate). Please describe the critical path and provide details regarding resource availability and suitability here; max. 0.5 pages.]

The work programme Gantt attached in Appendix D and separate Annex 6 documents the high level elements of the critical path, these include: securing funding; design and procurement; building work in two phases; decant details to enable works; curriculum commencement and project delivery and monitoring

Harlow College has an experienced project management team that can focus on the design and procurement phase from the project's inception. This team is overseen by the Deputy Principal who is the SRO and as a Senior Postholder reports to the Board of Governors. The team is able to mobilise as soon as the project is approved.

Alongside the construction programme, mechanisms for curriculum design and employer engagement are well established within the College and work on an annual cycle, so are therefore dependent on College academic years.

The phasing of the building work, allows the College to decant individual floors of each building to undertake internal remodelling and allow continue use of parts of both buildings. The College has successfully used this approach previously, minimising the impact on students and their curriculum delivery. Any external works will be undertaken where possible in holiday periods to minimise the impact on students.

Project delivery and monitoring is undertaken throughout by the Project Manager and Deputy Principal through ongoing communication and formalised site meetings with the design team and

contractors. Regular reports will be provided the Resources Committee and in turn reported to the Corporation.

6.8 Previous project experience:

[Describe previous project experience and the track record of the project delivery team (as specified above) in delivering projects of similar scale and scope, including whether they were completed to time and budget and if they were successful in achieving objectives and in securing the expected benefits; max. 0.5 pages.]

Harlow College has proven expertise in managing large capital and learning projects within the learning and skills sector that achieve measurable impact and meet objectives in terms of effective planning and delivery, evaluation and dissemination. The College has the infrastructure, experience, capability and capacity to plan, manage and deliver a capital project of this scale. Over the past 22 years it has overseen major capital redevelopment of its campus running to many tens of millions of pounds. These projects have been delivered on time and to budget. More recently the College has successfully delivered similar sized schemes, including the University Centre Harlow (£6 million), University Technical College (£6.6 million) the build of the SELEP/Essex County Council LGF funded Advanced Manufacturing & Engineering Centre (£7.5 million – on target, delivered on time and to budget) and Stansted Airport College (£11 million – on target, delivered on time and to budget). Harlow College therefore can demonstrate a strong track-record in delivering similar schemes.

As the contract holder, Harlow College will be responsible for delivering the contract and the receipt and management of the funding. The College will set and implement financial procedures, manage contractors delivering development activities and ensure reporting ,audit and contract requirements are met.

Once completed, experienced managers and an administrative infrastructure will lead, manage and deliver the learning. This includes marketing, recruitment, induction and training. The College will ensure the quality of delivery and that equal opportunities are monitored and observed.

The College has a track record of managing an annual budget of approximately £23 million. Its financial health rating from the ESFA is 'Good' and its OFSTED rating is also 'Good'.

6.9 Monitoring and evaluation:

[Complete the Logic Map over the page. This provides a read across between the objectives, inputs, outputs, outcome and impacts of the scheme and is based on the Logic Map established in the Strategic Case. A guide to what is required for each of these is included in Appendix E. Note that the number of outcomes and impacts is proportionate to the size of funding requested.]

Complete the Monitoring and Evaluation Report template and Baseline Report template in Appendix F.]

Please refer to the logic map overleaf and Appendix F.

6.91 Logic Map

Objectives	Inputs	Outputs	Outcomes	Impacts
<p>Objective 1 – To align the College to business need in demand areas identified in SELEP’s Skills Strategy 2018-2023 and the Government’s Skills Strategy to develop world-class skills for a flourishing and inclusive economy and support economic growth.</p> <p>Objective 2 – To prepare for new industry relevant technical qualifications in healthcare, health sciences, education digital and construction.</p> <p>Objective 3 –To develop industry-specific teaching and learning spaces that supports the West Essex employment base: creating sector relevant spaces fit for purpose, with excellent IT facilities and industry standard resources, equipped and fully prepared to deliver T-Levels across healthcare, health sciences, education, digital and construction.</p> <p>Objective 4 – To support the LEP strategy of increasing participation of young people and adults in work, education and training, with a focus on raising skill levels, supporting priority sectors, meeting skills gaps and promoting Apprenticeships.</p> <p>Objective 5 - To support employers in West Essex by ensuring that they are engaged in the skills agenda: ie to engage them in the roll-out of T-Levels, support Apprenticeships and up-skilling the workforce, engage in the ‘digital revolution’.</p>	<p>GBF - Grant Spend £1.5m</p> <p>Harlow College - Matched Contributions Spend £0.5m</p> <p>TLCF - Leveraged Funding £1.5m</p>	<p>For all schemes: <i>The scheme will deliver a centre of excellence with outstanding up to date facilities delivering the following learner numbers between 2021-2026:</i></p> <p>216 learners following 2 pathways within the Construction T Level route</p> <p>280 learners following 1 pathway within the Digital T Level route</p> <p>202 learners following 1 pathway within the Education & Childcare T Level route</p> <p>450 learners following 2 pathways within the Health & Science T Level route</p>	<p>174 progressions into jobs/apprenticeships/HE technical study within the Construction sector</p> <p>225 progressions into jobs/apprenticeships/HE technical study within the IT/Digital sector</p> <p>202 progressions into jobs/apprenticeships/HE technical study within the Education sector</p> <p>360 progressions into jobs/apprenticeships/HE technical study within the Health Science sector</p> <p>154 positive progressions from L2 pre apprenticeship/transition programmes into apprenticeship/ jobs across all T Level routes</p>	<p>Young people are better informed and equipped to respond to sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills</p> <p>The emerging high-growth digital sector is better supported with a work ready talent pool</p> <p>Increase in the take-up of Apprenticeships</p> <p>Local residents are equipped to take up the jobs that are created and that significant employers, including those involved in the housing & infrastructure growth of Harlow, Public Health England (or its successor), Princess Alexandra Hospital and businesses at Harlow Enterprise Zone.</p>

7 DECLARATIONS

<i>Has any director/partner ever been disqualified from being a company director under the Company Directors Disqualification Act (1986) or ever been the proprietor, partner or director of a business that has been subject to an investigation (completed, current or pending) undertaken under the Companies, Financial Services or Banking Acts?</i>	No
<i>Has any director/partner ever been bankrupt or subject to an arrangement with creditors or ever been the proprietor, partner or director of a business subject to any formal insolvency procedure such as receivership, liquidation, or administration, or subject to an arrangement with its creditors</i>	No
<i>Has any director/partner ever been the proprietor, partner or director of a business that has been requested to repay a grant under any government scheme?</i>	No

**If the answer is "yes" to any of these questions please give details on a separate sheet of paper of the person(s) and business(es) and details of the circumstances. This does not necessarily affect your chances of being awarded SELEP funding.*


I am content for information supplied here to be stored electronically, shared with the South East Local Enterprise Partnerships Independent Technical Evaluator, Steer Davies Gleave, and other public sector bodies who may be involved in considering the business case.

I understand that a copy of the main Business Case document will be made available on the South East Local Enterprise Partnership website one month in advance of the funding decision by SELEP Accountability Board. The Business Case supporting appendices will not be uploaded onto the website. Redactions to the main Business Case document will only be acceptable where they fall within a category for exemption, as stated in Appendix G.

Where scheme promoters consider information to fall within the categories for exemption (stated in Appendix G) they should provide a separate version of the main Business Case document to SELEP 6 weeks in advance of the SELEP Accountability Board meeting at which the funding decision is being taken, which highlights the proposed Business Case redactions.

I understand that if I give information that is incorrect or incomplete, funding may be withheld or reclaimed and action taken against me. I declare that the information I have given on this form is correct and complete. Any expenditure defrayed in advance of project approval is at risk of not being reimbursed and all spend of Local Growth Fund must be compliant with the Grant Conditions.

I understand that any offer may be publicised by means of a press release giving brief details of the project and the grant amount.

<i>Signature of applicant</i>	
<i>Print full name</i>	Karen Spencer
<i>Designation</i>	Principal, Harlow College

8 APPENDIX A – ECONOMIC APPRAISAL ASSUMPTIONS

[The DCLG appraisal guide data book includes all of the appraisal and modelling values referred to in the appraisal guidance. Below is a summary table of assumptions that might be required. All applicants should clearly state all assumptions in a similar table.]

Appraisal Assumptions	Details
QRA and Risk allowance	<p>The project's cost plan has been compiled by our consulting professionals, taking into account the architectural drawings and designs developed in line with the project brief given to our architects. The costs also take into account the specialist advice received by our mechanical and electrical specialist consultants. All costs, including inflationary and contingency factors have been built into the cost estimate, based on RICS (Royal Institute of Chartered Surveyors), BCIS (Building Cost Information Services) indices for 2nd quarter 2021. It is also benchmarked against other similar value schemes undertaken by the Quantity Surveyor employed as part of our professional consultant team. Whilst our current contingency of 10% does not fully align to the sensitivity tests within our BCR and investment appraisal studies, these were executed to demonstrate value for money and reduce the risk of optimism bias and neither were based upon perceived risk of this specific project. Our contingency has been added to the cost plan in relation to the level of risk associated with completing the project within the proposed budget and fully aligns to industry norms for projects of a similar size and nature at RIBA design stages 2 and 3. Furthermore, it is also fully expected to be adjusted downwards towards 5% at detailed design procurement stages through a competitive tender via OJEU.</p> <p>Our cost plan has been updated to 21.08.2020 and is included with this business case, along with the full project and financial risk management and can be found in the separate Annex 4 and Annex 5.</p>
Real Growth	<p>The business case has used learner recruitment forecasts over a five year period to 2026, which aligns to our curriculum planning to develop and recruit to T Levels from September 2021. These forecasts also include the intended apprenticeship and job outcomes resulting from successful learner progressions over the same period.</p>
Discounting	<p>Within both the investment appraisal and BCR analysis, the College has deployed the Green Book discount rate, known as the Social Time Preference Rate (STPR), for use in UK government appraisal, which is set at 3.5% in real terms. This rate has been used in the UK since 2003.</p>
Sensitivity Tests	<p>Investment appraisal sensitivity analysis took made assumptions including a 20% increase in capital costs, a 20% revenue expenditure increase and a 20% revenue decrease.</p> <p>The BCR sensitivity analysis took into account a potential 25% increase in capital costs.</p> <p>All sensitivity tests resulted in a positive NPV</p>

Additionality	Additionality takes the overall projected additional learner numbers generated as a direct result of the project which gives an overall 52.38% increase in all learner types across all provision for the relevant T Level sector based subjects.																						
Administrative costs of regulation	N/A																						
Appraisal period	Project outputs have been set over a 5 year period to 2026. All appraisal periods have been calculated annually and over a 20 year period assuming the centre is running at capacity.																						
Distributional weights	<p>Our options appraisal took each option and scored it out of 10 against the following criteria and then weighted by the factors shown.</p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Weighting</th></tr> </thead> <tbody> <tr> <td>Funding Available</td><td>4</td></tr> <tr> <td>Affordable</td><td>3</td></tr> <tr> <td>Low risk</td><td>2</td></tr> <tr> <td>Value for Money</td><td>2</td></tr> <tr> <td>Reduced Running costs</td><td>2</td></tr> <tr> <td>Planning approval</td><td>2</td></tr> <tr> <td>Delivers space requirements</td><td>4</td></tr> <tr> <td>Programme timing</td><td>3</td></tr> <tr> <td>Meets Educational Needs</td><td>4</td></tr> <tr> <td>Meets LEP priorities</td><td>5</td></tr> </tbody> </table>	Criteria	Weighting	Funding Available	4	Affordable	3	Low risk	2	Value for Money	2	Reduced Running costs	2	Planning approval	2	Delivers space requirements	4	Programme timing	3	Meets Educational Needs	4	Meets LEP priorities	5
Criteria	Weighting																						
Funding Available	4																						
Affordable	3																						
Low risk	2																						
Value for Money	2																						
Reduced Running costs	2																						
Planning approval	2																						
Delivers space requirements	4																						
Programme timing	3																						
Meets Educational Needs	4																						
Meets LEP priorities	5																						
Employment	Employment forecasts have been communicated within the Outcome columns of the above logic maps and fully align with the real growth and additionality assumptions above.																						
External impacts of development	The direct external impacts of the project are communicated within the Impacts columns of the above logic maps and fully align with Harlow and SELEP priorities.																						
GVA & NPV	<p>The BCR analysis calculated the return on investment through the fiscal costs savings and economic increase in earnings using the estimated cost savings figures within the unit cost database contain within the links provided. Cost savings were measured annually per learner type and over a 20 year period for all learner types.</p> <p>https://www.greatermanchester-ca.gov.uk/what-we-do/research/research-cost-benefit-analysis/</p> <p>The preferred option investment appraisal takes the capital costs, operating costs and income over a 20 year period and applies an annual 3.5% Test Discount Rate over the same period in order to calculate a residual Net Present Value (NPV). The preferred option NVP resulted in a strong NPV.</p>																						
House price index	N/A																						
Indirect taxation	N/A																						

correction factor	
Inflation	N/A
Land value uplift	N/A
Learning rates	All learner funding rates are based upon current ESFA learner and qualification funding rates.
Optimism bias	<p>Optimism bias was tested during the BCR analysis by calculating return on investment with a 50% reduction against our planned recruitment targets. The analysis resulted in a reduced but positive BCR ratio.</p> <p>Additionally sensitivity tests have been applied to the Investment appraisal – preferred option by applying three tests, which include a flat rate 20% increase in capital costs, a 20% increase in running costs and a 20% reduction in income. Each test resulted in a positive NPV.</p>
Planning applications	N/A
Present value year	N/A
Private sector cost of capital	N/A
Rebound effects	N/A
Regulatory transition costs	N/A

9 APPENDIX B - FUNDING COMMITMENT

Draft S151 Officer Letter to support Business Case submission

Dear Colleague

In submitting this project Business Case, I confirm on behalf of [Insert name of County or Unitary Authority] that:

- The information presented in this Business Case is accurate and correct as at the time of writing.*
- The funding has been identified to deliver the project and project benefits, as specified within the Business Case. Where sufficient funding has not been identified to deliver the project, this risk has been identified within the Business Case and brought to the attention of the SELEP Secretariat through the SELEP quarterly reporting process.*
- The risk assessment included in the project Business Case identifies all substantial project risks known at the time of Business Case submission.*
- The delivery body has considered the public-sector equality duty and has had regard to the requirements under s.149 of the Equality Act 2010 throughout their decision-making process. This should include the development of an Equality Impact Assessment which will remain as a live document through the projects development and delivery stages.*
- The delivery body has access to the skills, expertise and resource to support the delivery of the project*
- Adequate revenue budget has been or will be allocated to support the post scheme completion monitoring and benefit realisation reporting*
- The project will be delivered under the conditions in the signed LGF Service Level Agreement or other grant agreement with the SELEP Accountable Body.*

I note that the Business Case will be made available on the SELEP website one month in advance of the funding decision being taken, subject to the removal of those parts of the Business Case which are commercially sensitive and confidential as agreed with the SELEP Accountable Body.

Yours Sincerely,

SRO (Director Level)

S151 Officer

10 APPENDIX C – RISK MANAGEMENT STRATEGY

Description of Risk	Impact of Risk	Risk Owner	Risk Manager	Likelihood of occurrence (Very Low/ Low/Med/ High/ Very High) (1/2/3/4/5) *	Impact (Very Low/ Low/ Med/ High/ Very High) (1/2/3/4/5) **	Risk Rating	Risk Mitigation	Residual Likelihood/Impact Scores
Risk 1 COIVD-19	Delay to programme of works	Resources Committee	Deputy Principal and Senior Responsible Officer	Medium 3	High 4	12	Our consultant team of industry based professionals and management team are well placed to ensure access to suitable contractors and supply chain. Construction work will be carried out in full isolation to the rest of the college community.	3 x 3 9

							The construction industry has developed strong procedures throughout the pandemic and UK lockdown. In the event of an outbreak at the college leading to a shutdown for learners and staff, the campus would remain open for contractors to continue works.	
Risk 2 Not securing sufficient funding to repurpose the buildings, hence not meeting industry needs	The project would be scaled back and only minor refurbishment would be able to take place	Resources Committee	Deputy Principal and Senior Responsible Officer	Medium 3	Very High 5	15	The project would be scaled back and consist of minor refurbishment with no significant	2 x 3 6

							change to the curriculum	
Risk 3 Failure to secure GBF funding	The project would not be able to proceed	Resources Committee	Deputy Principal and Senior Responsible Officer	High 4	Very High 5	20	Without GBF funding the scheme will not go ahead	2 X 2 4
Risk 4 Programme slippage	The project will not be delivered on time and the space will be unavailable for learners to use	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 3	Low 2	6	The programme plan is based upon recent experience of a refurbishment project of similar size and complexity. The project manager and delivery team will follow a programme consistent with good practice and experience and will track and monitor progress across the life cycle of the project.	2 x 2 4

Risk 5 Unexpected additional construction costs due to unidentified issues not identified prior to works commencing	The costs would overrun and the project would be over budget	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 2	High 4	8	Our skilled and experienced Estates Team will undertake thorough preparatory work and contingency will be incorporated in the budget	1 x 4 4
Risk 6 Costs exceed budget	The project will not be delivered as originally designed	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 2	Low 4	8	Project activities will be subject to tendered prices with appropriate contingencies when procuring contractors and equipment. All costs will be reviewed and monitored by staff experienced in capital programmes.	1 x 2 2

Risk 7 Poor financial management through the construction programme	The costs would overrun and the project would be over budget	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 2	High 4	8	Our highly qualified and experienced project management and finance staff will ensure that the project is managed on time and in budget, with decisions taken in a timely manner to ensure that the project is appropriately managed.	1 x 2 2
Risk 8 Staff leave their posts mid-project or become unavailable to work on the project.	Changes to staff and / or lack of capacity could lead to delays in the delivery of the project or poor financial management	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 2	Low 2	4	Project posts will be filled by existing College staff, identified at an early stage as back-up/shadow to support the project. Ensure complete	1 x 2 2

							records of work are available at any point.	
Risk 9 Failure to meet the specified outputs	Unable to meet the conditions of grant funding	Resources Committee	Deputy Principal and Senior Responsible Officer	Very Low 1	High 4	4	There is a constant requirement for such skills provision in West Essex and the College routinely ensures high levels of student success through its effective Teaching, Learning and Assessment Strategy	1 x 2 2
Risk 10 Failure to achieve stakeholder support	Curriculum might not meet industry needs and project promotion and support would be weakened	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 2	Very Low 1	2	Stakeholder support is documented and supported with other partnership activity	1 x 1 1

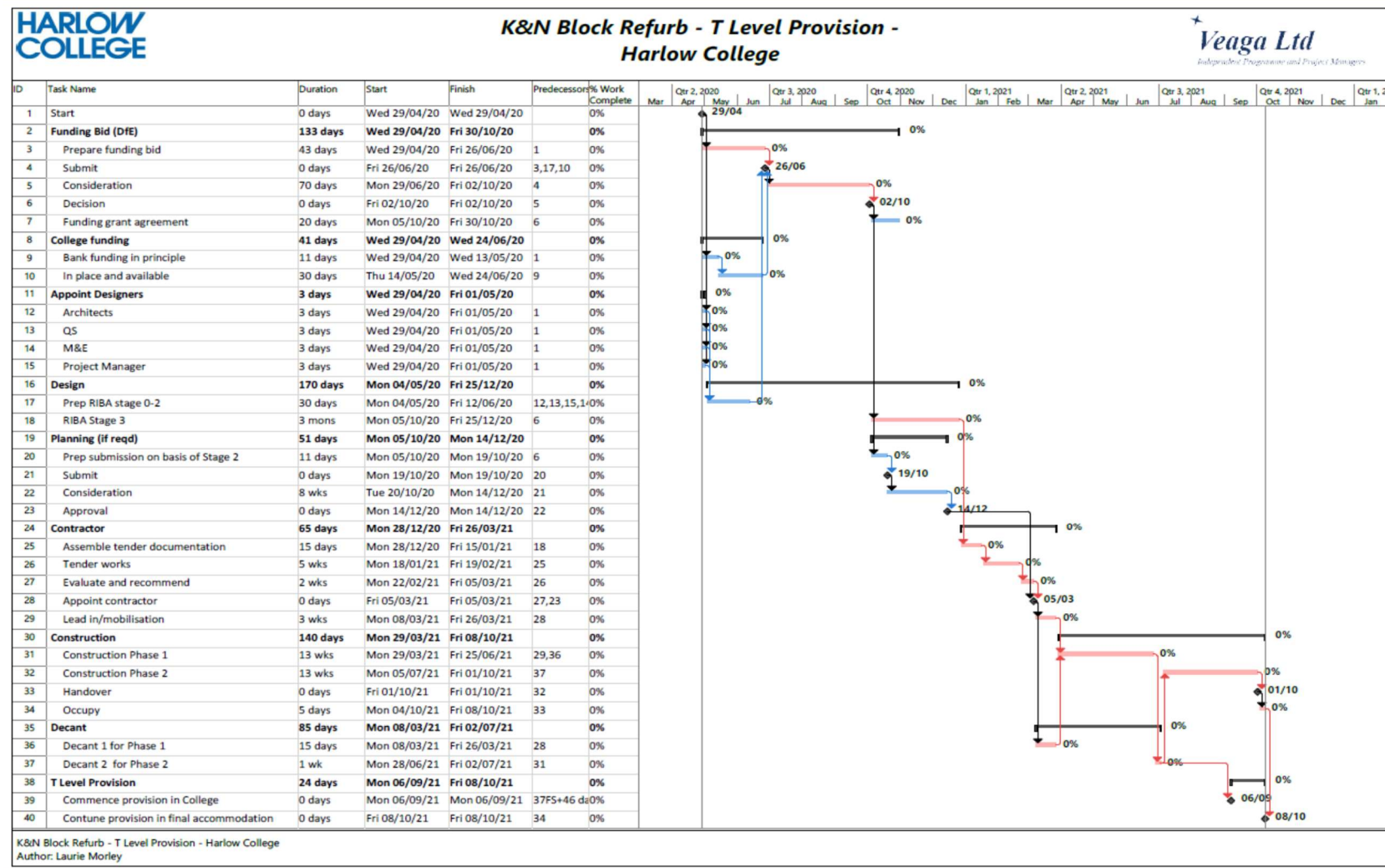
Risk 11 Organisational issues affect project timescales	The project will not be delivered on time and the space will be unavailable for learners to use	Resources Committee	Deputy Principal and Senior Responsible Officer	Low 2	Low 2	4	Ensure project phases are properly assessed against College timetable to identify potential issues.	1 x 1 1
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* Likelihood of occurrence scale: Very Low (1) more than 1 chance in 1000; Low (2) more than 1 chance in 100; Medium (3) more than 1 chance in 50; High (4) more than 1 chance in 25; Very High (5) more than 1 chance in 10.

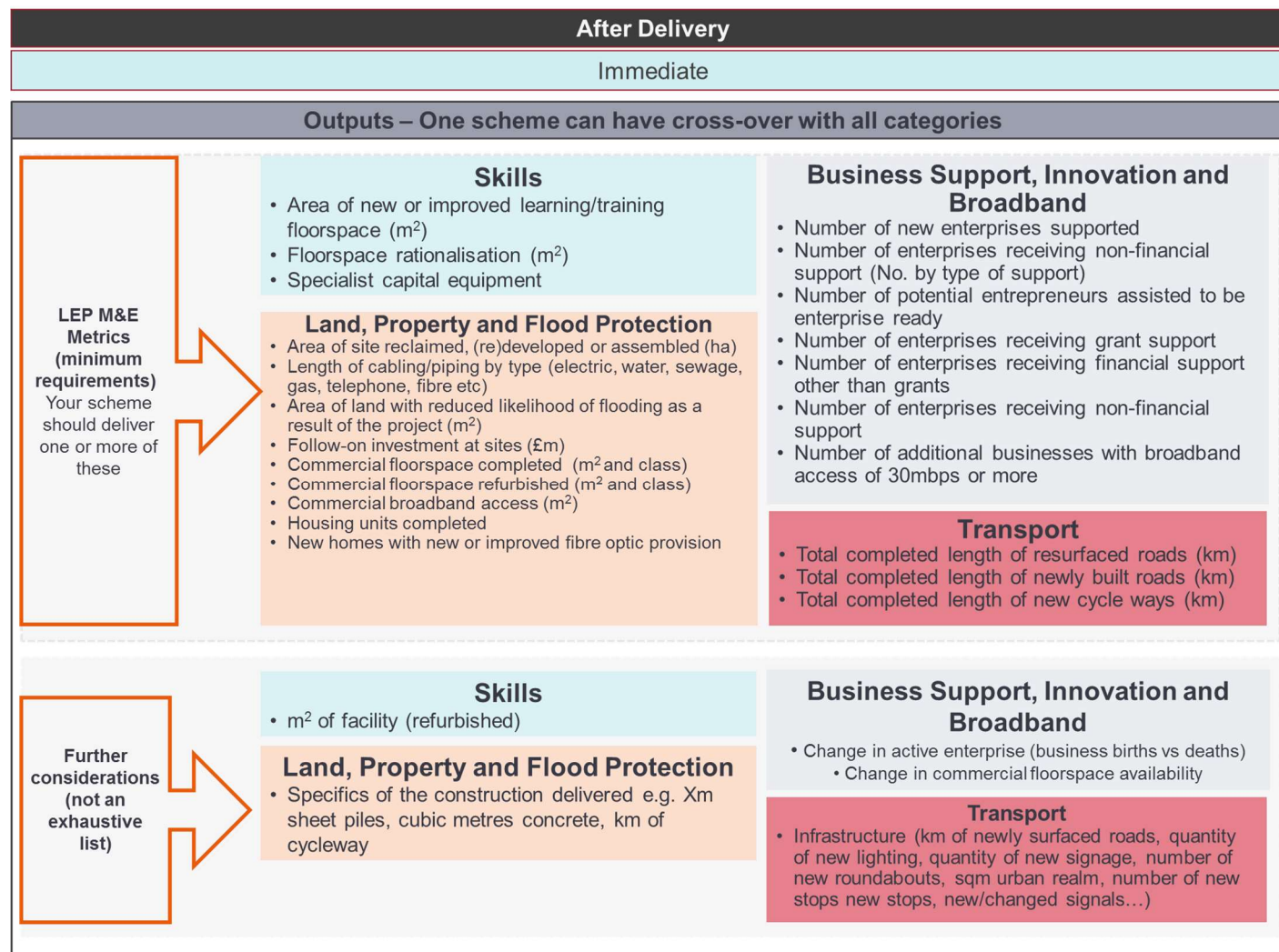
** Impact scale: Very Low (1) likely that impact could be resolved within 2 days; Low (2) potential for a few days' delay; Medium (3) potential for significant delay; High (4) potential for many weeks' delay; Very High (5) potential for many months' delay

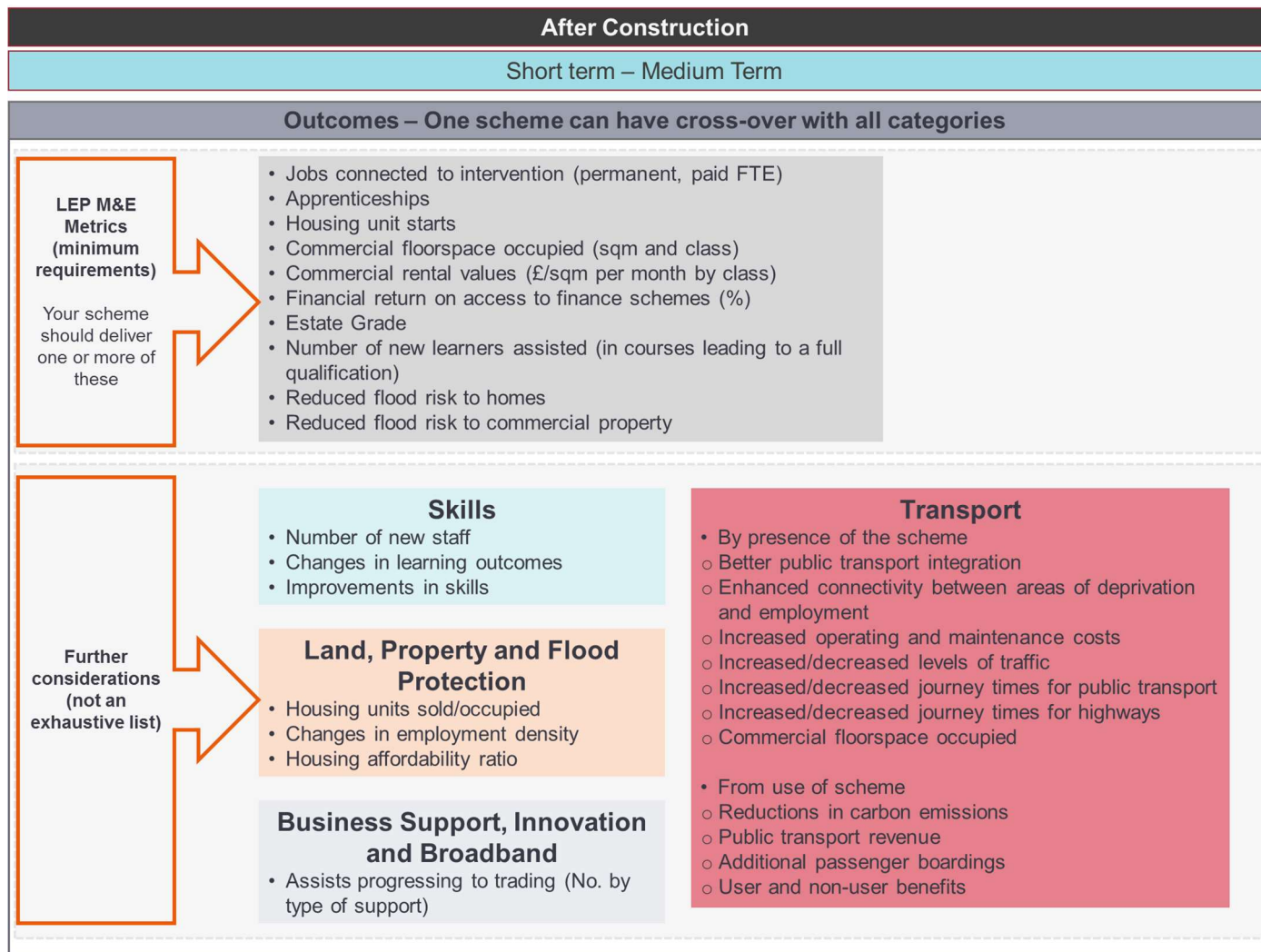
Please note, not all sections of the table may require completion.

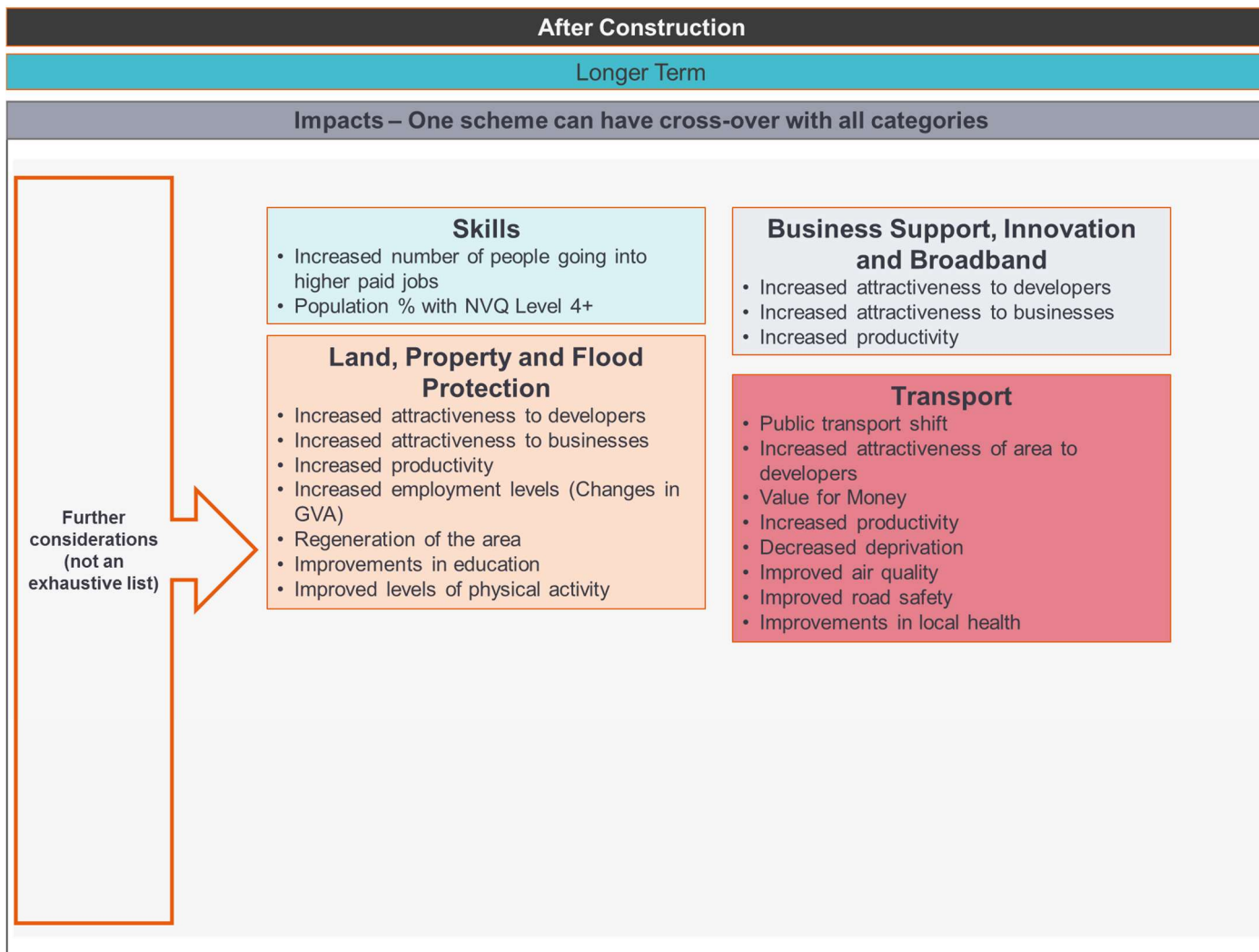
11 APPENDIX D – GANTT CHART – please also see Annex 6 for a larger version of this chart.



12 APPENDIX E – MONITORING AND EVALUATIONS METRICS FOR LOGIC MAP







MONITORING AND EVALUATION PLAN

PURPOSE

- The Monitoring and Evaluation Plan details what the intended inputs, outputs, outcomes and impacts are of the scheme. These values will most likely come from the Business Case, but may also come from supplementary documentation associated with the scheme.
- The Monitoring and Evaluation Plan details of how inputs, outputs, outcomes and impacts will be measured in the One Year After Opening Report and the Five/Three Years After Opening Report and any associated costs.
- The Monitoring and Evaluation Plan also outlines the proposed approach to measuring the baseline information for each of the inputs, outputs, outcomes and impacts and any costs associated with this.
- When the baseline information has been collated, it is reported upon in the Baseline Report template.

A NOTE ON COSTS

The Monitoring and Evaluation of a scheme will rely on internal resource and potentially, some external resources. Both could come at a cost either in terms of time or money.

The Monitoring and Evaluation Plan is to be completed as part of the Business Case. At the same time, a Baseline Report would also be completed.

The costs that are anticipated for the collation of the Baseline Report are therefore current costs. However, the costs incurred for data collection for the One Year After Opening Report and Five/Three Years After Opening Report would occur in the future. Therefore, it is important to consider the effect of inflation on these costs.

The following provides information on the process for Monitoring and Evaluation and how the reports fit into this process.



PROPORTIONATE APPROACH TO COMPLETING THE REPORT

The LGF supports a wide range of schemes in terms of scope and capital costs.

The Monitoring and Evaluation process has been designed to be aligned to the scale of the scheme based on its total delivery value (including LGF allocations). As a minimum, the number of jobs and housing brought forward by the scheme should be considered. These are factors which the Ministry of Housing, Communities and Local Government (MHCLG) consider to be key outcomes of LGF schemes.

The following is an indicative guide to which inputs, outputs, outcomes and impacts should be included within the Monitoring and Evaluation process for different scales of intervention.

This is based on the scale of the total value of each scheme or the value of a package in totality. Where there are complementary phases of a scheme that are funded at different times, consider establishing the Monitoring and Evaluation for the overall scheme delivered.

Value of Scheme/Package	Inputs	Outputs	Outcomes	Impacts
Under £2m	As described within the report templates	As described within the report templates	Number of jobs and houses delivered	n/a
£2m- £8m	As described within the report templates	As described within the report templates	<p>All those prescribed by the LEP and applicable to the scheme/package (see Appendix A supplied separately)</p> <p>Also include any additional outcomes that have a large or moderate benefit / disbenefit in the Business Case</p>	<p>Those relevant to the scheme/package from within the list in Appendix A (supplied separately)</p> <p>Also include any additional impacts that have a large or moderate benefit / disbenefit in the Business Case</p>
More than £8m	As described within the report templates	As described within the report templates	<p>All those prescribed by the LEP and applicable to the scheme/package plus applicable measures from the 'Further considerations' section (see Appendix A supplied separately)</p> <p>Also include any additional outcomes that have a large or moderate benefit / disbenefit in the Business Case</p>	<p>Those relevant to the scheme/package from within the list in Appendix A (supplied separately)</p> <p>Also include any additional impacts that have a large or moderate benefit / disbenefit in the Business Case</p>

REMODELLING OF 'T' LEVEL BUILDINGS AT HARLOW COLLEGE

This Monitoring and Evaluation Plan provides the details of the inputs, outputs, outcomes and impacts of the Remodelling of 'T' Level buildings at Harlow College, how they will be measured, and the costs associated with this for the Baseline Report and One Year After Opening Report and Five/Three Years After Opening Report.

The objectives of the scheme are:

Objective 1 – To align the College to business need in demand areas identified in SELEP's Skills Strategy 2018-2023 and the Government's Skills Strategy to develop world-class skills for a flourishing and inclusive economy and support economic growth. The project will specifically align the healthcare, health science, education and construction curricula to:

- Harlow's Enterprise Zone/Science Park/Data Campus.
- the relocation of Public Health England to Harlow. Harlow College and Public Health England (PHE) have signed a Statement of Intent to develop a Strategic Partnership which provides opportunities for work placements, pre-apprenticeship and apprenticeship pathways at PHE and its supply chain and to develop science outreach activities on the Harlow College campus support the recruitment challenges experienced by Princess Alexandra NHS Trust and the wider health and care sector serving West Essex.
- To provide key pathways, which develop new technologies and sustainable construction, to support growth, linked to the new Garden Town.
- To ensure a supply of qualified people to support public services, such as health and education, linked to growth.

Objective 2 – To prepare for new industry relevant technical qualifications in healthcare, health sciences, education and construction.

- Providing places for an additional 40% of learners and Apprentices.

Objective 3 –To develop industry-specific teaching and learning spaces that supports the West Essex employment base: creating sector relevant spaces fit for purpose, with excellent IT facilities and industry standard resources, equipped and fully prepared to deliver T-Levels across healthcare, health sciences, education and construction.

- We will rejuvenate and extend the life of adjoining buildings by reshaping, modernising and developing bespoke internal spaces within the buildings and renewing the fabric of buildings, making them energy efficient and sustainable.

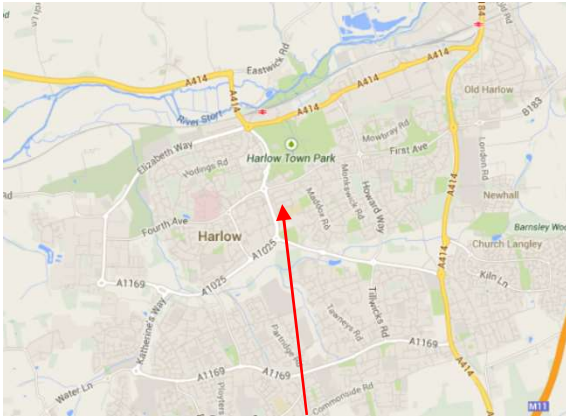
Objective 4 – To support the LEP strategy of increasing participation of young people and adults in work, education and training, with a focus on raising skill levels, supporting priority sectors, meeting skills gaps and promoting Apprenticeships.

- The project supports the development of the Government's new Apprenticeship Standards and the College will be equipped to deliver 14 pathways.

Objective 5 - to support employers in West Essex by ensuring that they are engaged in the skills agenda: ie to engage them in the roll-out of T-Levels, support Apprenticeships and up-skilling the workforce, engage in the 'digital revolution'.

- We will be specifically equipped to deliver new T-levels and Apprenticeship provision in our new centre.
- We will have a specific focus on embedding new technology and how it can be used to improve all aspects of our work.

The geography of the scheme is shown in the map below



Harlow College, Velizy Avenue



INPUTS

This section requires the scheme promoter to provide information about Scheme Spend, Project Delivery, Project Risk and Project Changes. These are referenced against the values in the Business Case.

- Update the table to include actual Financial Years for the period of delivery and approaches to monitor/track these values
- *Note – you may need to extend this table if the funding occurs in a period more than 3 years before your scheme opening date.*

ID	Input Description	Source of Value	Monitoring Approach	Frequency of Tracking	Source	[2020/21]				[2021/22]			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
IN1	GBF Grant Spend	Planned / Forecast	Progress review against programme and cost overview	Monthly	Planned/ Forecasted Spend Profile				£45,951.6	£58,550.4	£725,905	£669,593	
IN2	HC Matched Contributions Spend	Planned / Forecast	Progress review against programme and cost overview	Monthly	Planned/ Forecasted Spend Profile		£12,340					£121,840	£365,820
IN3	TLCF Leveraged Funding	Planned / Forecast	Progress review against programme and cost overview	Monthly	Planned/ Forecasted Spend Profile		£20,000		£45,951.6	£58,550.4	£725,905.2	£649,593	

INPUT 4: PROJECT DELIVERY AND MILESTONS

- Please complete the table of planned Key Milestones

Milestone	Planned Date of Delivery
Start of project (start spending LGF or match funding)	April 2020
Public Consultation	N/A
Detailed Design	June 2020
Full Planning Permission Granted	N/A
Site Mobilisation Works Commence	01.03.2021
Project Completion / Site Opening	01.10.2021

INPUT 5: RISK MITIGATION

- Please note any anticipated risks and mitigation [Please refer back to Risk Register in the Business Case].

Description of Risk	Impact of Risk	Risk Owner	Risk Manager	Risk Mitigation
Risk 1 COVID-19	Delay to programme of works	Resources Committee	Deputy Principal and Senior Responsible Officer	Our consultant team of industry based professionals and management team are well placed to ensure access to suitable contractors and supply chain. Construction work will be carried out in full isolation to the rest of the college community. The construction industry has developed strong procedures throughout the pandemic and UK lockdown. In the event of an outbreak at the college leading to a shutdown for learners and staff, the campus would remain open for contractors to continue works.
Risk 2 Not securing sufficient funding to repurpose the buildings,	The project would be scaled back and only minor refurbishment	Resources Committee	Deputy Principal and Senior Responsible Officer	The project would be scaled back and consist of minor refurbishment with no significant change to the curriculum

hence not meeting industry needs	would be able to take place			
Risk 3 Failure to secure GBF funding	The project would not be able to proceed	Resources Committee	Deputy Principal and Senior Responsible Officer	Without GBF funding the scheme will not go ahead
Risk 4 Programme slippage	The project will not be delivered on time and the space will be unavailable for learners to use	Resources Committee	Deputy Principal and Senior Responsible Officer	The programme plan is based upon recent experience of a refurbishment project of similar size and complexity. The project manager and delivery team will follow a programme consistent with good practice and experience and will track and monitor progress across the life cycle of the project.
Risk 5 Unexpected additional construction costs due to unidentified issues not identified prior to works commencing	The costs would overrun and the project would be over budget	Resources Committee	Deputy Principal and Senior Responsible Officer	Our skilled and experienced Estates Team will undertake thorough preparatory work and contingency will be incorporated in the budget
Risk 6 Costs exceed budget	The project will not be delivered as originally designed	Resources Committee	Deputy Principal and Senior Responsible Officer	Project activities will be subject to tendered prices with appropriate contingencies when procuring contractors and equipment. All costs will be reviewed and monitored by staff experienced in capital programmes.
Risk 7 Poor financial management through the construction programme	The costs would overrun and the project would be over budget	Resources Committee	Deputy Principal and Senior Responsible Officer	Our highly qualified and experienced project management and finance staff will ensure that the project is managed on time and in budget, with decisions taken in a timely manner to ensure that the project is appropriately managed.
Risk 8 Staff leave their posts mid-project or become unavailable to work on the project.	Changes to staff and / or lack of capacity could lead to delays in the delivery of the project or poor financial management	Resources Committee	Deputy Principal and Senior Responsible Officer	Project posts will be filled by existing College staff, identified at an early stage as back-up/shadow to support the project. Ensure complete records of work are available at any point.
Risk 9 Failure to meet the	Unable to meet the conditions of grant funding	Resources Committee	Deputy Principal and Senior	There is a constant requirement for such skills provision in West Essex and the College routinely ensures high levels of student success through its effective

specified outputs			Responsible Officer	Teaching, Learning and Assessment Strategy
Risk 10 Failure to achieve stakeholder support	Curriculum might not meet industry needs and project promotion and support would be weakened	Resources Committee	Deputy Principal and Senior Responsible Officer	Stakeholder support is documented and supported with other partnership activity
Risk 11 Organisational issues affect project timescales	The project will not be delivered on time and the space will be unavailable for learners to use	Resources Committee	Deputy Principal and Senior Responsible Officer	Ensure project phases are properly assessed against College timetable to identify potential issues.

OUTPUTS

- Please provide information about:
 - The planned/anticipated value for each output with the delivery of the scheme and reference this value from the Business Case or supporting documents
 - How the output will be monitored and evaluated for the One Year After Opening Report – you may need to include maps/diagrams to support this
 - The frequency of data collection related to the output
 - The anticipated cost of undertaking the monitoring and evaluation of the output for the One Year After Opening Report
- The approach used to obtain baseline information for each output
 - Costs associated with this

ID	Output Description	
OP1	<i>The scheme will deliver a centre of excellence with outstanding up to date facilities delivering the learner numbers below between 2021-2026:</i>	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
		Value: Significant improvements to teaching spaces categorised at C and D. Added economic, social and environmental benefits will be maximised and secured through the project's procurement and delivery.
		Source of Value: Full Business Case, section 2.3, p12-13, section 2.11, p19 and section 4.7, p37, Annex 2, Benefit Cost Ratio Analysis.
		Future Monitoring Approach: Through enrolment and progression data collection and reporting.
		Frequency of tracking: Annually from the date of opening and in line with the College's T Level recruitment profile.
		Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.
		Details: Proposed Method of Collecting Baseline Information
		Approach for Collection: Annual enrolment and achievement data collection and reporting
		Costs Allocated: None required. Falls in line with College and ESFA annual procedures.

COMPLETE AND REPEAT FOR ALL OUTPUTS

ID	Output Description	
OP2 –OP5 (All Learner number outputs)	216 learners following 2 pathways within the Construction T Level route	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
	280 learners following 1 pathway within the Digital T Level route	<p>Value: 48 learners recruited to Construction pathways annually (24 in 2021), 60 learners recruited annually to Digital pathway (40 in 2021), 45 learners recruited annually to Education and Childcare pathway (22 in 2021), 100 learners recruited annually to Health & Science pathway (50 in 2021).</p> <p>Source of Value: Total output recruitment schedule split over 5 year period, in line with the T Level recruitment plans submitted to the TLCF.</p> <p>Future Monitoring Approach: Through enrolment and progression data collection and reporting.</p> <p>Frequency of tracking: Annually from the date of opening and in line with the College's T Level recruitment profile.</p> <p>Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.</p>
	202 learners following 1 pathway within the Education & Childcare T Level route	<p>Details: Proposed Method of Collecting Baseline Information</p> <p>Approach for Collection: Annual enrolment and achievement data collection and reporting</p> <p>Costs Allocated: None required. Falls in line with College and ESFA annual procedures.</p>
	450 learners following 2 pathways within the Health & Science T Level route	

OUTCOMES

- Please provide information about:
 - The planned/anticipated value for each outcome with the delivery of the scheme and reference this value from the Business Case or supporting documents
 - How the outcome will be monitored and evaluated for the One Year After Opening Report and for some outcomes, the Five/Three Years After Opening Report as well – you may need to include maps/diagrams to support this
 - The frequency of data collection related to the outcome
 - The anticipated cost of undertaking the monitoring and evaluation of the outcome for reports after opening
- The approach used to obtain baseline information for each outcome
 - Costs associated with this

ID	Output Description	
OC1-OP4 (All T Levels learner progressions)	<i>174 progressions into jobs/apprenticeships/HE technical study within the Construction sector</i>	<p>Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring</p> <p>Value: 179 annual progressions into jobs, apprenticeships and/or higher levels of technical study across the 4 T Level routes being delivered.</p> <p>Source of Value: Full Business Case, section 2, p9-11</p> <p>Future Monitoring Approach: Through enrolment and progression data collection and reporting.</p> <p>Frequency of tracking: Annually from the date of opening and in line with the College's T Level recruitment profile.</p> <p>Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.</p>
	<i>225 progressions into jobs/apprenticeships/HE technical study within the IT/Digital sector</i>	
	<i>202 progressions into jobs/apprenticeships/HE technical study within the Education sector</i>	
	<i>360 progressions into jobs/apprenticeships/HE technical study within the Health Science sector</i>	<p>Details: Proposed Method of Collecting Baseline Information</p> <p>Approach for Collection: Annual enrolment and achievement data collection and reporting</p> <p>Costs Allocated: None required. Falls in line with College and ESFA annual procedures.</p>

COMPLETE AND REPEAT FOR ALL OUTCOMES

ID	Output Description	
OC2 (Pre T Level progressions)	<i>154 positive progressions from L2 pre apprenticeship/transition programmes into apprenticeship/ jobs across all T Level routes</i>	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
		Value: 48 annual progressions from L2/pre apprenticeships/transition programmes into T Level/apprenticeships/jobs across the 4 T Level routes being delivered.
		Source of Value: Full Business Case, section 2, p9-11
		Future Monitoring Approach: Through enrolment and progression data collection and reporting.
		Frequency of tracking: Annually from the date of opening and in line with the College's T Level recruitment profile.
		Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.
		Details: Proposed Method of Collecting Baseline Information
		Approach for Collection: Annual enrolment and achievement data collection and reporting
		Costs Allocated: None required. Falls in line with College and ESFA annual procedures.



- Impacts are often not measurable but can be anecdotal or inferred. However, if they can be measured then an approach and budget should be allocated for this.
- They are a longer-term effect of the scheme being in place and often occur as a result of the outcomes
- They would not be monitored or tracked beyond the Five/Three Years After Opening Report

ID	Output Description	
IM1	Young people are better informed and equipped to respond to sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
		<p>Value: Greater young person uptake into job opportunities related to T Levels specialisms.</p> <p>Source of Value: Full Business Case, sections 2.4 & 2.5, p13-15</p> <p>Future Monitoring Approach: Through annual application, enrolment and progression data collection and reporting. Additionally through annual employer feedback data designed to capture employers' assessment of how work ready T Level progressing learners are upon entry to the workplace.</p> <p>Frequency of tracking: Annually</p> <p>Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.</p>
		Details: Proposed Method of Collecting Baseline Information
		<p>Approach for Collections: Annual applications, enrolment and progression data collection and reporting. Employer survey results.</p> <p>Costs Allocated: None required. Falls in line with College and ESFA annual procedures.</p>

ID	Output Description	
IM2	The emerging high-growth digital sector is better supported with a work ready talent pool	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
		<p>Value: Greater uptake of digital job opportunities within industry sectors related to T Levels pathways.</p> <p>Source of Value: Full Business Case, sections 2.4 & 2.5, p13-15</p> <p>Future Monitoring Approach: Through annual progression data collection and reporting. Additionally through annual employer feedback data designed to capture employers' assessment of how work ready T Level progressing learners are upon entry to the workplace.</p> <p>Frequency of tracking: Annually</p> <p>Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.</p>
		Details: Proposed Method of Collecting Baseline Information
		<p>Approach for Collections: Annual applications, enrolment and progression data collection and reporting. Employer survey results.</p> <p>Costs Allocated: None required. Falls in line with College and ESFA annual procedures.</p>

ID	Output Description	
IM3	Increase in the take-up of Apprenticeships	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
		<p>Value: Year on year annual increase in apprenticeships in each T Level pathway.</p> <p>Source of Value: Full Business Case, sections 2.4 & 2.5, p13-15</p> <p>Future Monitoring Approach: Through annual application, enrolment, progression data held by the College and data from the Digital Apprenticeship Service (DAS).</p> <p>Frequency of tracking: Annually</p> <p>Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.</p>
		Details: Proposed Method of Collecting Baseline Information
		<p>Approach for Collection: Annual applications, enrolment and progression data collection and reporting. Data reports from DAS.</p> <p>Costs Allocated: None required. Falls in line with College and ESFA annual procedures.</p>

ID	Output Description	
IM4	Local residents are equipped to take up the jobs that are created and that significant employers, including those involved in the housing & infrastructure growth of Harlow, Public Health England (or its successor), Princess Alexandra Trust Hospital and businesses at Harlow Enterprise Zone.	Details: Planned/Anticipated Output Value and Proposed Approach for Monitoring
		<p>Value: Greater local resident uptake into job opportunities related to the housing & infrastructure growth of Harlow, PHE, PAHT and at the Harlow Enterprise Zone.</p> <p>Source of Value: Full Business Case, sections 2.4 & 2.5, p13-15</p> <p>Future Monitoring Approach: Through annual application, enrolment and progression data collection and reporting. Additionally through annual employer feedback data designed to capture employer's assessment of how work ready local residents are upon entry to the workplace.</p> <p>Frequency of tracking: Annually</p> <p>Costs Allocated to Monitoring: Cost neutral. Data collection and reporting procedures fall in line with ESFA requirements for all learner numbers.</p>
		<p>Details: Proposed Method of Collecting Baseline Information</p> <p>Approach for Collections: Annual applications, enrolment and progression data collection and reporting. Employer survey results.</p> <p>Costs Allocated: None required. Falls in line with College and ESFA annual procedures.</p>

BASELINE REPORT

PURPOSE

- The Monitoring and Evaluation Plan details what the intended inputs, outputs, outcomes and impacts are of the scheme. It provides details of how they will be measured and any associated costs of the monitoring process.
- The Baseline Report provides information and metrics about the current situation in the impact area of the scheme before delivery commences. Information should be provided for each of the intended inputs, outputs, outcomes or impacts. This baseline data can be used in subsequent stages to identify the scale of change brought about by the scheme.
- The tables in the report provide the basis for a tracking spreadsheet (Benefits Realisation Profile (BRP)) which will be shared with the LEP. The tracking spreadsheet is used to track the baseline, planned/anticipated values and the actual values for every input, output, outcome or impact after the scheme opens.
- The tables in this report include a space for baseline values and for planned/forecast values for each input, output, outcome or impact. These values are likely to come from the Full Business Case, but may also come from supplementary documentation associated with the scheme.

AN OVERVIEW TO THE MONITORING AND EVALUATION PROCESS

The following provides information on the process for Monitoring and Evaluation and how the reports fit into this process.



M&E Plan

- Template is included within the Full Business Case pro-forma
- Outlines what is to be monitored (after scheme opening) as part of the inputs, outputs, outcomes and impacts and the cost associated with this
- Includes what will be collected as part of the Baseline Report (before scheme construction/delivery) and the costs (if any) associated with this
- Is prepared for a single scheme or a package of measures in totality (not for each part of the package). This applies to all reports

Baseline Report (YOU ARE HERE)

- The Report is completed at the time of the Business Case pro-forma (i.e. before the scheme is constructed/delivered)
- The Report is issued as a separate document to the Business Case
- Collates information which is used as point of reference to compare with data collected after opening as part of the One Year After Opening and Five Years After Opening Reports
- Includes the costs of the baseline data collection and if it differs from that estimated in the M&E Plan
- Information from this report goes into Benefits Realisation Profile

One Year After Opening Report

- The Report is completed after the scheme has been open or in place for one year
- The Report is issued as a stand-alone document
- Establishes inputs, outputs and outcomes and compares them to those established in the M&E Plan
- Includes the costs of collecting and analysing the data associated with the inputs, outputs and outcomes and compares this to those estimated in the M&E Plan
- Information to go into Benefits Realisation Profile

Five/Three Years After Opening Report

- The Report is completed after the scheme has been open or in place for five/three years
- The Report is issued as a stand-alone document
- Establishes outcomes and impacts and compares them to those established in the M&E Plan
- Includes the costs of collecting and analysing the data associated with the outcomes and impacts and compares this to those estimated in the M&E Plan
- Information to go into Benefits Realisation Profile

PROPORTIONATE APPROACH TO COMPLETING THE REPORT

The LGF supports a wide range of schemes in terms of scope and capital costs.

The Monitoring and Evaluation process has been designed to be aligned to the scale of the scheme based on its total delivery value (including LGF allocations). As a minimum, the number of jobs and housing brought forward by the scheme should be considered. These are factors which the Ministry of Housing, Communities and Local Government (MHCLG) consider to be key outcomes of LGF schemes.

The following is an indicative guide to which inputs, outputs, outcomes and impacts should be included within the Monitoring and Evaluation process for different scales of intervention.

This is based on the scale of the total value of each scheme or the value of a package in totality. Where there are complementary phases of a scheme that are funded at different times, consider establishing the Monitoring and Evaluation for the overall scheme delivered.

Value of Scheme/Package	Inputs	Outputs	Outcomes	Impacts
Under £2m	As described within the report templates	As described within the report templates	Number of jobs and houses delivered	n/a
£2m- £8m	As described within the report templates	As described within the report templates	<p>All those prescribed by the LEP and applicable to the scheme/package (see Appendix A supplied separately)</p> <p>Also include any additional outcomes that have a large or moderate benefit / disbenefit in the Business Case</p>	<p>Those relevant to the scheme/package from within the list in Appendix A (supplied separately)</p> <p>Also include any additional impacts that have a large or moderate benefit / disbenefit in the Business Case</p>
More than £8m	As described within the report templates	As described within the report templates	<p>All those prescribed by the LEP and applicable to the scheme/package plus applicable measures from the 'Further considerations' section (see Appendix A supplied separately)</p> <p>Also include any additional outcomes that have a large or moderate benefit / disbenefit in the Business Case</p>	<p>Those relevant to the scheme/package from within the list in Appendix A (supplied separately)</p> <p>Also include any additional impacts that have a large or moderate benefit / disbenefit in the Business Case</p>

Remodelling of 'T' Level buildings at Harlow College

This Baseline Report provides the details of the inputs, outputs, outcomes and impacts of the Remodelling of 'T' Level buildings at Harlow College from the period October 2020 to October 2021, before the scheme is constructed/delivered.

The objectives of the scheme are:

Objective 1 – To align the College to business need in demand areas identified in SELEP's Skills Strategy 2018-2023 and the Government's Skills Strategy to develop world-class skills for a flourishing and inclusive economy and support economic growth. The project will specifically align the healthcare, health science, education and construction curricula to:

- Harlow's Enterprise Zone/Science Park/Data Campus.
- the relocation of Public Health England to Harlow. Harlow College and Public Health England (PHE) have signed a Statement of Intent to develop a Strategic Partnership which provides opportunities for work placements, pre-apprenticeship and apprenticeship pathways at PHE and its supply chain and to develop science outreach activities on the Harlow College campus support the recruitment challenges experienced by Princess Alexandra NHS Trust and the wider health and care sector serving West Essex.
- To provide key pathways, which develop new technologies and sustainable construction, to support growth, linked to the new Garden Town.
- To ensure a supply of qualified people to support public services, such as health and education, linked to growth.

Objective 2 – To prepare for new industry relevant technical qualifications in healthcare, health sciences, education and construction.

- Providing places for an additional 40% of learners and Apprentices.

Objective 3 –To develop industry-specific teaching and learning spaces that supports the West Essex employment base: creating sector relevant spaces fit for purpose, with excellent IT facilities and industry standard resources, equipped and fully prepared to deliver T-Levels across healthcare, health sciences, education and construction.

- We will rejuvenate and extend the life of adjoining buildings by reshaping, modernising and developing bespoke internal spaces within the buildings and renewing the fabric of buildings, making them energy efficient and sustainable.

Objective 4 – To support the LEP strategy of increasing participation of young people and adults in work, education and training, with a focus on raising skill levels, supporting priority sectors, meeting skills gaps and promoting Apprenticeships.

- The project supports the development of the Government's new Apprenticeship Standards and the College will be equipped to deliver 14 pathways.

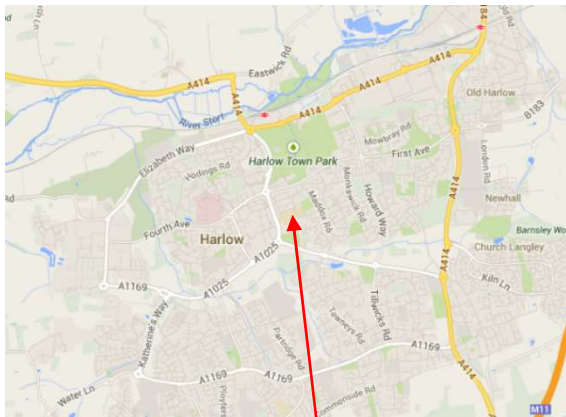
Objective 5 - to support employers in West Essex by ensuring that they are engaged in the skills agenda: ie to engage them in the roll-out of T-Levels, support Apprenticeships and up-skilling the workforce, engage in the 'digital revolution'.



SOUTH EAST
LOCAL ENTERPRISE
PARTNERSHIP

- We will be specifically equipped to deliver new T-levels and Apprenticeship provision in our new centre.
- We will have a specific focus on embedding new technology and how it can be used to improve all aspects of our work.

The geography of the scheme is shown in the map below



Harlow College, Velizy Avenue



INPUTS

This section requires the scheme promoter to provide information about Scheme Spend, Project Delivery, Project Risk and Project Changes. These are referenced against the information provided in the Monitoring and Evaluation Plan.

- Update the table to include actual Financial Years in the period before opening.
- Monetary values should exclude inflation (nominal values) to easily compare forecast and actual values.
- *Note – you may need to extend this table if the funding occurs in a period more than 3 years before your scheme opening date.*
- Only the values for spend and leveraged funding will go into the BRP.

ID	Input Description	Source of Value	Monitoring Approach	Frequency of Tracking	Source	[2020/21]				[2021/22]			
						Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
IN1	GBF Grant fund	Planned / Forecast	Progress review against programme and cost overview	Monthly	Planned/ Forecasted Spend Profile				£45,951.6	£58,550.4	£725,905	£669,593	
IN2	HC Matched Contributions	Planned / Forecast	Progress review against programme and cost overview	Monthly	Planned/ Forecasted Spend Profile		£12,340					£121,840	£365,820
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INPUT 4: PROJECT DELIVERY AND MILESTONS

- Please complete the table of planned Key Milestones

Milestone	Planned Date of Delivery
Start of project (start spending LGF or match funding)	April 2020
Public Consultation	N/A
Detailed Design	June 2020
Full Planning Permission Granted	N/A
Site Mobilisation Works Commence	01.03.2021
Project Completion / Site Opening	01.10.2021

INPUT 5: RISK MITIGATION

- Please note any risk mitigation used and if any risks materialised up to the opening of the scheme [Please refer back to Risk Register in the Business Case].

Description of Risk	Impact of Risk	Risk Owner	Risk Manager	Risk Mitigation
Risk 1 COVID-19	Delay to programme of works	Resources Committee	Deputy Principal and Senior Responsible Officer	Our consultant team of industry based professionals and management team are well placed to ensure access to suitable contractors and supply chain. Construction work will be carried out in full isolation to the rest of the college community. The construction industry has developed strong procedures throughout the pandemic and UK lockdown. In the event of an outbreak at the college leading to a shutdown for learners and staff, the campus would remain open for contractors to continue works.
Risk 2 Not securing sufficient funding to repurpose the buildings, hence not	The project would be scaled back and only minor refurbishment would be	Resources Committee	Deputy Principal and Senior Responsible Officer	The project would be scaled back and consist of minor refurbishment with no significant change to the curriculum

meeting industry needs	able to take place			
Risk 3 Failure to secure GBF funding	The project would not be able to proceed	Resources Committee	Deputy Principal and Senior Responsible Officer	Without GBF funding the scheme will not go ahead
Risk 4 Programme slippage	The project will not be delivered on time and the space will be unavailable for learners to use	Resources Committee	Deputy Principal and Senior Responsible Officer	The programme plan is based upon recent experience of a refurbishment project of similar size and complexity. The project manager and delivery team will follow a programme consistent with good practice and experience and will track and monitor progress across the life cycle of the project.
Risk 5 Unexpected additional construction costs due to unidentified issues not identified prior to works commencing	The costs would overrun and the project would be over budget	Resources Committee	Deputy Principal and Senior Responsible Officer	Our skilled and experienced Estates Team will undertake thorough preparatory work and contingency will be incorporated in the budget
Risk 6 Costs exceed budget	The project will not be delivered as originally designed	Resources Committee	Deputy Principal and Senior Responsible Officer	Project activities will be subject to tendered prices with appropriate contingencies when procuring contractors and equipment. All costs will be reviewed and monitored by staff experienced in capital programmes.
Risk 7 Poor financial management through the construction programme	The costs would overrun and the project would be over budget	Resources Committee	Deputy Principal and Senior Responsible Officer	Our highly qualified and experienced project management and finance staff will ensure that the project is managed on time and in budget, with decisions taken in a timely manner to ensure that the project is appropriately managed.
Risk 8 Staff leave their posts mid-project or become unavailable to work on the project.	Changes to staff and / or lack of capacity could lead to delays in the delivery of the project or poor financial management	Resources Committee	Deputy Principal and Senior Responsible Officer	Project posts will be filled by existing College staff, identified at an early stage as back-up/shadow to support the project. Ensure complete records of work are available at any point.
Risk 9 Failure to meet the specified outputs	Unable to meet the conditions of grant funding	Resources Committee	Deputy Principal and Senior Responsible Officer	There is a constant requirement for such skills provision in West Essex and the College routinely ensures high levels of student success through its effective

				Teaching, Learning and Assessment Strategy
Risk 10 Failure to achieve stakeholder support	Curriculum might not meet industry needs and project promotion and support would be weakened	Resources Committee	Deputy Principal and Senior Responsible Officer	Stakeholder support is documented and supported with other partnership activity
Risk 11 Organisational issues affect project timescales	The project will not be delivered on time and the space will be unavailable for learners to use	Resources Committee	Deputy Principal and Senior Responsible Officer	Ensure project phases are properly assessed against College timetable to identify potential issues.

OUTPUTS

- Please provide information about:
 - what the baseline value is for each output and its source;
 - how the baseline value was measured;
 - what the planned/anticipated value is for the output and reference this source; and
 - how the value will be measured after the scheme opens.

ID	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
OP1	<i>The scheme will deliver a centre of excellence with outstanding up to date facilities delivering the learner numbers below between 2021-2026:</i>	Baseline	Significant areas of substandard (Cat C&D) accommodation, none of which is aligned or suitable for T Level delivery.	n/a	n/a	Full Business Case, section 2.3, p12-13,	Sept 2020
		Planned/ Anticipated	New centre maximises economic, social and environmental benefits described in the business case.	Through enrolment and progression data collection and reporting.	Annually from the date of opening and in line with the College's T Level recruitment profile	Full Business Case section 2.11, p19 and section 4.7, p37, Annex 2, Benefit Cost Ratio Analysis.	From scheme opening (Oct 2021)

Details: Method of Collecting Baseline Information

The College's property Strategy 2020-2025 identifies N building having 51% of its accommodation categorised at C or D. Likewise K building has 59% of its accommodation at C or D. This is further backed up via a number of external sources:

- A 2013 independent property survey carried out by Oakleaf
- The area review of Further Education Colleges in 2016/17
- The Further Education Condition Data Collection Survey completed in 2019

Additionally, no T Level provision is currently delivered by Harlow College.

ID	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
OP2-OP5 (All learner number outputs)	216 learners following 2 pathways within the Construction T Level route	Baseline	No current T Level delivery. Current curriculum not aligned to the future skills requirements of T Levels related industries.	n/a	n/a	Enrolment data	Sept 2020
	280 learners following 1 pathway within the Digital T Level route 202 learners following 1 pathway within the Education & Childcare T Level route 450 learners following 2 pathways within the Health & Science T Level route	Planned/ Anticipated	48 learners recruited to Construction pathways annually (24 in 2021), 60 learners recruited annually to Digital pathway (40 in 2021), 45 learners recruited annually to Education and Childcare pathway (22 in 2021), 100 learners recruited annually to Health & Science pathway (50 in 2021).	Through enrolment and progression data collection and reporting.	Annually from the date of opening and in line with the College's T Level recruitment profile.	Total output recruitment schedule split over 5 year period, in line with the T Level recruitment plans submitted to the TLCF.	From scheme opening (Oct 2021)

Details: Method of Collecting Baseline Information

The Sainsbury Report on Technical Education published in July 2016 highlighted the need for reform of the further education and skills system, with a specific focus on the technical education pathway as a compliment to the academic A-level pathway.

The project also addresses the South East LEP's imperative, given in the SEP, to improve skill levels to ensure a talent pool/pipeline of skilled young people in the priority sectors of Construction, Healthcare, Education and childcare and Digital Technologies.

OUTCOMES

- Provide information about:
 - what the baseline value is for each outcome and its source;
 - how the baseline outcome value was measured;
 - what the planned/anticipated value is for the outcome and reference for this source; and
 - how the value will be measured after the scheme opens.

	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
OC1-OP4 (All T Levels learner progressions)	<i>174 progressions into jobs/apprenticeships/HE technical study within the Construction sector</i>	Baseline	67 equivalent progressions across all four curriculum areas in 2018-19	Through enrolment and progression data collection and reporting.	Annually.	College current Management Information Systems (MIS)	2018-19
	<i>225 progressions into jobs/apprenticeships/HE technical study within the IT/Digital sector</i> <i>202 progressions into jobs/apprenticeships/HE technical study within the Education sector</i> <i>360 progressions into jobs/apprenticeships/HE technical study within the Health Science sector</i>	Planned/ Anticipated	179 annual progressions into jobs, apprenticeships and/or higher levels of technical study across the four T Level routes being delivered.	Through enrolment and progression data collection and reporting.	Annually from the date of opening and in line with the College's T Level recruitment profile.	Full Business Case, section 2, p9-10	From scheme opening (Oct 2021)
Details: Method of Collecting Baseline Information							
Taken from Harlow College's destinations data report 2018-19							

	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
OC2	154 positive progressions from L2 pre apprenticeship/transition programmes into apprenticeship/ jobs across all T Level routes	Baseline	189 equivalent progressions across all four curriculum areas in 2018-19	Through enrolment and progression data collection and reporting.	Annually.	College current Management Information Systems (MIS)	2018-19
		Planned/ Anticipated	48 additional annual progressions from L2/pre apprenticeships/transition programmes into T Level/apprenticeships/jobs across the four T Level routes being delivered.	Through enrolment and progression data collection and reporting.	Annually from the date of opening and in line with the College's T Level recruitment profile.	Full Business Case, section 2, p9-10	From scheme opening (Oct 2021)
Details: Method of Collecting Baseline Information							
Taken from Harlow College's destinations data report 2018-19							

IMPACTS

- Impacts are often not measurable but can be anecdotal or inferred. However, if they can be measured then an approach and budget should be allocated for this.
- They are a longer-term effect of the scheme being in place and often occur as a result of the outcomes.
- They would not be monitored or tracked beyond the Five Years After Opening Report.

	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
IM1	Young people are better informed and equipped to respond to sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills	Baseline	Current curriculum is not fully aligned to respond to future sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills	Internal annual curriculum planning procedure	Annually	Curriculum development and planning cycle	March 2020
		Planned/ Anticipated	Greater young person uptake into job opportunities related to T Levels specialisms.	Through annual application, enrolment and progression data collection and reporting. Additionally through annual employer feedback data designed to capture employer's assessment of how work ready T Level progressing learners are upon entry to the workplace.	Annually	Full Business Case, sections 2.4 & 2.5, p13-15	From scheme opening (Oct 2021)

Details: Method of Collecting Baseline Information

The proportion of residents in Harlow with no qualification is 11.6%, compared to 7.6% nationally. The proportion of Harlow residents with degree level equivalent and above qualifications is 36% compared to 39% nationally. The Sainsbury Report on Technical Education published in July 2016 highlighted the need for reform of the further education and skills system, with a specific focus on the technical education pathway as a compliment to the academic A-level pathway. The project also addresses the

South East LEP's imperative, given in the SEP, to improve skill levels to ensure a talent pool/pipeline of skilled young people in the priority sectors of Construction, Healthcare, Education and childcare and Digital Technologies.

	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
IM2	The emerging high-growth digital sector is better supported with a work ready talent pool	Baseline	Current lack of sector relevant digital skills built into curriculum areas due to deliver T Levels.	Internal annual curriculum planning procedure	Annually	Curriculum development and planning cycle	March 2020
		Planned/ Anticipated	Greater uptake of digital job opportunities within industry sectors related to T Levels pathways.	Through annual progression data collection and reporting. Additionally through annual employer feedback data designed to capture employer's assessment of how work ready T Level progressing learners are upon entry to the workplace.	Annually	Full Business Case, sections 2.4 & 2.5, p13-15	From scheme opening (Oct 2021)

Details: Method of Collecting Baseline Information

Digital technology is identified by the Essex Employment and Skills Board as a skill shortage that cuts across all areas of employment and business growth. The South East LEP Skills Strategy 2018-2023 states that there are over 30,000 vacancies in IT, Digital and Creative industries, including web developers, software developers and IT Support. The Strategy indicates that the current 'digital revolution' applies across all other sectors, including health care, construction and education with the need for digital skills growing.

	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
IM3	Increase in the take-up of Apprenticeships	Baseline	2019-20 academic year apprentice starts: Construction = 86 Digital = 8 Education & Childcare = 12 Health & Science = 1	College Management Information Systems (MIS)	Annually	Curriculum development and planning cycle	March 2020
		Planned/ Anticipated	Year on year annual increase in apprenticeships in each T Level pathway	Through annual application, enrolment, progression data held by the College and data from the Digital Apprenticeship Service (DAS).	Annually	Full Business Case, sections 2.4 & 2.5, p13-15	From scheme opening (Oct 2021)
Details: Method of Collecting Baseline Information							
College based Management Information Systems (MIS) report for apprentice starts in T Level areas between 1 st August 2019 and 31 st July 2020.							

	Output Description		Value	Monitoring approach	Frequency of Tracking	Source	Date
IM4	Local residents are equipped to take up the jobs that are created and that significant employers, including those involved in the housing & infrastructure growth of Harlow, Public Health England (or its successor), Princess Alexandra Trust Hospital and businesses at Harlow Enterprise Zone.	Baseline	Current curriculum is not fully aligned to respond to future sector-specific skills requirements of employers, particularly where technological advances result in the development of new products and services and involve more specialist skills	Internal annual curriculum planning procedure	Annually	Curriculum development and planning cycle	March 2020
		Planned/ Anticipated	Greater local resident uptake into job opportunities related to T Levels specialisms.	Through annual application, enrolment and progression data collection and reporting. Additionally through annual employer feedback data designed to capture employer's assessment of how work ready T Level progressing learners are upon entry to the workplace.	Annually	Full Business Case, sections 2.4 & 2.5, p13-15	From scheme opening (Oct 2021)

Details: Method of Collecting Baseline Information

The proportion of residents in Harlow with no qualification is 11.6%, compared to 7.6% nationally. The proportion of Harlow residents with degree level equivalent and above qualifications is 36% compared to 39% nationally. The Sainsbury Report on Technical Education published in July 2016 highlighted the need for reform of the further education and skills system, with a specific focus on the technical education pathway as a compliment to the academic A-level pathway. The project also addresses the South East LEP's imperative, given in the SEP, to improve skill levels to ensure a talent pool/pipeline of skilled young people in the priority sectors of Construction, Healthcare, Education and childcare and Digital Technologies.

14 APPENDIX G - CATEGORIES OF EXEMPT INFORMATION

There is a clear public interest in publishing information and being open and transparent. But sometimes there is information which we can't publish because it would cause significant harm to the Council - for example by damaging a commercial deal or harming our position in a court case. Equally sometimes publishing information can harm someone who receives a service from us or one of our partners.

The law recognises this and allows us to place information in a confidential appendix if:

*(a) it falls within any of paragraphs 1 to 7 below; and
(b) in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.*

- 1. Information relating to any individual.*
- 2. Information which is likely to reveal the identity of an individual.*
- 3. Information relating to the financial or business affairs of any particular person (including the authority holding that information)*
- 4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.*
- 5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.*
- 6. Information which reveals that the authority proposes— (a) to give under any enactment a notice under or by virtue of which requirements are imposed on a person; or (b) to make an order or direction under any enactment.*
- 7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.*