

**Strategic Development Fund (SDF) Application Form**

**Applicants should refer to the SDF Prospectus for further information and guidance when completing this application**.

The information contained in this form will be assessed and used to determine whether to award SDF funding. All application forms must be received to SDF.PROGRAMME@education.gov.uk by **midday on Friday 13th May 2022.** Any questions should be directed to the Jaggaer portal. We will not respond to questions sent to the mailbox.

We will aim to notify applicants of the outcome of their application in June 2022. We expect to finalise, and issue offer letters on a rolling programme of approvals. All projects must be completed by 31st March 2023.

Information provided in this application form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

**Text exceeding the word maximum for each section will be discounted. Responses are required in each of the blank boxes contained in this form. Please include N/A where appropriate.**

**Section 1 - Eligibility Criteria**

For applications to be assessed the following eligibility criterion (1- 4) must be met.

1. The lead applicant must be one of the following types of institutions:
* A General Further Education College
* An Institution, offering a broad range of technical provision (similar to a General Further Education College), which has been designated as being in the Further Education sector under section 28 of the Further and Higher Education Act 1992.  Referenced in this document as a designated institution (DI).
* An Institute of Technology (IoT) licensee. Where the lead applicant is an IoT licensee, the coverage and focus should be greater than the IoT, where relevant. It should build on the existing collaboration and describe how SDF funding will add value to the existing IoT activities and not replicate activities that they are already funded to provide.
1. The geographic coverage should align with Combined Authorities (CA) and Mayoral Combined Authority (MCA) areas where they exist or Local Enterprise Partnerships (LEP) areas, noting the exceptions to this requirement outlined in Section 1.2 below.
2. All statutory FE colleges located in the area should be invited to be part of the collaboration. This includes all general FE colleges and specialist colleges, as well as sixth form colleges where their curriculum includes vocational programmes relevant to local skills priorities.
3. The lead applicant should seek the support and endorsement of an appropriate Employer Representative Body (ERB); defined as a non-public authority employers’ organisation which is a body that is reasonably representative of the employers operating within the specified area and should include a statement setting out why they endorse the local priorities identified in the application.

**1.1 Lead Applicant**

The role and responsibilities of the lead applicant are outlined in Section 3 of the prospectus.

We would not expect the lead applicant (college or DI) to have a current Ofsted grade for overall effectiveness of less than Good or a published Notice to Improve (NtI) unless there are exceptional circumstances (e.g., areas where no eligible institutions meet this quality bar). Where there are ungraded institutions due to recent mergers, we will accept the highest grade of any of the former institutions. The Ofsted grade that determines eligibility is the one that the institution has on the date the application is submitted. Should this grade change before contract award, we reserve the right to review the application in the light of this change. IoTs must have a current IoT licence.

**Responses are required in each blank box, please include N/A where appropriate.**

|  |  |
| --- | --- |
| Name of lead applicant institution  |  |
| Provider type: (General FE College, DI, or IoT Licensee)  |  |
| UK Provider Reference Number (UKPRN) |  |
| E-mail address for Principal / Head of Institution  |  |
| Telephone number for Principal / Head of Institution |  |
| Name of main contact for this application if not the Principal / Head of Institution  |  |
| Main contact role / job title  |  |
| E-mail address for main contact  |  |
| Telephone number for main contact  |  |
| Address of lead applicant institution, including postcode (main campus site or correspondence address)  |  |
| Please provide details of any exceptional circumstances relating to Ofsted grade, NtI or IoT licence, if applicable, (see guidance above). For example, there are no institutions with a grade for overall effectiveness of Good or Outstanding in the geographic area identified.  |  |

**1.2. Geographic Coverage**

Applications should align with the boundaries of the Combined Authority (CA) and Mayoral Combined Authorities where they exist. For all other areas, providers should collaborate and make proposals in line with Local Enterprise Partnership (LEP) geographies, with the exception of the following areas:

**South-East**

* The LSIP Trailblazers have shown that it would be more appropriate for the planning and delivery of skills for applications to reflect the following geography:

1. Essex, Southend-on-Sea, and Thurrock

2. Kent and Medway

3. East Sussex, West Sussex, and Brighton and Hove

**West Midlands and West of England**

* The applications for the West Midlands and West of England will need to reflect the following adjustments to ensure that all areas are covered:
1. Warwickshire should be covered by the application for the West Midlands area
2. North Somerset should be covered by the application for the West of England area

**Surrey**

* The four district councils of Surrey which are in the Coast to Capital LEP ([Epsom and Ewell](https://en.wikipedia.org/wiki/Epsom_and_Ewell), [Mole Valley](https://en.wikipedia.org/wiki/Mole_Valley), [Reigate and Banstead](https://en.wikipedia.org/wiki/Reigate_and_Banstead), [Tandridge](https://en.wikipedia.org/wiki/Tandridge_%28district%29)) will be covered by the SDF application for the Enterprise M3 area with the rest of the County of Surrey.

**Greater London**

* Given the size of the area we will accept applications for up to 4 sub-areas. We would expect these to be based on the established borough groupings of Central London Forward, West London Alliance, South London Partnership, and Local London. Every borough would need to be covered in one of the groupings.

**A full list of the SDF areas by reference to the CA, MCA and LEP areas is available in annex 3 of the prospectus.**

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| Please describe your area here. Your response should not exceed 100 words. |

Please highlight in the box below any areas of deprivation in the geographic area, referencing the ONS Indices of Multiple Deprivation <https://www.gov.uk/government/collections/english-indices-of-deprivation>.

Please explain in the box below how disadvantaged communities will benefit from the skills priorities and project(s) identified in this application and how they will support the Government’s ambition to ‘level-up’ economic areas across the country, spreading opportunity and prosperity as outlined in the Levelling-up White Paper, February 2022

[https://www.gov.uk/government/publications/levelling-up-the-united-kingdom](https://www.gov.uk/government/publications/levelling-up-the-united-kingdom%20)

|  |
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| Please use this box to describe areas of deprivation in your area and how disadvantaged communities will benefit from the project(s) in this application. Your response should not exceed 250 words. |

**1.3 Membership of the Provider Collaboration**

The lead applicant must give all statutory FE colleges, located in the area, the opportunity to join the collaboration. This includes all general FE colleges and specialist colleges, as well as sixth form colleges where their curriculum includes vocational programmes relevant to local skills priorities.

Please provide the names of FE colleges, DIs, and other providers in your collaboration, and a high-level outline of their contribution to the collaboration. **Please insert a new row for each member of the collaboration.**

|  |  |  |
| --- | --- | --- |
| Name of Institution  | UKPRN | Justification for inclusion in the collaboration and a high-level outline of their contribution to the collaboration.  |
|  |  |  |

Where a college/DI does not wish to engage, the lead applicant must confirm that the institution has been provided with an opportunity to join the collaboration and the rationale for them declining the offer. Please indicate in the table below all institutions that have been invited to join the collaboration but have declined the offer with supporting rationale. **Please insert a new row for each FE college or DI.**

|  |  |  |
| --- | --- | --- |
| Name of institution | UKPRN | Rationale for them wishing to remain outside the collaboration  |
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* 1. **ERB Endorsement**

The lead applicant should seek the support and endorsement of an appropriate Employer Representative Body (ERB), i.e., a non-public authority employers’ organisation which is a body that is reasonably representative of the employers operating within the specified area. This should include a statement setting out why they endorse the local priorities identified in the application.

In LSIP Trailblazer areas, applications must have the support and endorsement of the Trailblazer ERB. In other areas, it should be through engagement with an ERB that is reasonably representative of employers operating within the area.

**If endorsement by an ERB is not provided, the lead applicant should set out which ERB(s) have been approached and the rationale for them declining to endorse the application in the box below.**

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It should be noted that the process to designate ERBs to lead the development of the Local Skills Improvement Plans is subject to a separate process; and endorsement of the SDF application is not an indication that the endorsing ERB will be the body which is designated to lead the LSIP.

**Where an ERB has endorsed the application, t**he geographic coverage of the ERB should, as a minimum, include the geographic area covered by the provider collaboration. This may mean that the endorsement of more than one ERB is required. If more than one ERB is endorsing your application, please copy the tables below and insert additional tables as required. In Skills Accelerator Trailblazer pilot areas, we would expect the ERB which developed the Local Skills Improvement Plans (LSIP) to be the endorsing ERB.

Endorsement of the SDF application is not an indication that the endorsing ERB will be the body which is designated to lead the LSIP.

Please provide a rationale for endorsing the local priorities outlined in this application in the box below - ERB(s) to complete.

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| Please type your response here. Your response should not exceed 200 words. |

Declaration: I endorse the project priorities outlined in section 2.1 of this application on behalf of my organisation and employer membership

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| Name of ERB  | Address | Geographic coverage |
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| Name of the CEO or head of the organisation (local branch where applicable) Electronic signature of the CEO or head of the organisation (local branch where applicable) |

**Section 2 - Assessment Criteria**

**2.1 SDF Project Priorities, Aims and Rationale**

Please describe how your collaboration and the project proposals in this applicationwill align with the overall SDF programme aims and begin to address local skill needs, please reference LSIPs, Local Industrial Strategies or other relevant reports, inserting hyperlinks to recent published documents where applicable.

Projects must have a clear purpose and contain a strong set of delivery aims which have been developed with employer input. Applications should demonstrate how the project(s) will build or extend collaborative working within the local area to address the skills priorities identified and achieve a shift in focus towards key strategic priorities for change. We expect applications to set out the rationale and evidence for the selected priorities, how the activities proposed will improve the labour market relevance of provision, and advance equality of opportunity in line with the requirements of the Public Sector Equality Duty. [**https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty/**](https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty/)

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| Please type your response here. Your response should not exceed 750 words. |

**2.2 Employer Engagement**

Please describe the process your collaboration has undertaken for engaging a wide cross-section of employers in the development of your project proposals. Please outline your plans for securing employer engagement in the design and delivery of provision and for driving innovation.

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| Please type your response here. Your response should not exceed 500 words. |

**2.3 Deliverability, Effective Use of Funding, Value for Money, and Sustainability**

Please describe how collaborative activity will develop and deliver economically valuable skills provision by 31st March 2023, through the project proposals contained in this application.

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| Please type your response here. Your response should not exceed 250 words. |

Please describe how the project(s) will provide good value for money, with a long-term and sustainable vision for improving skills delivery through ongoing collaboration. Your project proposal(s) should contain robust underlying cost assumptions and expenditure plans based on strong analysis of learner numbers, together with details of any expected improvements in efficiency, economies of scale and reduced duplication of provision across the area.

Project proposals should provide assurance that SDF funding will not replace or duplicate other government funding already received or anticipated and should outline how they will complement and augment other DfE funded initiatives or programmes such as IoTs, HTQs, T Levels etc. Please include high-level information only in this section. More detailed information on the project(s) will be requested in Section 3.

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| Please type your response here. Your response should not exceed 250 words. |

**2.4 Expected Benefits for Learners and Employers (Outputs and Longer-term Outcomes)**

Please provide a high-level outline of the expected benefits, outputs and longer-term outcomes for learners, employers, and the local economy to be achieved from the skills priority project(s). The narrative should also describe the proposed approach to monitoring and evaluation of the impact of the planned changes, including promoting equality of opportunity and supporting the Government’s ambitions to ‘level-up’ the country so that prosperity is spread more widely and evenly. More detailed information on outputs and longer-term outcomes should be included in section 3

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| Please type your response here. Your response should not exceed 250 words. |

**2.5 Governance and Risk Management Arrangements**

Please outline details of the governance, accountability and reporting arrangements that will be used to oversee the delivery of the project, including the decision-making structure and the process for identifying and managing risks; together with details of the roles and responsibilities of each of the delivery partners and project members. You should also set out details of the overall project management arrangements, including whether a project manager(s) will be appointed and details of their role and responsibilities. Costs for these activities should be included in one or more projects rather than a separate project and should be clearly identified in section 3.

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| Please type your response here. Response should not exceed 250 words. |

**Section 3 - Project Summary Template**

**Where more than one project is being submitted in this application, please copy, and paste this section and provide a summary template for each project.**

|  |  |
| --- | --- |
| 1. **CA/MCA/LEP or other defined area the project will cover**
 |  |
| 1. **Project title and ref no.**
 | Please provide a reference number as follows. If this is your 1st project, please reference as CA/MCA/LEP area name-1, if this is your 2nd project, please reference as CA/MCA/LEP area name-2 etc  |
| 1. **Project lead provider**
 |  |
| 1. **Delivery partners**

  | Names only  |
| 1. **Skills priority sectors covered by project**
 |  |

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| 1. **Brief description of project**

Please include information under the following headings – do not exceed 750 words * Overall project aim
* Activities to be delivered (specifying delivery partners roles and responsibilities)
* Expected outcomes and benefits by 2025 (please note that expected outputs by March 2023 are requested in the section below)
* Please explain any sequencing elements for this project if applicable, e.g., is the delivery of this project dependent on any other projects for which you are seeking SDF funding.

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| **7.** | **Proposed Key outputs** **We do not expect each project to deliver every output on this list. As a guide we would expect between 5 and 10 outputs to be relevant to each project. Please insert a volume number in the right-hand column where appropriate and delete any lines where you are not proposing to achieve an output**  | **Expected outputs by 31st March 2023** |
|  | **Collaborative Activity** |  |
| 1a | Number of collaborations focused on reshaping local provision in line with local need and quality improvement. |  |
| 1b | Number of leaders or governors engaged in reshaping provision and quality improvement. |  |
| 1c | Number of leaders and governors benefiting from CPD, training or support. |  |
| 1d | Number of new resources produced that support reshaping of provision and quality improvement.  |  |
| 2 | Number of collaborations involving more than one provider focused on efficiencies and cost savings (non-provision) |  |
| 3a | Number of collaborations involving more than one provider focused on efficiencies and cost savings (relating to provision) |  |
| 3b | Number of courses identified as low value and phased out by 2023/24 academic year  |  |
| 3c | Number of courses identified as duplication and phased out by 2023/24 academic year  |  |
| 3d | Number of enrolments in last full academic year on courses phased out by 2023/24 academic year  |  |
| 4a | Number of collaborations sharing teaching staff for the first time. |  |
| 4b | Number of teaching staff (full time or part time) delivering provision across more than one provider. |  |
| 5a | Number of collaborations focused on developing curriculum for use by more than one provider. |  |
| 5b | Number of hours of new teaching and curriculum resources developed for use by more than one provider. |  |
|  | **FE Workforce / Workforce Industry Exchange** |  |
| 6a | Number of teaching staff undertaking industry placements. |  |
| 6b | Number of employers providing industry placements to FE teaching staff. |  |
| 6c | Number of CPD hours undertaken through industry placements. |  |
| 6d | Number of staff from employers undertaking placements in FE settings.  |  |
| 7a | Number of teaching staff undertaking CPD through external training. |  |
| 7b | Number of CPD hours undertaken through external training. |  |
| 8a | Number of teaching staff delivering cascade training or providing peer-to-peer support to colleagues. |  |
| 8b | Number of teaching staff benefiting from cascade training and peer-to-peer support. |  |
| 8c | Number of CPD hours undertaken through cascade training or peer-to-peer support. |  |
| 9a | Number of learners benefiting from being taught by teachers who have recently undertaken CPD. |  |
| 9b | Number of learners benefiting from engagement with employers undertaking a placement in an FE provider.  |  |
|  | **Facilities and Equipment** |  |
| 10a | Number of workshops or classrooms fitted out with new industry standard equipment. |  |
| 10b | Number of learners that made use of new industry standard equipment. |  |
| 11a | Number of refurbished or new workshops, classrooms, or outdoor training areas. |  |
| 11b | Number of learners that undertook learning in refurbished or new workshops, classrooms, or outdoor training areas. |  |
|  | **Skills Provision – very short courses (1-5 days or 30 guided learning hours or fewer)** |  |
| 12a | Number of very short courses developed. |  |
| 12b | Number of learners starting very short courses. |  |
| 12c | Number of learners completing very short courses (e.g., they have completed all learning activities leading to the learning aim) |  |
| 12d | Number of very short courses accredited by Ofqual regulated awarding body. |  |
|  | **Skills Provision – short courses (2-4 weeks or 120 guided learning hours or fewer)** |  |
| 13a | Number of short courses developed. |  |
| 13b | Number of learners starting short courses. |  |
| 13c | Number of learners completing short courses (e.g., they have completed all learning activities leading to the learning aim) |  |
| 13d | Number of short courses accredited by Ofqual regulated awarding body. |  |
|  | **Skills Provision – longer programmes (120 guided learning hours or more)**  |  |
| 14a | Number of long courses developed. |  |
| 14b | Number of learners starting long courses. |  |
| 14c | Number of learners completing long courses (e.g., they have completed all learning activities leading to the learning aim) |  |
| 14d | Number of long courses accredited by Ofqual regulated awarding body. |  |
|  | **Employer engagement and support** |  |
| 15a | Employer engagement- number of employers undertaking a training needs analysis or 1-2-1 advice and guidance session. |  |
| 15b | Employer engagement- number of employers consulted on their training needs to inform curriculum/ course development.  |  |
| 15c | Employer engagement- number of employers engaged in curriculum/ course delivery. |  |
| 15d | Employer engagement- number of employers attendance at a college sponsored event such as an open day or a career fair (as opposed to knowledge transfer events) |  |
| 16a | Employers supported- number of employers paying for bespoke delivery. |  |
| 16b | Employers supported- number of learners undertaking bespoke programmes, paid for by employers. |  |
| 16c | Employers supported- number of incubation facilities created that provide physical space for employers to access support and expertise to grow their business. |  |
| 16d | Employers supported- number of employers benefiting from incubation facilities and services for free. |  |
| 16e | Employers supported- number of employers paying to use incubation facilities and services. |  |
| 16f | Employers supported- number of employers benefiting from knowledge transfer activities enabled by an FE institution including equipment demonstration and loans, lectures/ seminars and joint projects facilitating the sharing of new knowledge. |  |
| 16g | Employers supported- number of employers benefiting from KT services for free. |  |
| 16h | Employers supported- number of employers paying for KT services. |  |
|  | **Careers Advice and Guidance / School Engagement** |  |
| 17a | Number of primary and secondary students participating in FE led activity to raise awareness of career opportunities and pathways in locally agreed priority skills areas.  |  |
| 17b | Number of primary and secondary school staff engaged to raise awareness of career opportunities and pathways in locally agreed priority skills areas. |  |

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| 1. **Funding Summary**
 | *Example*  |
| Total SDF **revenue** funding requested  | *£850,222* |
| Total SDF **capital** funding requested  | *£921,476* |
| **Total** SDF funding requested (capital + revenue)  | ***£1,771,698*** |
| Total **revenue costs** for the project(e.g., including contributions from delivery partners or 3rd parties if applicable. Contributions from delivery partners or 3rd parties is not a requirement for project approval. | *£945,000* |
| Total **capital costs** for the project (e.g., including contributions from delivery partners or 3rd parties if applicable. Contributions from delivery partners or 3rd parties is not a requirement for project approval | *£921,476* |
| **Total project costs** (capital + revenue, including contributions from delivery partners or 3rd parties if applicable. Contributions from delivery partners or 3rd parties is not a requirement for project approval | ***£1,866,476*** |
| **Please indicate the organisation(s) providing a contribution to the revenue funding and the value** Partner college 1 - £32,778Partner college 2 - £31,000Partner college 3 - £31,000 | *£94,778* |
| **Please indicate the organisation(s) providing a contribution to the capital funding** | *N/A* |

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| **Funding Detail**  |
| SDF funding may be used for additional costs incurred to deliver the SDF project, for example recruitment costs and salary costs for new staff, teaching cover / backfill costs for staff engaged on delivering the project or consultancy costs. Funding should not be requested for activities that do not incur an additional cost, for example a member of staff undertakes additional duties related to the SDF project, but no additional salary or overtime costs are incurred by the institution. Project management, management co-ordination and oversight costs should be proportionate and demonstrate value for money. They should be included within each project, where applicable, and clearly identified. SDF should not duplicate funding received or anticipated from other public funding programmes. If SDF is funding a portion of a project and other public funding has been received or anticipated for the same project, it should be clearly identified in this form. Quotes should be obtained where applicable in order to include reasonable cost estimates. However, we acknowledge the considerable volatility in pricing in the current economic climate and accept that costs may increase during the application process. Costs should be disaggregated into activities or items – see Annex 1 for examples of activities and items that should be costed and shown on a separate row. Please include and clearly identify any non-recoverable VAT in your costings. Recoverable VAT should not be included.  |

|  |  |  |
| --- | --- | --- |
| **8.1 Revenue** activities for which SDF funding is requested  | SDF funding required for this activity. Rounded up to the nearest £.  | Explanation of costs  |
| *Example**CPD course development*  | *Example**£13,200*  | *Example* * *Course development – 5 days consultancy @ £600 + VAT = £720 = £3,600 (quotes obtained)*
* *Cover costs for 6 staff undertaking 50 hours CPD @ £32 per hour = £9,600*
 |
| CPD course delivery  | £6,250 | * *£6,250 for learning resources (quotes obtained)*
 |
| Please insert additional rows as required.  |  |  |
| **Total SDF revenue funding requested**.  |  |  |

|  |  |  |
| --- | --- | --- |
| **8.2 Capital** **equipment** items for which SDF funding is requested  | SDF funding required for this activity. Rounded up to the nearest £.  | Explanation of costs  |
| *Example**IT hardware*  | *Example**£53,425* | *Example* * *25 x high spec CAD PCs with monitor @ £1,300 = £32,500 (quotes obtained)*
* *10 x MacBook Pro 2021 @ £1,340 = £13,400 (quotes obtained)*
* *7 x ipad Pro 2020 @ £1,075 = £7,525 (estimates)*
 |
| Please insert more rows as required  |  |  |
| **Total SDF capital equipment funding requested**.  |  |  |

**8.3 Capital Works Projects**

SDF will be awarded for refurbishment and repurposing only. **New build projects are out of scope for funding.**

Capital works funding will only be awarded to Statutory FE institutions. **Independent training providers are not in scope to receive SDF for capital works projects.**

Further information and documentation in support of capital works costs may be requested in addition to the information provided in this application form to assess value for money and deliverability.

**Please complete all capital works sections for all projects and all sites where capital works will be undertaken. Please copy and paste the tables below as required.**

|  |  |
| --- | --- |
| Name of provider where capital works will be undertaken |  |
| UKPRN of provider where capital works will be undertaken |  |
| Provider contact name for capital works project |  |
| Provider contact position / job title |  |
| Provider contact e-mail address |  |
| Provider contact telephone number |  |
| **Site Information**  |  |
| Site address where capital works will be undertaken, including postcode |  |
| Gross internal floor area for the refurbishment / repurposing in m2  |  |
| Current condition of the building where the refurbishment / re-purposing will take place (A, B, C or D). See annex 2 for definitions  |  |

|  |  |
| --- | --- |
| **Preliminaries**  | **Delete Yes/No/NA as required** |
| Is the site freehold or with a lease greater than 20 years?  | Yes/No  |
| Is planning consent required?  | Yes/No  |
| Is planning consent in place?  | Yes/No/NA  |
| Is listed building consent required?  | Yes/No  |
| Is listed building consent in place?  | Yes/No/NA  |
| Has a feasibility study been undertaken? Applicable to projects costing more than £1m | Yes/No/NA  |
| Have project plans and elevation drawings been produced?  | Yes/No  |
| Has the project been designed in line with RIBA stage 2 where applicable  | Yes/No  |
| Have contractor quotations been obtained?  | Yes/No  |
| Do you have a consultant providing technical support to your bid?  | Yes/No  |
| Are the costs in-line with sector benchmarks?  | Yes/No  |
| Is a project plan with delivery milestones and timelines in place?  | Yes/No  |
| Can the project realistically be delivered by 31st March 2022?  | Yes/No  |
| Does the college intend to carry out health and safety work to address legislation, e.g., emergency asbestos removal, gas safety, water services?  | Yes/No  |
| Will the capital project to refurbish / repurpose the accommodation improve the capital asset held by the college in a freehold or long leasehold?  | Yes/No  |
| Are assert management plans available?  | Yes/No  |
| Is existing survey information available?  | Yes/No  |
| Are there external plans?  | Yes/No  |
| Is there a current asbestos register?  | Yes/No  |

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| **Capital works activities** and items for which SDF funding is requested.  |  | **Further information and documentation will be requested if the project is approved in principle. Approval will be subject to external technical assessment to assess deliverability and costs.** |  |
| *Example**Low carbon energy hub – site works*  | *Example**£28,149* | *Example* *Quotes provided by building contractor - Brightwell Construction (29th April 2022)** *Drainage £5,304*
* *External Services £7,666*
* *Roof £4,879*
* *Windows and external doors £10,300*
 | *Cost* per m2 *Itemise each element per m2* |
|  | *£24,018* | * *Internal wall partitions £5,400*
* *Internal finishes £12,550*
* *Floors £6,068*
 |  |
|  | £81,277 | * *Services £6,027*
* *Sanitary applications and disposal installation £4,750*
* *Electrical installation (including network cabling for IT equipment) £70,500*
 |  |
|  | *£37,250* | * *Preliminaries £4,750*
* *Professional fees £32,500*
 |  |
|  |  | * *VAT £34,138.80*

**Total including VAT £204,833** |  |
| Total cost per m2  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Total SDF capital funding requested (capital equipment + capital works)**  |  |  |
| **Total SDF funding requested (revenue + capital equipment + capital works)**  |  |  |

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| 1. **Expenditure Profile,** please insert the expected expenditure profile in the table below
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|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SDF Monthly payment profile for this project** | **August****2022** | **September 2022** | **October 2022** | **November 2022** | **December 2022** | **January 2023** | **February 2023** | **March** **2023** | **TOTAL** |
| Capital (equipment + works) |    |   |   |   |   |  |  |  |   |
| Revenue |    |   |   |   |   |  |  |  |   |

1. **Provider Collaboration / Group Members’ Endorsement**

Each member of the collaboration listed in Section 1.3 of the application form must complete this section.

Declaration. I have the approval of my College Corporation, Board, or similar governance body to endorse the skills priorities and projects outlined in section 8 of this application form and endorse the lead applicant listed in section 1 to submit this application on behalf of my institution or organisation and undertake the responsibilities required of the lead applicant for the provider collaboration.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of the member Institution or organisation  | Name of main campus or delivery site if applicable and address (including postcode)  | UKPRN  | Name of Principal, or head of organisation  | Contact details (phone number and e-mail address)  | Electronic signature of Principal or head of organisation | Date of signature  |
| Please insert more rows as required |  |  |  |  |  |  |

1. **Lead Applicant Declaration**

The lead applicant for SDF will undertake a leadership and convening role for providers in the locality. We would expect them to convene and chair meetings with providers, ERBs, and other stakeholders to agree the project priorities which meet employer needs and the activities to be funded for inclusion in the application.  The lead applicant will be responsible for submitting the application form on behalf of other providers in the area, ensuring no duplication or contradiction between individual projects and the accuracy of the content. The lead applicant will be the primary contact for the DfE and act as a communication conduit to other providers in the area.

By submitting this application, I confirm that:

* I will undertake the role and responsibilities of a lead applicant described above.
* I have read the published SDF Prospectus and all the information provided in this application is true and accurate to the best of my knowledge.
* I have the authority of my college’s governing body (or equivalent) to make this application on behalf of the provider collaboration / group for which my organisation is the lead applicant.
* I confirm that my institution meets the eligibility criteria for lead applicant institutions outlined in section 1.
* All statutory FE colleges located in the area have been invited to be part of the collaboration. This includes all general FE colleges and specialist colleges, as well as sixth form colleges where their curriculum includes vocational programmes relevant to local skills priorities.

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| Name of the Principal or head of institution  | Electronic signature of Principal or head of institution  | Date of signature  |
|  |  |  |

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| **Checklist for Applicants**  | **Yes / No**  |
| Has a response been provided in each of the blank boxes, including N/A where relevant? |  |
| Have adequate cost breakdowns been included as per the examples shown? This will ensure that projects can be approved as quickly as possible. Where insufficient cost breakdown information is been provided, DfE officials will request additional information which could result in delays to project approval.  |  |
| Are all costs fully justified? * SDF funding may be used for additional costs incurred to deliver the SDF project, for example recruitment costs and salary costs for new staff, teaching cover / backfill costs for staff engaged on delivering the project or consultancy costs. Funding should not be requested for activities that do not incur an additional cost, for example a member of staff undertakes additional duties related to the SDF project, but no additional salary or overtime costs are incurred by the institution.
* Project management, management co-ordination and oversight costs should be proportionate and demonstrate value for money. They should be included within each project, where applicable, and clearly identified.
* SDF should not duplicate funding received or anticipated from other public funding programmes. If SDF is funding a portion of a project and other public funding has been received or anticipated for the same project, it should be clearly identified in this form.

The Department reserves the right to request evidence of quotes received or other evidence to justify costs included in this application form.  |  |
| Is the word limit for each response at or below the maximum word count? Any text exceeding the word maximum for each section will be discounted. |  |
| Have all relevant statutory FE colleges, located in the area, been invited to join the collaboration. This includes all general FE colleges and specialist colleges, as well as sixth form colleges where their curriculum includes vocational programmes relevant to local skills priorities.  Have the names of all colleges, designated institutions, and other providers in your collaboration been listed in section 1.3? |  |
| Has an ERB (or ERBs where applicable) completed the correct declaration at section 1.4? |  |
| Has the lead applicant declaration been completed at section 11, including the electronic signature for the Principal or head of organisation?  |  |

**Annex 1**

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| **REVENUE COSTS**  |
| **Cross Partnership Co-ordination Activity**  |
| Staff costs – senior leadership, project management, monitoring, and reporting activities  |
| Support for cross provider collaboration and wider stakeholder networking  |
| Costs associated with pooling and sharing expertise, including support for creation of subject networks / expert groups, and a co-ordinated programme of staff and employer secondments, etc. |
| Other costs associated with cross partnership activity  |
| **Capacity Building Including Staff Costs** |
| Curriculum planning activities |
| Design and development of new provision (staff time and cover costs) including on-line content / blended learning |
| Expert industry input / consultancy costs to design, develop and deliver new course content, including costs of industry secondees |
| Management and admin costs associated with delivery of new provision  |
| Recruitment costs for new specialist teaching staff   |
| Recruitment of business engagement staff |
| Costs to develop or purchase new course materials / training packages and other teaching consumables |
| Other costs associated with capacity building activity  |
| **Staff CPD in Priority Subjects** |
| Diagnosis of staff training needs to support delivery of new provision |
| CPD course development and delivery, including admin |
| External CPD training costs |
| Materials to support learning / development  |
| Staff cover costs, including for secondments or industrial placements with employers to ensure teaching staff have up-to-date knowledge of sector practices.  |
| Other staff CPD related costs  |
| **Delivery Costs** |
| Teaching costs to deliver new provision / programmes  |
| Admin support costs  |
| Costs of delivering innovation and entrepreneurship support  |
| Management time and HR costs associated with phasing out low value provision  |
| Other staff costs not included in the above list |
| **Employer Engagement Activity**  |
| Cost of designing and implementing an integrated programme of employer engagement activities, including facilitating employer networking events |
| Other staff time (including admin costs) for engaging with employers on skills needs e.g., research / skills gap analysis / employer training needs analysis etc. |
| Recruitment of business engagement and delivery staff e.g., business mentors, support for skills diagnostics, innovation, and business incubation activities |
| Staff time (and associated admin costs) for employer engagement on skills diagnostics, knowledge transfer and innovation support and business incubation activities |
| Other costs such as setting up or improving provider databases of employers to facilitate improved engagement |
| Other employer engagement costs not listed above  |
| **Learner Engagement and Progression Support**  |
| Learner outreach activities  |
| Careers Advice, Information and Guidance (CAIG) |
| Engagement with National Careers Service or other local careers hubs on the new programmes / provision  |
| Engagement activities with schools, HEIs and other providers on the development of progression pathways |
| Other learner engagement or outreach activities  |
| **Marketing and Promotion**  |
| Marketing and promotion of new programmes  |
| Website development for improved employer / learner engagement  |
| Other marketing and promotion activities  |
| **Evaluation**  |
| Costs associated with pilot areas' own evaluation  |
| **CAPITAL EQUIPMENT COSTS**  |
| IT equipment (hardware)  |
| IT equipment (software, where a capital expense)  |
| Software licences (where a capital expense)  |
| Equipment related to the development of on-line delivery if different |
| Other equipment costs  |
| Mobile learning facilities (running costs should be included in revenue)  |
| Fixtures and fittings (e.g., tables, chairs, or other furniture)  |
| Other equipment costs  |
| **CAPITAL WORKS COSTS**  |
| **External Works / Sub-structure**  |
| Site works  |
| Drainage  |
| External Services  |
| Upper floors  |
| Roof  |
| Stairs  |
| External walls  |
| Windows and external doors  |
| Internal walls and partitions  |
| Internal doors  |
| **Internal Works Finishes**  |
| Walls  |
| Floors  |
| Ceiling  |
| **Services**  |
| Sanitary applications  |
| Disposal installation  |
| Mechanical installation  |
| Electrical installation (including network cabling for IT equipment)  |
| Lift and conveyor installation  |
| Builders' work in connection  |
| **Other Fees**  |
| Preliminaries |
| Professional fees  |
| Contingencies  |

**Annex 2**

**Building Condition Categories**

**Category A (as new)**

Gross Internal Area (GIA) of space typically built within the last 5 years or may have undergone a major refurbishment within this period.

Building is 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.

**Category B (sound):**

GIA of space operationally safe and exhibiting only minor deterioration.

Maintenance will have been carried out and only minor deterioration to internal/external finishes. Few structural, building envelope, building services or statutory compliance issues apparent. Likely to have only minor impacts upon the operation of the building.

**Category C (operational)**

GIA of space for which major repair or replacement needed in the short to medium term (within 3-5 years).

Estate requires 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 (e.g., windows, roof), building services (e.g., boilers, chillers). Likely to have major impacts upon the operation of the building, but still allow it to be operable.

**Category D (inoperable)**

GIA of space at 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.

**Annex 3**

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| The lead provider for each project will not be expected to provide any supporting evidence of spend or output performance but should arrange for the retention and safe storage of supporting evidence such as that described below and make evidence available for inspection if requested by the Department or internal/external auditors.   |

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| **Evidence Requirements**  |  |
| Design and development of new provision  | * Anonymised data on staff involved in the design and development of new provision; hourly / daily rates and number of hours / days undertaking activities related to the SDF project.
* Costs associated with phasing out low value provision to be replaced by new provision related to the SDF project.
 |
| Direct teaching costs for new SDF funded delivery provision (staff costs for new staff or cover costs) | * Anonymised data on staff involved in the delivery of new provision; hourly / daily rates and number of hours / days undertaking activities related to the SDF project.
 |
| Staff costs associated with cross partnership working (e.g., communities of practice) with other providers and wider stakeholders  | * Anonymised data on staff involved; hourly / daily rates and number of hours / days undertaking activities related to the SDF projects.
* Group ToR and membership information,
* Copies of meeting notes, outputs e.g., reports, outline of new ways of working etc.
* Feedback from staff on the benefits

  |
| Direct teaching costs  | * Anonymised data on staff involved in the delivery of new provision; hourly / daily rates and number of hours / days undertaking activities related to the SDF project.
 |
| Course delivery being charged to SDFVery short courses fewer than 30 guided learning hours (glh) or 5 days full time.  | * Anonymised data of number of learners enrolled on the programme and copies of completion certificates if applicable
* Information on numbers of learners on very-short courses progressing to enrol on longer programmes.
* Provide evidence of genuine need e.g., letters from employers showing demand for short courses, how the training will be applied to job roles, and predicted impact on individual/organisational performance. Funding for courses of any length must fill a clearly identified gap, with evidence e.g., letters from employers or confirmation from IfATE and sector bodies that the current suite of approved ESFA funded qualifications does not meet emerging skills needs due to advances in technology or other changes.
* Providers will be required to seek awarding body accreditation of any new programmes as soon as possible so they can be considered for inclusion on the ESFA List of Approved Qualifications and be eligible for mainstream funding. This will ensure on-going sustainability from the initial Strategic Development Fund investment.
* Bespoke courses, which are unlikely to meet the criteria for entry onto the ESFA List of Approved Qualifications, will require evidence that they will be offered on a commercial basis in the longer-term. e.g., letters of support from employers confirming on-going demand and an appetite to pay commercial rates after
 |
| Purchase of new course material and consumables related to the new or additional delivery related to the SDF project | * Quotes and copies of supplier invoices
 |
| Consultancy Costs  | * Copies of invoices
 |
| Employer networking events  | * Anonymised membership lists and details of seminars / events delivered with numbers attending, copies of programmes etc.
* Supplier quotes and invoices for venue hire and refreshment costs
 |
| Marketing and promotional materials  | * Supplier quotes and invoices and other supporting evidence where not available.
 |
| Website development  | * Anonymised data of staff hourly / daily rates and number of hours / days undertaking activities related to the SDF project.
* Copies of supplier quotes and invoices
 |
| Employer 1 to 1 advice sessions  | * Employer description (anonymised name)
* Summary of advice etc
* Feedback from employers on benefits and how they will apply the new information and learning into their own business performance
 |
| CPD and development activities  | * Anonymised data on staff undertaking CPD; hourly / daily rates and number of hours / days undertaking activities related to the SDF project.
* Anonymised certificates
* Short summaries from staff on the how they will apply the new learning and skills to improve the quality of provision delivery
 |
| Evaluation costs | * Evaluation report
* Copies of supplier invoices or internal staffing costs
 |
| Software licences  | * Copies of supplier quotes and invoices.
 |
| Equipment demonstrations  | * Feedback from businesses on benefits of the demonstrations
 |
| School engagement and careers advice  | * Supporting information on schools participating and numbers of pupils engaging
* Feedback from pupils on the benefits of the session
 |
| Equipment  | * Copies of supplier quotes and invoices
 |
| Capital works  | * Contractor schedule of works
* Copies of supplier quotes and invoices
 |

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