



Department
for Education

Guide to the T Level Capital Fund (TLCF)

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1 Overview

T Levels are new technical study programmes that will sit alongside apprenticeships within a reformed skills training system. The reforms are at the heart of a skills partnership between government, business, and education and training providers – a partnership that will create the skills revolution needed to meet the needs of the economy. We have put in place this capital fund to help support you deliver T Levels as part of your curriculum.

The first three T Levels were successfully launched in September 2020, which saw the first cohort of students enrolled on these courses. We will be expanding the T Level offer year on year, with additional routes and courses being rolled out to increase the choice of technical courses available to young people, as well as meet the national and local skills demand.

We will be introducing seven more T Levels from September 2021, and six more T Levels across the following routes in 2022: Engineering and Manufacturing, Business and Administration, and Legal, Finance, and Accounting. The remaining T Levels are expected to be introduced in 2023.

We have committed significant funding to ensure the new T Levels are delivered successfully from the start. This included £38 million of capital funding available to the first T Level providers, so that young people taking the new technical courses in 2020 had access to industry standard equipment and high-quality facilities to gain the skills and knowledge employers demand. That was followed by a further capital round to prepare for delivery in 2021, where £95m was available.

We recognise that as we expand the T Level curriculum, and with new providers coming on board to deliver T Levels, some providers may need additional support from us in the form of capital funding. In this third round of T Level Capital Funding, which will support capital projects for T Level delivery from the 2022 to 2023 academic year, we have a budget of £135m. We will continue to consider this capital fund as part of future spending reviews and will look at ways we can support you in successfully delivering T Levels.

More information can be found in the [2020 T Level Action Plan](#) published in January 2021.

1.1 About the T Level Capital Fund (TLCF)

The aim of the TLCF is to help eligible¹ further education providers have world class facilities for the delivery of T Levels. There are two elements to the fund:

- The Specialist equipment allocation (SEA)
- The Buildings and facilities improvement grant (BFIG)

This guide is for eligible providers wishing to apply for a Building and Facilities Improvement Grant to support T Level delivery beginning in 2022/23 for route/s they have not previously received capital funding for. This grant is not available for independent training providers.

1.2 Important dates for T Levels bidding process (BFIG)

Milestones	Dates
Launch of funding round: Information for Applicants published and online application window opens	13 January 2021
Deadline for all BFIG applicants to submit applications	28 March 2021
Project assessments	March – June 2021
Notify applicants of outcomes	July 2021

Table 1: Dates for the BFIG

Source: DfE

¹ See - 3.1 Who Can Apply for BFIG

2 Specialist Equipment Allocation (SEA)

All providers that have been selected to deliver T Levels from September 2022 are entitled to the Specialist Equipment Allocation. This is available for each route you are delivering, except where you have received this funding in 2020 or 2021 for a particular route. You can read about the Specialist Equipment Allocation [here](#). You should not include specialist equipment costs in your building and facilities project costs. There is a separate tab in the application form called 'specialist equipment' and you should use that to tell us what your specialist equipment needs are. We will use this information to help inform our decision on the amount of SEA we award you and other providers.

We expect to give an indication of the level of the Specialist Equipment Allocation by early 2022, and expect to pay the allocation in Spring 2022.

3 Buildings and facilities improvement grant (BFIG)

You should only apply for a building and facilities improvement grant (BFIG) if you require capital funding to support the delivery of T Levels. For example, if your buildings are in poor condition and unsuitable for delivering T Levels, or you have an estate at risk of becoming inefficient and your project can deliver high value for money.

The BFIG process will consider applications at a T Level route level, such as Construction or Digital, regardless of the number of T Levels you will be delivering within that route. You will only be able to bid for BFIG funding for each route once per institution, so it is important that you think about the number of T Levels you will want to deliver in that route, even if you do not deliver all of them from the first year.

The BFIG gives you scope and flexibility to be innovative in your approach to enable you to deliver capital projects which will best support you to teach T Levels as part of your wider curriculum, as well as attract and retain students. This includes looking holistically at how your T Level capital project will add value and work alongside your existing estate, as well as any other capital projects you plan on delivering. You may also be applying for other central government capital funding, for example, to improve the condition of your estate. We would like you to draw out how you intend to achieve value for money, efficiency, and effective use of your estate across the various projects you intend to deliver, which may be over several years, in more detail in your application.

Please remember that the amount of capital funding you are asking for should be proportionate to the number of T Levels you are planning to introduce overall, not just from 2022/23, and the size of your anticipated student cohort.

We have set out below the maximum grant that is available for the seven different T Level routes for each institution. It also sets out the minimum project value thresholds to be eligible for a building and facilities improvement grant. We will not assess projects of an overall value below these thresholds. If your project value is below the minimum threshold, you should not submit an application.

T Level route	Minimum project value threshold	Maximum grant
Construction	£200,000	£1,400,000

T Level route	Minimum project value threshold	Maximum grant
Digital	£200,000	£650,000
Education and childcare	£200,000	£500,000
Health and science	£200,000	£650,000
Engineering and manufacturing	£200,000	£1,400,000
Business and administration	£200,000	£650,000
Legal, finance, and accounting	£200,000	£500,000

Table 2: Project value and grant thresholds for each T Level route

Source: DfE

We must receive your buildings and facilities improvement grant application at or before 23:59 on Sunday 28 March 2021. We have extended this deadline from Friday 26th March on request and will not be able to extend it further. We will not accept late applications.

3.1 Who Can Apply for BFIG

The building and facilities improvement grant is not available for independent training providers.

You are eligible to apply if:

- You are a provider on this list of [Providers selected to deliver T Levels](#); and
- You are an academy, further education college, higher education institution, school, sixth form college, or university technical college; and
- You have not previously been awarded a BFIG for the T Level route for the institution or campus you are applying for.

In order to be eligible to receive T Level Capital, you must continue to satisfy all the required selection criteria to deliver T Levels from September 2022.

Providers with multiple campuses are now able to submit bids per site. For providers other than academies, this is a change from previous years. If your institution previously bid for T Level capital funding for a particular route or routes, you need to tell us which of your sites the funding was used for. We expect providers with multiple campuses to take factors such as accessibility and location into consideration when applying for capital funding i.e. if you have multiple campuses within a reasonable travel distance, we would expect you to decide which of these sites would be best placed to deliver the route/s you are applying for, rather than requesting capital funding for all sites.

3.1.1 Multi Academy Trust (MAT)

Where an academy is part of a Multi Academy Trust (MAT) the MAT will need to apply on behalf of the academy. For each academy, you may submit one application per academy per route, or, alternatively, you can submit one application for a project that covers multiple routes (providing you have not previously received funding for the particular route/s).

3.1.2 College corporations

Where a college corporation has multiple campuses, the corporation will need to apply on behalf of the college or campus. The corporation will need to confirm that the college or campus has not previously received any T Level capital funding for the route/s.

3.2 Requirements of the BFIG application

We expect capital investment to be on the basis that you own the buildings on a freehold acquisition or on a long term lease (125+ years) at a peppercorn or nominal rent. It is highly unlikely that commercial leases will provide the security of tenure to satisfy the value for money requirements, therefore, where possible, freehold acquisitions or long leaseholds is considered more suitable.

In exceptional circumstances we may consider alternative tenure arrangements, but only where there is strong justification that it is the best value for money option available to you. In such cases we will consider a range of factors, including overall life expectancy of the works, the scope and total value of the works, how confident we are that the premises will remain in education use, and the amount of grant requested.

Where land outside your estate is required, DfE will need to be satisfied with the proposed terms of the land deal or lease, and need to secure strong protections for its investment.

Your project(s) should be completed by September 2022, ready for all the T Levels you intend to deliver within the T Level route you have applied for. In exceptional circumstances we may consider applications for projects completing after September 2022. If you think your project may fall into this category we would encourage you to talk to us as early on as possible. We would expect you to provide sound justification for later completion.

You may apply for part funding of a larger project which includes estate improvements beyond the T Level curriculum. In such a case, the overall project may be completed after September 2022 but you should present the T Level estates project as a separate phase which will be completed by this date. You should also separately identify the costs of the T Level elements of the project as we will base our grant offer on these costs only. The non-T Level project costs cannot be used as match funding.

If your project is successful, we will agree a grant payment profile with you. You will need to demonstrate that project spend will be incurred within the period we agree with you to receive the money you have been allocated.

Any costs you incur ahead of approval are entirely at your risk as we are unable to give any assurances that your project will be approved. You must be able to demonstrate that these costs are essential to the delivery of the project. We reserve the right to request additional information where you have incurred such costs.

You must develop your project to the point where the costs, benefits, and delivery risks are clear and realistic. This should be to Royal Institute of British Architects (RIBA) stage 2, or equivalent standard, with supporting cost and designs, including floor plans and elevations, as well as an outline specification of works. The application must include a description of the works to be undertaken, contractor quotations and/ or robust cost estimates. The information you submit should be proportionate to the scale of the project. If you are unsure what this means for your project we would encourage you to get in touch with us as early as possible. We reserve the right to request further information from you where required to help us assess your application form.

You must be able to commit to a firm budget and demonstrate that the project will be delivered by September 2022. To help reduce project costs and risks to delivery, you

may want to develop your project beyond RIBA stage 2, and in some cases it may be necessary for you to do this in order to meet our project assurance requirements. We may also make our grant offer conditional on us undertaking a further review of your design and/ or costs before contract award.

You may procure consultants and contractors but must abide by relevant public procurement rules.

3.3 Excluded costs

If your application is successful, your BFIG cannot be used to pay for the following costs:

- Specialist equipment (but we need you to identify this within the application to help us inform the amount of SEA we will be allocating to you and other providers ²)
- Information and communication technology (ICT) software and hardware
- Items normally funded by revenue funding, such as annual software licences
- Rent, service charges, or routine maintenance works, including servicing costs, that would normally be funded from revenue budgets
- Internal staffing costs
- VAT that you can recover. You should only include VAT as part of project costs where this is non-recoverable
- Loose furniture, equipment, and ICT infrastructure (cabling, wireless and switching) are only eligible as an essential part of a larger project.

3.4 Project requirements

Your project must be:

- primarily to support the T Levels route/s for which you are applying for funding
- planned for completion and occupation by September 2022 for all the T Levels you intend to deliver within the T Level route or routes you have applied for. In exceptional circumstances we may consider applications for projects completing after September 2022
- for a new building and/ or refurbishment works (including acquisition if required) which aim to provide and/ or improve a capital asset held by you in freehold or on a long lease (125+ years)
- developed to the point where the costs and benefits are clear and realistic. This should be to Royal Institute of British Architects (RIBA) stage 2 or equivalent standard with supporting cost and designs, including floor plans, elevation plans, and an outline specification. You must include a description of works to be undertaken, and contractor quotations and/ or robust cost estimates in the application

² We will use this information as part of any affordability assessment we carry out.

- able to demonstrate a firm budget and timescale for delivery. Depending on the complexity of your project, it may be appropriate for you to develop your project beyond RIBA stage 2 to help firm up project costs and reduce delivery risks
- for publicly funded T Levels education provision for students between the ages of 16 and 19 years for the specific route or routes you have applied for
- accessible for all learners
- compliant with all applicable statutory duties³
- in accordance with relevant public procurement rules including, in particular, the Public Contracts Regulations 2015
- able to show best Net Present Value (NPV)

Projects should be completed, fully fitted out, and ready for occupation for the start of the 2022/23 academic year.

3.5 Match funding

Match funding means your contribution to the funded project, plus any contribution from third party sources, such as grants (other central government grants cannot be used towards match funding). This can include any land or buildings which have been acquired for the project or donated, however, the value of this asset must be supported by an open market valuation. You are expected to provide a funding contribution of up to the equivalent of 50% of the project value from your own or third party resources.

We understand that not all providers can afford to match fund the whole 50%. If this is the case, you can still submit an application but any match waiver will be conditional on our agreement. You will need to include the relevant financial plan information as set out in section 4.4 and we will ask for evidence in your application to show you have exhausted all avenues of securing additional funding. Once we have this information, we will determine any award following an affordability assessment. The assessment will seek to avoid placing you in a position where you are at risk of financial difficulties.

3.6 VAT

You should obtain appropriate advice on your VAT liability as this will depend on the type of provider you are and the nature of the project works. You must provide evidence of your VAT status. If you are not liable for VAT, you should exclude VAT from your project

³ You have a duty to make reasonable adjustments in relation to disabled students (i.e. avoiding as far as possible by reasonable means the disadvantage which a disabled student experiences because of their disability.) We expect you to demonstrate compliance with this duty when applying for T Levels capital funding grant.

costs, however, if you are liable to pay VAT and you are unable to recover this, then you should ensure that the project costs presented include this.

3.7 After you apply

Once we have received your application, we will consider your project against the essential requirements stated in Section 3.4. If your project does not meet all stated requirements in that section, your application will not be progressed unless there are exceptional circumstances which you have demonstrated in your application.

We will then assess each application as described in Section 5. Our assessors will evaluate your project considering the information contained within your application. Following a detailed and methodical assessment of your application, our assessors will award your project a score based on your proposals and the supporting evidence provided. Scores for each criterion are then weighted as set out in the table below to arrive at a total score out of 100.

Assessment criteria	Weighting
Estates	50%
Skills (Student Numbers)	20%
Financial including value for money	30%
Total	100%

Table 3: Assessment criteria and weighting

Source: DfE

You will find further explanations about the requirements for the criteria and what we are looking for in Section 5.

If your application is successful, we expect you to enter into a grant agreement with us. The agreement will outline what the grant is to be used to fund and will include other conditions, including restrictions, on the future use of facilities. If the scope and/ or cost of your project changes once you have signed the grant agreement, you must agree any change to the scope of the works or specification with us before proceeding with the work(s). We reserve the right to withdraw any grant offers made where significant changes are proposed, or if you proceed without agreeing the changes with us.

We reserve the right to delay our decision on the outcome of application(s). If our decision on your application is going to be significantly delayed, we will inform you of this.

4.0 How to apply for a BFIG

You must submit your application, including all supporting documentation, **by 23:59 on 28 March 2021** via e-mail to TLevelsW3.CAPITAL@education.gov.uk. We recommend you submit your application as early as possible to avoid any delay that could lead to missing the submission deadline.

We will not consider any late applications.

Your completed submission should consist of one application form for each project (including combined projects where applicable) and any supporting material. A 'project' is your proposed capital project to deliver the route or routes you are requesting capital funding for.

A checklist page must be included in the submission listing all documents that have been submitted and the number of documents you are submitting.

Your application and all supporting documents must be submitted as a 'compressed/zipped' folder that is no more than 25MB in size. If your application and supporting information exceeds 25MB limit, then you will need to split your submission across a maximum of two emails. It is important to include the 'submission X of X' e.g. 'submission 1 one of 2, and include an index page listing your attachments in each email so that we can check that all submissions have been received.

You must use the application and supplementary forms in the format provided. You must not change the format of the application forms or do anything that could corrupt the form or the data you have provided. This could result in delays to us assessing your application or may lead to it being rejected.

Should you wish to make any amendments or updates to applications prior to the deadline, please resubmit the whole application and all supporting documents to replace the previous submission. We will only refer to and review the latest submission.

4.1 File Names

Please ensure you use the following naming convention for your files when submitting your application. This is so we can check that all submissions have been received:

- Email Subject Title: [Provider name] [UKPRN number] [Submission 1 of X]
- File Attachment Title: [Provider name] [UKPRN number] [Sections 1 to X]
- For re-submitted applications, please re-send in the following formats:
- Email Subject Title: [RE-SUBMISSION- Provider name] [UKPRN] [Submission 1 of X]
- File Attachment Title: [RE-SUBMISSION- Provider name] [UKPRN] [Sections 1 to X]

We will only accept applications using the correct application form and associated templates. This includes any supplementary financial information you wish to provide. You can download these [here](#).

If you have any queries please email them to TLevelsW3.CAPITAL@education.gov.uk using the following email naming convention. We will be issuing regular Q&A to all 2022 providers by email.

- Email Subject Title: Query TLCF 2022 - [Provider name] [UKPRN number]

4.2 Use of Technical Advisers

You may use technical advisers or representatives to help you prepare your application and to deliver the works, but they cannot apply on your behalf. We must deal with the responsible official at your institution.

Any technical adviser fees you include in your application must be appropriate to the type and scale of the project, and should deliver value for money. We expect you to challenge technical advisers on fees where appropriate. We do not normally expect these to be above 10% of the total project value, however, for larger projects, the technical complexity of the works may justify higher fees. This may, for example, include costs to cover extra surveys required to ensure you have taken into account all the risks and ground conditions, however, you must justify these costs in your application.

If you use a technical adviser they may also be working with other applicants. It is your responsibility to make sure that any evidence you submit applies to your institution.

You are responsible for the accuracy and relevance of the information submitted. If we find an error in the information you provide this will influence your final score.

4.3 Applications for more than one project

You may submit one project application per T Level route that you plan to deliver in September 2022. Alternatively, you may choose to make an application for a single project which supports the delivery of multiple routes, as long as you have not had any previous capital funding approval for any of the routes applied for.

You should include all your expected capital requirements for the T Levels that you intend to deliver in the routes as you will only have one opportunity to make an application for funding these, even if you plan to deliver some of the routes in future years and not in 2022/23. You should ensure that projects submitted are appropriately scaled for the T Level curriculum or curricula of each route that you intend to deliver.

If you are applying for two or more routes, we will allow you to group these together into a single application and combine the maximum grant allowances accordingly. We will treat this as one project and will assess it as such. However where you combine routes we expect you to be able to demonstrate that the grant requested is proportionate to the actual scale of the works being undertaken to support each route so you should not use any spare grant allocation from one route to fund extra costs in the part of the project that

is supporting another route. Also where you intend to deliver a single project to support two or more routes, e.g. refurbishing two floors of the same building, one for each route, you should present this as a single project rather than splitting it up into separate projects.

If you decide to submit separate individual projects there is no guarantee that if one project is successful the other one will be too. If you cannot deliver the project as a stand-alone project then you should combine them into a single application and we will assess on this basis.

4.3.1. College corporations and MATs

Multi Academy Trusts (MATs) submitting on behalf of a member academy can submit applications for each academy within their group for each T Level route/s they are delivering.

Colleges or campuses can apply for capital funding for particular route/s but need to confirm they have not previously received any T Levels capital funding for the route/s for those sites. This includes any funding received at a corporation level on behalf of a college or campus.

If you are submitting more than one application (e.g. a corporation submitting on behalf of individual college or campus, or you are delivering more than one T Level route) then we will assess each project independently.

4.4 Your application must include

- a) **An application form** — you must complete the electronic form in full. You should provide succinct but full answers. The application form tells you the word limit for your response and we will not assess information provided after the word limits.
- b) **An up to date estate strategy, also including a separate executive summary (see 5.3.1)** — if you are a university, further education or sixth form college, or a Multi Academy Trust you should provide this. The separate summary document should not be longer than 4 sides of A4 and should explain how the project fits with your medium to long-term estate plans. If you have, or intend to, apply for other central government capital funding, we would encourage you to use the same estate strategy where possible. This is to help demonstrate that you have considered how the T Levels capital project will integrate into your current and future plans for your estate.
- c) **Summary estate plans (see 5.3.1)**— if you are a school, academy or a university technical college you should provide a statement of not more than 4 sides of A4 explaining what your estate plans are and how your project fits with your estate plans.
- d) **Costed strategic options analysis (see 5.3.1)**— you should complete this for all projects. It should be proportionate to the scale of the project submitted and show that you have given consideration to appropriate alternative options. You must ensure

your project is the best option for cost / value for money and your stakeholders' needs. If you intend to buy land, build or purchase new buildings and/ or extend existing buildings, the alternatives you consider must be appropriate. For example, if you intend to buy land you should show consideration of alternative sites or buildings.

- e) **A space needs justification for expansion projects only (see 5.2)** — you must provide this if your project will result in an increased floor area. We expect that projects should make effective use of the existing estate so if you are proposing a project that will result in an increased floor area you will need to justify this. You will need to test your project using the space assessment tools provided and submit the completed assessment templates with your application.
- f) **Evidence of condition (see 5.3.4)**— you should complete this if your project will improve existing condition C/D space to A/B space as described in section 5.3.4. and Annex 3. Evidence of the existing condition of the space should be independently produced by a third party.
- g) **Design information (see 5.3.6)**— as a minimum, all projects should include floor plans and elevations (to the equivalent of at least RIBA Stage 2), a full description of works to be undertaken, and any delivery risks. Projects of a value over £500k should also include summary design information, including consideration of planning issues, site/ building constraints, floor plans clearly identifying use, building materials/ specification, type of construction, and service requirements. We expect the design information you provide to be proportionate to the scale and value of the project and we reserve the right to request additional information to help us assess your application where required. Any project cost information you provide should be independently produced.
- h) **Planning and other statutory consents (see 5.3.6)** — you should confirm whether or not planning consent is required for your project. Where applicable, a copy of the planning consent should be provided if obtained, or otherwise evidence that you have taken professional advice on planning issues. You should also ascertain whether any other statutory consents are required, for example Secretary of State approvals for development on school playing fields.
- i) **Planned project expenditure profile (see 5.3.6)** — you should complete this for the period from start of the project to the planned completion date. You must complete this form in line with our financial years, April to March. We will treat the expenditure profile you submit as final. We will not accept changes unless you have agreed these in advance with us.
- j) **Capital project delivery risk management plan (see 5.3.6)**— a requirement for all projects. You must provide your risk and impact analysis for the project. You must include how you will mitigate and manage these risks.
- k) **A detailed Gantt chart/ project plan (see 5.3.6)** — you should include all key milestones and interdependencies.

- l) **Heads of terms agreement for acquisition and supporting open market valuations (see 5.3.6)** — you should provide these if your project includes building or land acquisitions you want us to help fund. You must provide independent valuations which are less than 12 months old and align to the project costs. The valuations must be certified open market valuations. You will also need to include these if you intend to use these investments as match for the funding contribution.
- m) **Project governance arrangements and confirmation of Governing Body approval (see 5.3.6)**— this should include an organogram setting out roles, responsibilities and reporting lines (from the governing body to the supply chains) for delivering the capital project, and evidence governing body approval for your project application.
- n) **Building cost breakdown analysis (see 5.5.1)**— we have included a form that asks you to provide an analysis for each set of building works. You should evidence that the project represents value for money. If you cannot show why all the costs are necessary your application will be unsuccessful.
- o) **Contractor quotations and cost estimates (see 5.5.1)**— you should take appropriate professional advice on costs and provide evidence to demonstrate that the project costs are realistic. This should include contractor quotations/ tenders and/ or advice from your independent cost consultant which are not older than six months. Contract tenders must follow the relevant regulations and show the calculation workings for the estimate.
- p) **Investment appraisal template (see 5.5.2)**— if your project value is greater than £1 million, your application will need to include a comprehensive investment appraisal. This must include assumptions using our latest version of the investment appraisal template. You must do this for the base case (do the minimum), alternative, and preferred options. We will only provide awards to projects where the net present value (NPV) analysis demonstrates it delivers the best value.
- q) **Financial information requirements (see 5.5.3) — All further education colleges and sixth form colleges** must complete a capital financial forecast template, the capital cash flow template and supporting commentary.

You should submit the templates in excel format via e-mail together with the rest of your application and provide supporting commentary which takes into account your project. You must make sure any commentary / information provided is consistent with the investment appraisal for your preferred option.

The cash flow template must as a minimum cover the full college financial years in which the project takes place. The capital financial forecast should cover at least one college financial year after project completion. (For example if your project completes in April 2021, the capital cashflow template is required to July 2022 and the capital financial forecast to July 2023).

If you need to acquire specialist equipment to support the project you should identify this within the relevant tab on the application form and ensure these costs are allowed for within the financial information provided.

The templates can be found here, there is no set template for the commentary.

r) **Financial information requirements (Other Organisations - see 5.5.3)** - For all other organisations (please see list below) if you are requesting a reduced match funding then you must include updated financial information which takes into account your project. You must make sure any commentary/ information provided is consistent with the investment appraisal for your preferred option. Your financial forecasts should account for at least two years after project completion. If you need to acquire specialist equipment to support the project you should identify this within the application form and ensure these costs are allowed for within the financial information provided. The information you need to provide depends on the type of provider you are:

- **For Local Authority maintained schools** you should provide an updated budget forecast return based on the usual pro forma that you submit annually to your Local Authority.
- **For Universities** you should provide a copy of the updated financial statement based on the usual proforma that you submit to the Office for Students.
- **For MATs and Academies** You should provide the updated financial information in the T Levels capital fund financial plan for academy trusts setting out how the trust will manage the planned level of contribution and maintain financial health.

Cash flow template (see 5.5.2) — For all organisations other than FE colleges and sixth form colleges, you must provide a monthly cash flow for your organisation for a period of at least two years after project completion. In addition to your usual operational cash flows this should also include all expenditure on the project, anticipated grant funding, and other funding sources for the project. For all applicants the cash flow template you need to complete is here.

s) **Financial risk management plan (see 5.5.4)**— you must complete this for all projects to show how you will manage these risks.

Borrowing – where you are including additional borrowing as part of the match funding, you should provide evidence where the borrowing has been agreed. Where borrowing needs to be agreed with a lender, you should provide evidence of what stage of discussions you are at with securing this finance. Where an FE college or sixth form college is requesting a reduced match funding it should provide evidence that it is not able to secure additional funding from a commercial lender.

t) **All applications must be signed** — this must be by the responsible person within your organisation (college principal, chief executive, or head teacher). In signing the application and agreeing to the declarations they will be endorsing all documentation.

You must adhere to the word limits stated on the application form and provide full answers for each question. You should provide focused responses, supported by robust, quantifiable, and achievable information.

We will only assess applications and information you submit if this is in the required format. We may check this against information we already hold. We cannot guarantee that we will consider or assess any information you provide beyond that listed above.

5 How we will assess your application

The project assessment criteria are summarised in Annex 5 and set out in more detail within this section. Each application meeting the essential criteria in 3.4 will be checked, assessed, and scored according to:

- (a) whether it satisfies the eligibility and other criteria laid down in this Guidance, and contains all relevant supporting evidence requested or required; and
- (b) how well it meets each of the criteria and sub-criteria set out in the following sub-sections.

Where further evidence is required to support proposals or demonstrate claims, the evidence will be separately assessed and scored according to how well it supports or demonstrates such proposals or claims.

We may have applications which score the same but we do not have enough money to support all projects. If this happens, we will use the amount of category C/D Gross Internal Floor Area (GIFA) space your project will improve to give priority to projects.

If we are unable to prioritise projects using GIFA, we will consider the social mobility and social deprivation indicators as a secondary method.

5.1 Category of project

There are two categories of projects, an estates improvement project, or an estates improvement project with expansion. You need to make it clear in your application which type of project you are proposing and ensure you have provided the relevant information to support your application.

1. **Estates improvement project** – this is a project that will improve the condition of your estate. This includes refurbishment and/ or a new build/ acquisition. It must not increase the internal floor area. You need to show there is no increase in internal floor area (as a result of demolition or disposal where you build the new space).
2. **Estates improvement project with expansion** – this is a project that will increase your internal floor area and improve the condition of your estate. You will need to show why you need the increase in space. We will need to understand this in the context of your existing estate and student/ pupil numbers. You must need the increase to address existing overcrowding issues. We will not support projects where your growth is the key goal. We will assess projects on the same basis as estates improvement projects. If we do not think that you have justified the need for additional space we may decide not to fund the project.

5.2 Space Needs Assessment for Expansion Projects

We expect you to make optimum use of existing accommodation and avoid building new space to deliver T Levels where possible. Where additional space is requested, you will need to show evidence of the need for the extra accommodation and this will be subject to an additional assessment. You must provide a space needs justification if your project will result in an increased floor area. We will not approve applications that do not have a strong justification case for additional space.

If you are an academy, school, studio school, or a university technical college your evidence should include:

- a net capacity assessment for the whole institution at the time of application, based on the existing buildings and any new or remodelling work proposed. For further information on this, see <https://www.gov.uk/guidance/area-guidelines-and-net-capacity>.

If you are a sixth form college or further education college, the need for the additional space should be clearly evidenced within the estates strategy submitted and your evidence should also include an independent space utilisation survey and/ or specialist reports on space needs based on '[Management of Floor Space in Further Education Colleges September 2016](#)' issued by Building Knowledge Info (the RIBA/Association of Colleges Client Forum). You will need to test your project using the space assessment tools provided and submit the completed assessment templates with your application.

In addition, all providers should consider including the following to support your case:

- analysis of specific extra needs for T Level teaching and how your project will meet those needs and deliver any extra T Level specific benefits;
- Ofsted or other reports on impact of the current shortage of space on teaching and learning;
- independent evidence of overcrowding, such as a curriculum analysis of all teaching showing what T levels would replace and how this impacts on the total number and type of teaching spaces;
- an explanation or evidence of exceptional circumstances relating to capacity constraints, including photographs; and
- letters supporting that additional space is necessary to maintain adherence to relevant standards.

We reserve the right to visit providers to inspect the estate where additional space is requested and you may be required to submit additional evidence.

5.3 Estates Assessment

5.3.1 Relevance to estate management plans

Your project should meet your strategic objectives for the estate and be the right solution for addressing the estate need for delivering T Levels. Applications that do not

demonstrate a satisfactory estates need case are unlikely to be supported. The extent to which you will need to do this depends on the project that you propose to undertake and the type of provider that you are.

You should provide evidence of how your project addresses estates need specifically for the T Level route(s) applied for and aligns to plans for the estate such as:

- For college corporations or MATs, an up to date estate strategy (including an executive summary) should be provided for the institution or campus within the corporation, or for individual academies within a MAT, the application is submitted on behalf of. The estates strategy should fully support your curriculum/ business plans and clearly identify the need for the project as presented.
- For schools and sixth form colleges you should provide up to date estate plans which set out the business case need for the project and clearly demonstrate how the project aligns to your estates objectives.
- All providers should submit a strategic options analysis. This should show that you have considered alternative options where appropriate. You should include a summary of your reasons for selecting your preferred option and should base your analysis on professional advice. Where appropriate, you should also include a feasibility study (Annex 1). This should consider value for money and your ability to deliver your project. For projects costing over £1m you will also need to provide a Net Present Value (NPV) analysis of appropriate alternative options.

Sub-criteria	Scoring
Estates Need	You should make a clear case as to why the project is needed to support T Levels and how the project aligns to your existing estate strategy/ plans.
Options analysis	This should have a costed options appraisal with quantified benefits to support your solution. Where appropriate this should be supported by a feasibility study. If yours is a small project there should be a scaled options appraisal to support the solution.

Table 4: Estates need scoring

Source: DfE

5.3.2 Rationalisation and efficiency of the estate

Your project should show you are improving space which is inefficient and unfit for the purpose of delivering T Levels. This should aim to reduce operating costs, drive efficiencies, and create space which is versatile, fit for purpose, and tolerant to change within your existing estate and locality. We will not fund projects with a purpose of expansion into a new locality or market.

You should identify the changes in the gross internal floor area (GIFA) as part of your application. This should include the GIFA you want to renew or refurbish as well the GIFA you want to remove or demolish and any new build.

Evidence should include:

- GIFA before and after project
- GIFA acquisition/lease
- GIFA disposal
- GIFA demolished
- GIFA mothballed
- Overall reduction in GIFA of estate attributable to the project

Sub-criteria	Scoring
Reduction in area of provider estate	Projects which are able to demonstrate a reduction in GIFA will score marks according to the extent of rationalisation

Table 5: Rationalisation scoring

Source: DfE

5.3.3 Sustainability

If you are a **higher education institution, further education college or sixth form college**, your project should show engagement with the Government's sustainability and carbon reduction agenda and aim to achieve net zero carbon emissions where possible.

You should provide:

- Evidence of formal carbon reduction plans and environmental accreditation standards that you have achieved
- An explanation of how the project supports carbon reduction and/ or maintaining environmental accreditation standards

Your project design should consider the Building Research Establishment Environmental Assessment Method (BREEAM). We expect both new build and refurbishment projects to be equal to BREEAM 'Very Good' as a minimum. You should tell us how your project will meet these standards in your application. We are not asking you to obtain and provide certification that your project meets these standards, but you may wish to do so.

If you are a school, you should refer to the sustainability and design standards within the current issue of the DfE's Output Specification for example, [Output Specification 2020](#) (OS) when preparing your project. The OS sets out the quality standards and performance requirements for school buildings and grounds. It comprises of Generic Design Brief and Technical Annexes, the contents of which are set out in Annex 2

Sub-criteria	Scoring
Design standards align to BREEAM 'Very Good' where applicable	Projects will be awarded marks for demonstrating how the design supports BREEAM 'Very Good' requirements
The project supports carbon reduction (colleges and universities)	Projects will be awarded marks for demonstrating how they align to existing carbon reduction plans and support carbon reduction
The project supports a recognised environmental accreditation standard (colleges and universities)	Projects will be awarded marks for how they align to existing recognised environmental accreditation that you have and support the environmental standard
The project complies with the current Output Specification (schools and academies)	Projects will be awarded marks for demonstrating how the projects aligns to the current DfE's Output Specification.

Table 6: Sustainability scoring

Source: DfE

If your project will contribute towards longer term sustainability goals, such as achieving Net Zero Carbon estate emissions, we may also be able to take this into account in assessing the costs of your project. If you wish to set out how you have incurred additional costs in order to achieve or make significant steps towards Net Zero please set this out in the carbon reduction section of your application.

5.3.4 Addressing estates condition

Condition grading

Where appropriate, you should include independent condition surveys. This should primarily focus on the estate that is being used for delivery of the T Level curriculum and support space where appropriate. Surveys should contain specific condition grading and prioritisation ratings i.e. (condition grade A to D (from 'as new' through to 'inoperable' condition) and priority rating 1 to 4 (from 'immediate action required' through to 'work required in 5+ years'). Definitions of building condition grading can be found at Annex 3.

Condition Data Collection (CDC)

A Condition Data Collection (CDC) report presents data collected following a visual, non-intrusive data collection exercise and can be used to prompt further investigation. The CDC report is not a condition survey so the data presented is high-level. A CDC report can be used to support your application but on its own it will not be sufficient to

make a full assessment of the application. We will expect to see additional evidence, e.g. a full condition survey, when assessing applications.

Condition survey

An independently produced [condition survey](#) provides an assessment of the physical condition of the building. The survey should identify the building’s deficiencies and maintenance issues.

The condition survey should focus on the areas that will be addressed by the project and provide a clear understanding of the current condition of the building both internally and externally.

This should include a detailed assessment of the consequence of any delay or failure to undertake the proposed work. You should provide specialist evidence to support the specific issue.

Your evidence must include:

- the qualification of the surveyor
- clearly show the GIFA and condition category, including an analysis of the areas that are specifically being used for T Level delivery
- current and projected GIFA and condition of estate (improvement from condition C/D to A/B) after project, including the improvement to areas used for T Level delivery

Other evidence of condition should also include:

- supplementary CDC information where relevant
- clear, sufficiently detailed, and relevant photographs
- letters about compliance from appropriately qualified professionals relevant to the specific issue e.g. from fire officers or electrical engineers
- Ofsted or other reports on the impact of facilities on teaching and learning

You may have a survey that is not graded as described above. If so, you must ensure the condition grading and prioritisation rating are clearly explained so our assessor can understand the information.

Sub-criteria	Scoring
Amount of accommodation used for T Levels that is improved from condition categories C/D to category A/B (measured in terms of GIFA)	Projects will be evaluated on the basis of the amount of space in condition categories C/D that is improved to condition categories A/B space .

Table 7: Condition scoring

5.3.5 Addressing essential Health and Safety issues

We will award marks for projects that address essential Health and Safety issues. The need for these works should be evidenced within the condition survey and relate to accommodation that is needed for T Level delivery. The requirement to undertake the works and the impact on T Level delivery needs to be fully explained within the application, and the timescale for when these works are required to be undertaken needs to be clear to score marks within this area.

Category	Priority Level
Legislation compliance and health and safety, for example emergency asbestos removal, gas safety, water services hygiene	Highest
Life expired condition replacement where there is a risk of building closure, for example structural failure, utility capacity/ connections, mechanical and electrical systems	Med
Life expired condition replacement but no significant risk of closure for example mechanical and electrical systems, building structure and fabric	Low

Table 8: Health and safety issues priority levels

Source: DfE

5.3.6 Demonstration of project planning and deliverability in all projects

Our assessors must be able to see that you have developed your project to a standard that is appropriate and will be deliverable within the time frame proposed, taking account of potential risks. Applications that do not meet these criteria are unlikely to be approved.

Your evidence should include (subject to the size and scale of the project):

- planned expenditure profile completed in DfE financial years, April to March.
- RIBA stage 2 report and, if not already included, existing and proposed floor plans, elevations if appropriate, and an outline design specification..
- for schools and academies, confirmation that and design standards comply with [Output Specification May 2020](#)
- a comprehensive risk assessment on project delivery with mitigations
- evidence of agreed heads of terms on any land or property acquisitions/ disposals

- master planning for the project including milestones chart/ a detailed programme plan or Gantt chart
- project governance arrangements (organogram)
- copy of planning approval/ pre-planning advice or any planning evidence
- the project delivery team, including professional appointments you intend to make to deliver the project
- or all of the above in a feasibility study

We expect to see greater levels of detail for large, high value projects. There is further information on conducting a feasibility study at Annex 1.

It is your responsibility to consult your local planning authority to check if you need planning permission before you apply for the fund. Your application should show if you need planning permission and if you have consent from the local planning authority. If you need to get permission, you must show the time scale for obtaining consent and consideration of any risks associated.

You may need extra approvals from us if you are an academy with a project that involves the purchase, lease, or sale of land or buildings. Please read [Academy property transactions: advice and forms](#) which contains the forms and associated property information notes.

Sub-criteria	Scoring
Relevant design information provided – RIBA Stage 2 report and, if not already included, existing and proposed floor plans, elevations if appropriate, and outline specification of construction materials.	Projects will need to demonstrate that they have been designed and costed to a standard that gives confidence that the project delivered will be as presented. Costs should be supported by contractor quotations or independent professional cost report as appropriate.
Delivery Plan	You must provide a realistic delivery plan (Gantt chart or similar). This should include key milestones for the project size and clearly demonstrate that the project is deliverable within the required time frame.

Sub-criteria	Scoring
Project Governance arrangements	We will need to be satisfied that appropriate governance arrangements are in place for delivery of the capital project with clear roles, reporting lines and responsibilities
The project delivery team	The nature of the project delivery team will depend upon the scale of the project. You will need to demonstrate that appropriate professional support is in place or being obtained, including project management, design and cost advice as appropriate.
Project delivery risk	You need to consider the risks, likelihood, impact and how you mitigate these. You will score low marks where there are concerns over your ability to deliver the project and/or it lacks a sufficiently detailed delivery plan and risk register for the size of the project.

Table 9: Project planning and deliverability scoring

Source: DfE

5.4 Educational/Skills Assessment Criteria

5.4.1 Direct benefits to T Level students

You should provide student number projections supported by analysis of the number of full time students that you expect to be taking each T Level route in the first year and following three years.

To identify these students you should use 2019 to 2020 end-year data from the Individualised Learner Record (ILR) and the school census. Students that meet all of the following criteria are eligible for consideration within your year 1 (2022-23) baseline:

- full-time, that is those with total planned hours recorded as above 540 if aged 16 or 17 and 450 hours for an 18 year old
- students that have met the qualifying start period for their study programme
- students aged 16, 17 and 18
- students aged 19 to 24 with an education, health and care plan
- students who were enrolled in the 2019 to /2020 academic year on a level 3 programme, with a vocational core aim, which is within the SSA(s) relevant to the T Levels (see [here](#)) that will be available for delivery in the 2022 to 2023 academic year (and is of a relevant qualification type

Students who are 19 years old at the beginning of their 2 year programme (and who do not have an education, health and care plan) are not included.

Relevant qualification types used to identify qualifying students

Relevant qualifications used are those that are:

- level 3 technical or vocational qualifications
- at least 360 guided learning hours (GLH) (the size of an A level)
- within the sector subject areas (SSAs) for the route in which the T Levels sit as illustrated [here](#)
- categorised as an Occupational Qualification, Other General Qualification, QCF Qualification or a Vocationally- Related Qualification

Student numbers should be provided on a route basis for each route applied for. We expect that the number of 16-19 year olds learners taking T Levels will grow over time. For the purposes of this bid (only) you should assume you will reach steady state for T Level delivery in 4th year and give us your annual projections up to then.

You will need to provide a robust justification case on your proposed 2022 starts which should include an explanation on how you will engage with existing students in scope to take the T Level.

Information on the occupations covered by each T Level and outline content can be found in the [occupational maps](#) and [core content](#) for each T Level.

You should allow for reasonable growth in your student number projections to 4th year. You will need to explain and justify your student number growth plans. This should take into account demographic growth, any structural changes (within your organisation or mergers) and your plans to engage students in T Level qualifications.

Our assessment will be based on your estimated T Level students in learning in 4th year. This is assumed (for this purpose only) to represent steady state.

Your project may provide indirect benefits to your greater student population. If this is the case please tell us about this in your application.

Sub-criteria	Scoring
Number of students taking T Level route applied for in 4 th year	Marks will be based on the justified numbers of students taking the T Level route (i.e. sum of pathways within each route) for which funding is applied for. Higher student volumes will be awarded the higher marks. Note: we expect all T level students to be full time.

Sub-criteria	Scoring
Analysis of T Level student starts compared to existing students taking equivalent qualifications ⁴	Marks will be based on the strength of the justification case made on student numbers.
Growth	Marks will be based on the strength of the justification case made for any growth in student numbers

Table 10: Direct benefits to T Level students scoring

Source: DfE

5.5 Financial Assessment

5.5.1 Demonstration of appropriate costs in all projects

We expect all successful projects to demonstrate value for money and cost certainty. Project costs should be within an appropriate cost range for the type of works proposed.

Your evidence should include:

- copies of open market valuations reports on acquisitions and for disposal if receipt is contingent on project match funding
- cost plan (breakdown of costs) appropriate to the design, size, and scale of the project
- reports/ advice from professional cost consultants
- copies of quotes/estimates aligning to project specification
- where available a summary of any tender exercise
- details of procurement route
- market testing to demonstrate additional/abnormal costs, where appropriate
- details of specialist equipment required for delivering the T Level (not part of project costs)

Your cost plan should be realistic about the level of professional fees, allowances, and contingency. This should be appropriate to the scale and type of the project, and the level

⁴ Equivalent qualifications are those falling within the relevant sector subject areas to the route, as set out in annex 4

of work already undertaken to establish price certainty. Cost overruns will be at your expense.

5.5.2 Investment appraisal and value for money

You must complete a cash flow template to enable an assessment of your financial position. We will also consider your financial performance over recent years as part of our assessment process.

You must meet [Treasury Green Book](#) requirements on value for money. Requests for a waiver of match funding will be subject to an affordability assessment which will include a requirement to complete updated financial plan information.

Your evidence must include:

- the investment appraisal template – for projects of value over £1 million your application will need to include comprehensive investment appraisals, including assumptions using the investment appraisal template in respect of the base case (do the minimum), alternative and preferred options.
- letters of funding commitment from other sources (if applicable).

5.5.3 Financial forecast information (for further education colleges and sixth form colleges or any providers where requesting reduced match)

For further education colleges and sixth form colleges, we will use the information you submit in the capital financial forecast template and capital cash flow template which are published here together with supporting commentary to determine your ability to fund the project and make decisions on requests for reduced funding match.

For all other providers if you are requesting any waiver of match funding you must provide the updated financial information in accordance with the pro formas as set out in section 4.4 and give us information about your own resources and/or third party project funding. You should include loan finance, disposal proceeds and other public sector grants. Your financial forecast should cover a period of at least two years after project completion. You should provide a commentary which is consistent with the investment appraisal (if required) for the preferred option.

The money you need for specialist equipment should not be included as part of the project costs but you should include this as a cost within the financial forecast provided and any NPV analysis. We intend to make an allocation in Spring 2022 as a contribution towards specialist equipment costs. If you tell us you cannot afford the normal match funding, our Finance team will carry out a financial review. We will look at your financial forecast to determine the appropriate level of match funding based on an affordability assessment. Where match funding is reduced due to the expected costs of specialist equipment, we reserve the right to recover this from the specialist equipment allocation.

For the purposes of the financial plan you should assume that the T Level students will be funded at the published [indicative rates](#).

5.5.4 Financial risk management plan

You must include a comprehensive financial risk management plan. Your assessment must identify key risks, likelihood and impact of risks, and mitigation to manage risks. If your financial health is inadequate, you will need to show how risks will be adequately managed.

Sub-criteria	Scoring
Overall costs	Your project should have a clear scope with costs in line with sector benchmarks. Your cost elements must appear reasonable and where there are ‘abnormal’ or high costs you must justify them. Your project is unlikely to be successful where the level of costs are above expectations with no clear justification, such as excessive professional fees, or allowances and contingency. Acquisitions and disposals that are contingent on funding should be supported by open market valuations.
Cost certainty	Appropriate independent professional advice should be evidenced. Any tenders/quotes should be thorough and well evidenced. They should have fixed prices and be in line with the expectations relative to the design information provided and size of the project. You will not score marks where poor or no supporting evidence is provided, or if they are inadequate for the size of the project.
Financial risk	A financial management risk plan is required. This needs to demonstrate that you have considered and mitigated against financial risks attributable to delivery of the project, in particular the consequences of a reduction in income and an unexpected increase in project costs.

Table 11: Financial risk management scoring

Source: DfE

We are unlikely to award money if you score very low marks in any part of the Financial assessment. This is regardless of how your project performs against other criteria.

6 If your bid is successful

If we approve your project you will receive a letter from us confirming this and setting out the terms of grant.

We will ask you to accept the terms by signing and returning a copy of the grant offer letter within two weeks of receipt.

We will send a grant offer letter only when we have received a copy of the minutes or a letter from the Chair of the Board confirming governing body approval for your project.

We reserve the right to recover funds from you in the event that your project costs (including VAT savings) are lower than we approved, or there is evidence you have not used them for the agreed purposes.

Our terms of grant will require you to use the premises funded for supporting the T Level curriculum for 20 years. If you decide to withdraw from T Level delivery we reserve a right to recover any capital grant we have paid.

In the event that we decide to recover and you can show that you have amortised/written down some or all the costs, it may not be necessary to claw back our funding in full.

Please note that funding is only confirmed once we have received a signed copy of your grant offer. You must not issue communications regarding the success of your application until you receive confirmation from us that you can do this.

7 Acceptance of Applications

Payment of grants is discretionary and the Department is under no legal obligation to accept any application or to pay any grant in response to any application whether or not the Applicant meets the relevant criteria and whether or not funds are available.

Neither the invitation to apply for funding, nor any communications with you or your representative or agent, nor any other communication in respect of the process, will be deemed to create any legally enforceable agreement, expectation, promise or representation (express or implied) that the Department will accept any Application or make any payments. The Department reserves the right not to award grant funding for some or all of the available funding for which Applications are invited.

The Department reserves the right to amend, add to or withdraw all or any part of the invitation to apply at any time during the application process and prior to the relevant deadline for receipt of applications, for whatever reason.

Annex 1

Options Analysis Feasibility Study

A feasibility study looks at the viability of the proposed project with an emphasis on identifying potential problems and attempts to answer one main question: will the project work?

For all T Level Capital Fund (TLCF) projects the feasibility study should include an evaluation and analysis of the proposed project against realistic alternative options. This should be based on a detailed proposed scope of works and extensive investigation of the current site and property. It should confirm that all aspects of the project have been effectively considered and that the selected option will provide the best chance of successful project delivery and value for money.

The aim of the feasibility study is to objectively and rationally identify the strengths and weaknesses of the proposed construction scheme. You should provide information on opportunities, issues, and threats that could be present which could either support your project or create problems. You also need to confirm the resources required to deliver the project on time and on budget.

The feasibility study for the project on the proposed site should include, but not be limited to:

- independent condition survey/consultant report or detailed survey (with floor plans) and specialist reports (e.g. structural) appropriate to size and scale of project and estimated costs.
- clear, sufficiently detailed, and relevant photographs.
- letters of compliance e.g. from fire officers or electrical engineers (where appropriate).
- detailed scope of works to illustrate how the elements identified above will be addressed.
- details of the professional Project Management team and their experience of delivering capital projects (you can include their CV if you wish to do so)
- a detailed project and resource plan.
- what is the design solution and why will it work.
- options appraisal demonstrating that the proposed project (preferred option) delivers the best value estates solution.
- benefits/constraints of the project.
- a comprehensive risk assessment with mitigations.
- further consideration to address significant risks that could impact on project costs and programme in particular, e.g. ground conditions, asbestos, planning/ highway conditions, acquisition/ disposals, third party funding.
- estate strategy/master planning for the site and a business plan (where applicable)
- project context for wider site (where the T Levels capital project is part of a larger capital project that includes non- T Levels elements)
- pre-planning advice or any planning evidence (where applicable).
- how this project is affordable and able to demonstrate value for money.
- a robust cost plan that is appropriate to the size and scale of the project.
- a procurement strategy demonstrating value for money.

- appropriate cost advice and, where available, a minimum of 3 quotes and/or a tender report that is consistent with the project specification.
- a cash flow forecast.
- market testing to demonstrate additional/abnormal costs (where appropriate)
- evidence of how costs will be managed and driven down.
- letters of funding commitment from other sources (if applicable).

Annex 2

Generic Design Brief for Schools Only

	Generic Design Brief	Technical Annexes	
Section	Content	Annex	Content
1	Context and Key Principles	1A	Definitions of Spaces: Mainstream schools
		1B	Definitions of Spaces: SEND and Alternative Provision
2	Buildings and Grounds	2A	Sanitary ware
		2B	External Space and Grounds
		2C	External Fabric
		2D	Internal Elements and Finishes
		2E	Daylight and Electric Lighting
		2F	Mechanical Services and Public Health Engineering
		2G	Electrical Services, Communications, Fire and Security Systems
		2H	Energy
		2I	Controls
3	Fittings, Furniture and Equipment	3	Fittings, Furniture and Equipment
4	ICT Design Requirements	4	ICT Responsibility Matrix
Building Performance Evaluation Methodology			

Annex 3

Building Condition Grading Definitions

Building Condition Grading Definitions		
A - As new	GIFA of space typically built within the last 5 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.
B - Sound	GIFA 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.
C - Operational	GIFA of space for which major repair or replacement needed in the short to medium term (within 3-5 years).	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.
D - Inoperable	GIFA 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. The conditions are expected to curtail operations within the building. Exclude very minor items which can be rectified easily.

Annex 4

T Level Route equivalent qualifications – relevant sector subject areas

T Level Route	Section Subject Area (SSA)
Digital	<ul style="list-style-type: none"> · 6.1 ICT practitioners · 9.3 Media and communication
Construction	<ul style="list-style-type: none"> · 5.1 Architecture · 5.2 Building and Construction · 5.3 Urban, Rural and Regional Planning
Education and Childcare	<ul style="list-style-type: none"> · 1.5 Child development and well-being · 13.1 Teaching and lecturing · 13.2 Direct learning support
Health and Science	1.1 Medicine and Dentistry 1.2 Nursing and subjects and vocations allied to medicine 1.3 Health and Social Care 2.1 Science
Engineering and Manufacturing	4.1 Engineering 4.2 Manufacturing technologies
Business and Administration	15.2 Administration 15.3 Business management
Legal, Finance, and Accounting	15.1 Accounting and finance 15.5 Law and legal services

Annex 5 Estates Management Guidance

We expect you to manage your estate effectively. We have published guidance on [Good Estate Management for Schools \(GEMS\)](#). Depending on your role, you may not need to read every section. Some sections are of particular interest to leaders, governors and trustees of schools. Others more at school business professionals and those involved in the routine management of the estate. Whatever your role, you should read the [fundamentals of good estate management](#) and use the [tool](#) provided to assess your organisations approach.

Annex 6

Definitions and glossary

T Level – Technical Level

TLCF – T Level Capital Funding

SEA – Specialist Equipment Fund

BFIG – Building and Facilities improvement grant

DfE – Department for Education

ESFA – Education Skills Funding Agency

AoC – Association of Colleges

AY – Academic Year

BREEAM – Building Research Establishment Environmental Assessment Method

CDC – Condition Data Collection

Expansion project – A project that will increase the estate gross internal floor area

FE – Further Education

FTE – Full Time Equivalent student

GEMS – Good Estate Management for Schools

GIFA – Gross Internal Floor Area

ICT – Information Communication Technology

LEP – Local Enterprise Partnership

LLDD - Learners with learning difficulties and/or disabilities

MAT – Multi Academy Trust

Matched Funding – Providers financial contribution to projects through their own funding sources.

MCA – Mayoral Combined Authority

NPV – Net Present Value

OS – Output Specification

RIBA – Royal Institute of British Architects

SAPs – Skills Advisory Panels

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

UTC – University Technical College

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