

Clean Energy Technical Excellence Colleges Application

(preview document only, do not send – please complete the online form)

Eligibility criteria

5 Clean Energy Technical Excellence Colleges (TECs) will be established across England.

Essential eligibility criteria

To be eligible to apply for Clean Energy TEC status, further education (FE) providers must:

- be a general FE college (including Sixth Form Colleges and designated institutions) that is part of the statutory FE sector in England.
- based on the finance record, have a finalised financial health grade of ‘good’ or ‘outstanding’ for the year 2023 to 2024 as assessed by the Department for Education (DfE), or expect to be graded as such for the year 2024 to 2025. Once new grades are finalised in April 2026, we will need to confirm that your grade has remained ‘good’ or ‘outstanding’. Any college who receives a ‘requires improvement’ or ‘inadequate’ financial health grade for the year 2024 to 2025 will subsequently be deemed ineligible to become a TEC. In addition, a college must not be in formal intervention and must not have any significant concerns raised in any recent DfE audits.
- be Ofsted rated ‘good’ or ‘outstanding’ in overall effectiveness. Colleges who have an Ofsted rating of ‘requires improvement’ may apply if they can demonstrate through a recent monitoring visit report that they have made significant progress against all areas requiring improvement. We expect that only a small number of colleges will be inspected under the new framework. For these colleges a single word judgment will not be applied. Instead, Ofsted report cards will be considered on a case-by-case basis as part of the assessment process
- at a college level, have an achievement rate above 84% based on published [FE and Skills data for 2023 to 2024 \(opens in new tab\)](#) academic year, or an apprenticeships achievement rate above 61% in the latest published [apprenticeships data \(opens in new tab\)](#).
- deliver existing skills provision that demonstrates alignment (full or partial) with the Clean Energy priority occupations outlined in the Skills England ‘Assessment of priority skills to 2030’ report (appointed TECs will also be expected to deliver against the menu of skills needs identified by local Clean Energy employers which may differ from the list below):
 - bricklayers
 - cad, drawing and architectural technicians

- carpenters and joiners
 - civil engineers
 - construction operatives
 - construction project managers and related professionals
 - electrical and electronic trades
 - electrical engineers
 - electricians and electrical fitters
 - electronics engineers
 - engineering professionals
 - engineering project managers and project engineers
 - engineering technicians
 - floorers and wall tilers
 - glaziers, window fabricators and fitters
 - mechanical engineers
 - metal machining setters and setter-operators
 - metal working machine operatives
 - metal working production and maintenance fitters
 - plasterers
 - plastics process operatives
 - plumbers and heating and ventilating installers and repairers
 - production and process engineers
 - production managers and directors in construction
 - production managers and directors in manufacturing
 - quantity surveyors
 - roofers, roof tilers and slaters
 - routine inspectors and testers
 - scaffolders, staggers and riggers
 - telecoms and related network installers and repairers
 - welding trades
- offer qualifications in Clean Energy-related courses at Level 4 and above and be registered with the Office for Students (OFS).
 - have established partnerships with Clean Energy industry employers and can demonstrate potential to attract investment (financial and/or in-kind contributions) to support Clean Energy skills development.
 - be able to demonstrate that your skills provision supports one of the priority city regions and clusters in England for Clean Energy Industries (p.30 of the [Industrial Strategy technical annex](#)) ([opens in new tab](#)), as summarised here:
 - East Midlands (particularly East Midlands Combined County Authority) - Heat Pumps, Fission, Fusion
 - East of England (particularly Freeport East, Cambridgeshire and Peterborough Combined Authority) - Wind, Fission, Fusion
 - Greater London (particularly City of London, Thames Freeport) - Clean Energy Finance, Research and Development

- North East (particularly North East Combined Authority, Tees Valley Combined Authority) - Wind (Onshore and Offshore), CCUS, Hydrogen, Heat Pumps
- North West (particularly Greater Manchester Combined Authority, Liverpool Combined Authority, Cheshire, Lancashire) - Wind (Onshore and Offshore), CCUS, Hydrogen, Fission, Fusion
- South East (particularly Solent, Oxford) - Wind (Offshore), Fusion
- South West (particularly West of England Combined Authority, Plymouth, Cornwall, Somerset) - Fusion, Wind (Offshore), Heat Pumps, Fission
- West Midlands (particularly West Midlands Combined Authority, Black Country) - Heat Pumps, Wind (Offshore), Smart Energy Systems
- Yorkshire and the Humber (particularly South Yorkshire Combined Authority, York and North Yorkshire Combined Authority, Humber) - Wind (Onshore and Offshore), CCUS, Hydrogen, Heat Pumps, Fission, Fusion

(Please note: your college does not need to be located within the cluster, it can be in a bordering area if alignment can be demonstrated).

- be able to also demonstrate relevance to one or more of the subsector specialisms associated with the priority city regions and clusters summarised above (p.72-74 of the [Industrial Strategy Clean Energy sector plan](#)) ([opens in new tab](#)), or demonstrate relevance to any of the priority subsectors in the [Clean Energy Jobs Plan](#) ([opens in new tab](#)): offshore Wind; Onshore Wind; Solar; Fusion Energy; Nuclear Fission; Clean Flexibility and Smart Systems; Electricity Networks; Hydrogen; Carbon Capture Utilisation and Storage; Long Duration Energy Storage; Greenhouse Gas Removals; Domestic and Non-Domestic Heat Pumps; Heat Networks; Biomethane; Energy Efficiency and Retrofit.

Desirable eligibility criteria

- Prior experience in, or a commitment to the delivery of T Levels that support the Clean Energy sector
- Have experience of one or more of the following:
 - delivering in the Clean Energy sector as a partner of a local Institute of Technology (IoT)
 - having previously been the project lead provider of a Local Skills Improvement Fund project focused on the Clean Energy sector
 - being a member of the WorldSkills UK Centre of Excellence

Declaration

Does your organisation meet all the essential criteria to apply for Clean Energy Technical Excellence College status?

- Yes, I confirm that our organisation meets the eligibility criteria
- No, our organisation does not meet the criteria

Organisation details

Organisation Name :

UK Provider Reference Number (UKPRN) :

Region

Select all that apply.

- East
- East Midlands
- Greater London
- North East
- North West
- South East
- South West
- West Midlands
- Yorkshire and the Humber

Main Contact

This needs to be someone from your organisation who will take responsibility for responding to questions about this application.

Full name

Email

Phone number

Lead college (optional)

If your organisation is a college group or a group of merged colleges, please specify which one college will lead the delivery of your plans and be the public-facing recipient of Clean Energy Technical Excellence College (TEC) status.

Dual designation (optional)

In exceptional circumstances we may consider dual designation, where a college could be a TEC in more than one sector. Such instances will be rare, and this will not be standard practice. If you would like your college to be considered for this, please specify the other sector (you will need to complete application forms for both of these sectors)

Spoke status

If you are not successful in your TEC application, please indicate whether you want to be a 'spoke' of the appointed TEC (spokes can be any further education provider who is delivering sector or subsector specific courses). Read further guidance about the [hub and spoke model \(opens in new tab\)](#).

- Yes, our organisation would like to be a spoke of an appointed TEC
- No, our organisation does not want to be a spoke of an appointed TEC

Question 1

Describe and evidence how your college has previously delivered against the 5 Technical Excellence College (TEC) objectives, focusing specifically on activity relating to the Clean Energy sector.

The 5 TEC objectives

You can read detailed information about the [5 TEC objectives and outputs \(opens in new tab\)](#). The 5 TEC objectives are:

1. To boost skills provision in direct response to local and national employer needs.
2. To deliver high quality teaching practice and curricula, including specialist continuous professional development for staff.
3. To leverage employer engagement and investment in sector skills provision.
4. To collaborate with a network of providers (via a hub and spoke model) to boost sector-specific skills provision and quality both locally and nationally.
5. To promote clear pathways for learners to progress into work or into higher level courses.

Evidence to include in your response

- your organisation's capacity to resource and grow provision quickly
- examples of leading change and improvement across multiple providers
- evidence of delivering against agreed targets, with tangible outcomes (for example, learner numbers, employer engagement, progression rates, or other measurable impacts)
- evidence of organisational capability and readiness to deliver at pace and scale (including recent and relevant data to reflect readiness and impact)
- evidence of effective partnerships with existing skills providers to deliver high-quality curricula (these could include but are not limited to higher education providers, University Technical Colleges, Institutes of Technology, Catapult Network, further education colleges, independent training providers)
- recent data showing the percentage of learners on Clean Energy-related courses who have progressed into positive destinations overall, including Clean Energy-related apprenticeships, higher-level study, or employment

(8000 characters)

Question 2

Set out the specific outcomes you would aim to deliver as a Clean Energy Technical Excellence College, including how these will contribute to measurable progress against all 5 of the TEC objectives.

Information to include in your response

- what you would deliver regionally and nationally by the end of the 2029 to 2030 financial year, (for the purposes of this application question assume an indicative funding envelope of £5-10 Million per TEC across 4 years, with a 4:1 proportional ratio of Capital funding to Revenue funding).
- how your proposed activities would lead to tangible improvements and growth in provision (including at level 4 or above); increased no. of learners completing Clean Energy-related courses; and increased no. of learners progressing into employment within Clean Energy-related occupations. Please provide estimated projections.
- how your proposed activities will contribute to the objectives of the of the [Clean Energy Industrial Strategy sector plan \(opens in new tab\)](#) and the [Clean Energy Jobs Plan \(opens in new tab\)](#), supporting delivery of key actions and interventions outlined. Please provide detail about how your planned activity will support skills development in key subsectors/frontier industries and how your skills provision will support one or more of the priority city regions and clusters (outlined in the essential criteria).
- how your proposed activity supports sector priorities set out in relevant Strategic Authority Local Growth Plans and/or Local Skills Improvement Plans (LSIPs).

(8000 characters)

Question 3

Please outline existing partnerships with major Clean Energy industry employers and describe how you will harness these to drive the co-creation of a skilled clean energy workforce pipeline.

Information to include in your response

- name the employers that you intend to work with and the nature of the partnership
- how you will work with sector employers to raise the quality and standard of Clean Energy-related teaching, curricula and continuing professional development
- how you will work with sector employers to increase learner starts and progression into Clean Energy careers/jobs or related higher education courses
- outline any existing or prospective inward investment from your employer partner(s) that will support a specialism in Clean Energy and how this will be used, for example, development of specialist facilities, design and scaling of specialist curricula/CPD, industry exchange

(8000 characters)

Question 4

Technical Excellence Colleges (TECs) will be expected to deliver through a hub and spoke model. The selected TECs will be expected to become hubs of excellence and will need to identify and work closely with a range of further education (FE) providers regionally and nationally (for example, FE Colleges, independent training providers, University Technical Colleges) to raise quality, standards, and capacity across the sector in Clean Energy skills provision. These providers will be the ‘spokes’ or delivery partners of the TEC hub. Please outline how you might mobilise this model.

Read guidance on the [hub and spoke model \(opens in new tab\)](#).

Information to include in your response

- outline how you will identify Clean Energy delivery partners or ‘spoke’ providers
- name any FE providers that you know already that you may wish to work with as Clean Energy delivery partners
- outline how you will use the hub and spoke model to work with other colleges to increase capability and capacity to take on increased demand for specialist skills in Clean Energy

(8000 characters)

Endorsements

Please provide up to 6 quality written endorsements (1000 character limit per endorsement) from regional or national skills partners who support your application to become a Clean Energy Technical Excellence College (TEC), stipulating how they will work with your college if appointed to support your role as a TEC.

Endorsers can include:

- further education providers delivering Clean Energy-related courses
- higher education institutions offering Clean Energy-related courses
- employers in the Clean Energy sector (including supply chain)
- Local Skills Improvement Plan (LSIP) designated Employer Representative Bodies (ERBs)

Your endorsements

For each endorsement please include:

- contact name of endorser
- organisation name
- contact phone number
- contact email address
- a written endorsement

Endorsement 1 (optional):

Endorsement 2 (optional):

Endorsement 3 (optional):

Endorsement 4 (optional):

Endorsement 5 (optional):

Endorsement 6 (optional):